

## Scheme of work (3 years)

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The new GCSE French specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

### Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

## Year 2

Term	Theme	Topic	Grammar
Autumn half-term 1	Current and future study and employment	Life at school/college See resources: <a href="#">La vie au lycée: pressions et problèmes</a>  Four in a row: school	<ul style="list-style-type: none"> <li>transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see <a href="#">Le règlement: Worksheet and Teaching notes</a>)</li> <li>quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	Travel and tourism See resources: <a href="#">Vocab crunch: holidays</a> <a href="#">Inference grids: holidays</a> Holiday writing stimulus <a href="#">GCSE writing guide: holidays</a> <a href="#">Lydia's holiday</a> <a href="#">Les vacances cauchemardeques de M. Bean</a>  Four in a row: holidays <a href="#">Visite de Paris</a>	<ul style="list-style-type: none"> <li>consolidation of perfect tense</li> <li>extension of imperfect tense (see resources: <a href="#">Imperfect tense – Vacances d'enfance: Lesson activities</a>, <a href="#">Imperfect tense – Vacances d'enfance: Presentation</a> and <a href="#">Imperfect tense – Vacances d'enfance: Practice</a>)</li> <li>sequencing words, expressions and phrases</li> <li><i>avant de/après avoir etc/pendant que/depuis/venir de</i></li> <li>developing greater complexity in spoken and written accounts of past events or experiences</li> </ul>

Term	Theme	Topic	Grammar
			<ul style="list-style-type: none"> <li>weather expressions with <i>faire</i></li> </ul>
Spring half-term 1	Current and future study and employment	Education post-16 See resource: <a href="#">Les expressions idiomatiques</a>	<ul style="list-style-type: none"> <li><i>ce qui/ce que... c'est...</i> sentence pattern</li> <li>future tense introduced for eg future study plans</li> <li>building on <i>si</i> clauses with present and future</li> <li>more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)</li> </ul>
Spring half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> <li>Healthy/unhealthy living</li> </ul> See resources: <a href="#">Sorting foods</a> <a href="#">Vocab starters: la santé</a> <a href="#">C'est bon pour la santé</a> <a href="#">Docteur: j'ai un problème</a> <a href="#">Les jeunes et l'alcool</a> <a href="#">Phrasing questions</a> <a href="#">Verbs that take infinitives</a> <a href="#">Symptômes et prescriptions</a>	<ul style="list-style-type: none"> <li>partitive articles with food items</li> <li>recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative</li> <li><i>il vaut mieux/il vaudrait mieux</i></li> <li>negative <i>ne...jamais</i></li> <li>full explanation of imperfect tense to allow statements and opinions about previous health habits</li> </ul>
Summer half-term 1	Identity and culture	Marriage/partnership See resources: <a href="#">Je voudrais me marier</a> <a href="#">Le courrier du cœur</a>	<ul style="list-style-type: none"> <li>revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions</li> <li><i>en</i> + present participle</li> </ul>

Term	Theme	Topic	Grammar
		<p><a href="#">Revision of future tenses</a></p> <p><a href="#">Direct object pronouns</a></p> <p>Indirect object pronouns</p>	<ul style="list-style-type: none"> <li>• revision of future tense to outline future plans</li> <li>• direct and indirect object pronouns</li> </ul>
Summer half-term 2	Identity and culture	<p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <p>See resource:</p> <p><a href="#">Talking about the technology we use</a></p>	<ul style="list-style-type: none"> <li>• revision of past tenses to recount how social media have been used; or life before technology</li> <li>• <i>grâce à/sans/avec</i></li> <li>• enhanced statements of possibility including <i>permettre de</i></li> <li>• <i>il est possible que</i> + subjunctive</li> </ul>