

French Big Ideas	Y8	Y9	Y10	Y11	Y12	Y13
Functional Vocabulary	<p>Opinions and justifications: - Use basic opinion phrases in 1st person and aimer, adorer and détester in 3rd. - Use opinion phrases in 1st person and aimer, adorer and détester in 3rd. Develop diverse justifications and use a wide range of opinion phrases (à mon avis, selon moi)</p> <p>Descriptions: - Use correctly agreed adjectives for description</p> <p>Time phrases: - Know and apply basic adverbs of frequency</p> <p>Conjunctions: - Use basic conjunctions</p> <p>Cross-Topic verbs: - Etre/Avoir/Aimer/Aller</p>	<p>Opinions and justifications: - Use opinion phrases in 1st person and aimer, adorer and détester in 3rd. Develop diverse justifications and use a wide range of opinion phrases (à mon avis, selon moi)</p> <p>Descriptions: - Use correctly agreed adjectives for description</p> <p>Time phrases: Regularly use and extend sequencers and adverbs</p> <p>Conjunctions: Use conjunctions for extension and contrast</p> <p>Cross-Topic verbs: - Etre/Avoir/Aller/Faire/ Prendre/ Choisir</p>	<p>Infinitive structures: Use to introduce ideas and to reference a range of time frames</p> <p>Opinions and justifications: Develop diverse justifications and move away from 'parce que c'est' and use range of opinions</p> <p>Descriptions: Use correctly agreed adjectives for description</p> <p>Time phrases: Regularly use and extend sequencers and adverbs</p> <p>Conjunctions: Use conjunctions for extension and contrast</p> <p>Cross-Topic verbs: Etre/ Avoir/ Aimer/ Penser/ Trouver/ Faire/ Aller</p>	<p>Infinitive structures: Use to introduce ideas and to reference a range of time frames</p> <p>Opinions and justifications: Develop diverse justifications and move away from 'parce que c'est' and use range of opinions</p> <p>Descriptions: Use correctly agreed adjectives for description</p> <p>Time phrases: Regularly use and extend sequencers and adverbs</p> <p>Conjunctions: Use conjunctions for extension and contrast</p> <p>Cross-Topic verbs: Etre/ Avoir/ Aimer/ Penser/ Trouver/ Faire/ Aller</p>	<p>Integration and Application:</p> <p>At A-Level, knowledge of functional vocabulary is secured and students have developed an understanding of how these phrases function grammatically. The focus turns to applying these phrases in a more natural, native manner.</p> <p>Students are encouraged to widely use this language alongside new, topic-specific vocabulary and to practise this with the language assistant in order to ensure it is produced in a natural, fluent manner.</p> <p>Students' prior development in understanding this language will help them to recognise it in journalistic, academic and literary registers.</p>	
Intercultural Understanding	<p>Comparison and reflection: Reflect on prior knowledge of France and French speaking Cultures. Comparisons to own life are insightful and informed by knowledge rather than stereotype. They are beginning to generate questions and curiosity about French cultures.</p> <p>Realia: Explore and understand realia, using maps and photos of the French speaking world. Realia are starting to be used to inform judgements. Film: Petit Nicolas.</p> <p>Discovery: Geography of France and the French speaking world, routines, customs and celebrations. The French world beyond France and the impact and legacy of empire.</p>	<p>Comparison and reflection: Comparisons are drawn consciously and reflections on key topics made under the idea of 'in my own and other cultures'. Students begin to more widely see cultural capital in texts, film and media.</p> <p>Realia: Students continue to explore realia including the film Les Choristes and a range of songs. Students explore realia to compare and contrast their world to the French speaking world.</p> <p>Discovery: Customs, life in France, future prospects with France, including future study and careers.</p>	<p>Comparison and reflection: GCSE topics serve to inspire reflection on own festivals and traditions, relationships with family and friends and use of free time. The differences in education systems between France and the French speaking World and the UK are studied and students begin to consider their own education as a result.</p> <p>Realia: Studies include the film Intouchables a variety of songs and a French lunch (French Experience Trip).</p> <p>Discovery: Wider understanding of la Francophonie.</p>	<p>Comparison and reflection: GCSE topics serve to inspire reflection on holidays, impact on tourism and how students contribute to global sustainability. They compare their own local area to France and other French speaking countries.</p> <p>Realia: Real texts are used as grammar practise ahead of the exams, and the literature questions are practised.</p> <p>Discovery: Wider understanding of la Francophonie.</p>	<p>History: Students learn to contextualise the events that led to the Occupation of France and, through their studies of a range of authentic sources, understand the immediate consequences of the Occupation on daily life. They understand how the Resistance was formed and the impact the resistants' actions had on citizens but also how they impacted on the German invasion. Students learn how Cultural Life was impacted and how France was supported when it was rebuilt during the Post-War years.</p> <p>Literature and film: Students read the novel and watch the film in the target language and, through their written work, are encouraged to form judgements using their own cultural knowledge about the extent to which these works are inspired by the social contexts of France.</p> <p>Independent Research Project and Topic: Students' topical studies serve as the inspiration for their own independent research in to a cultural element of the French-speaking world that is of interest.</p>	
Metacognition	<p>Accuracy: Begin to understand what to look for when checking work for accuracy, including adjectival agreement, correct spelling and word order. Move towards self-regulation by understanding agreements, word order and verb endings. Support from teacher is required for longer passages but students begin to develop resilience in this skill.</p> <p>Decoding: Start to use cognates in order to develop understanding of newer vocabulary, and begin to inform knowledge of etymology. Begin to use context to make informed and logical predictions about unknown language in both written and spoken form.</p>	<p>Accuracy: Effectively self-regulate, check and correctly agree across a range of basic structures, whilst developing efficiency in this with teacher support where more developed structures are concerned.</p> <p>Decoding: Continue to use cognates and etymology when decoding written text. Make informed predictions. Consider the role of transcription, pre-listening and vocabulary in longer listening passages and ahead of reading more complex texts.</p>	<p>Accuracy: Self-regulation becomes more effective across a range of structures. Adjectival agreement and verb endings are consistent in regular forms across a minimum of three tenses in different time frames.</p> <p>Decoding: Continue to use cognates and etymology when decoding written text. Make informed predictions. Consider the role of transcription, pre-listening and vocabulary in longer listening passages and ahead of reading more complex texts.</p>	<p>Accuracy: Adjectival agreement and verb endings are consistent in regular forms across a minimum of three tenses in different time frames. Even more spontaneous language shows a good degree of accuracy.</p> <p>Decoding: Continue to use cognates and etymology when decoding written text. Make informed predictions. Use transcription, pre-listening and vocabulary in longer listening passages and texts.</p>	<p>Accuracy: Students demonstrate good accuracy in basic structures and with more complex grammar. They show accuracy even with spontaneity, which they develop with the assistant.</p> <p>Decoding: Students develop resilience and apply prior learned strategies to deal with more authentic texts, journalistic pieces and literary works. They are able to make logical and informed predictions due to a solid understanding of vocabulary.</p>	<p>Accuracy: Students demonstrate good accuracy in basic structures and with more complex grammar. They show accuracy even with spontaneity, and self-regulate effectively.</p> <p>Decoding: Students demonstrate resilience when dealing with authentic texts, journalistic pieces and literary works. They are able to make logical and informed predictions due to a solid understanding of vocabulary.</p>
Grammar	<p>Sentence Structure Form sentences using time phrases, personal pronouns, verbs, adjectives. Simple conjunctions using opinions and justifications. Understand word order and difference between French and English.</p> <p>Verbs Conjugation in present tense of regular verbs ending in -er, -ir and -re. Etre, Avoir, Faire, Aller. Future proche. Use infinitives following opinion verbs.</p> <p>Gender and agreement Introduction to and understanding of gender agreement. Correctly agree adjectives to nouns and use articles correctly.</p>	<p>Sentence Structure Extend sentences using time phrases, personal pronouns, verbs, adjectives. More complex conjunctions using opinions and justifications and negatives.</p> <p>Verbs Conjugation in present tense of regular verbs ending in -er, -ir and -re. Etre, Avoir, Faire, Aller, Prendre, Finir. Future proche. Passé composé with avoir and être.</p> <p>Gender and agreement Consolidation of adjective agreement and agreement of past participles. Integrate definite, indefinite and partitive article in own work.</p>	<p>Sentence Structure Consolidation of formation of more complex sentences using time phrases, personal pronouns, verbs, adverbs, adjectives, comparisons and superlatives. Using conjunctions for expressing opinions and justifications.</p> <p>Verbs Conjugation in present, past and future tense of regular and irregular verbs. This includes imperfect and conditional tense.</p> <p>Gender and agreement Adjective agreement and agreement of past participles. Irregular adjectives.</p>	<p>Sentence Structure Consolidation of formation of more complex sentences using time phrases, personal pronouns, verbs, adverbs, adjectives, comparisons and superlatives. Using conjunctions for expressing opinions and justifications.</p> <p>Verbs Conjugation in present, past and future tense of regular and irregular verbs. This includes imperfect and conditional tense.</p> <p>Gender and agreement Adjective agreement and agreement of past participles.</p>	<p>Sentence Structure: Begin to understand nuance in sentence structure and the use of clauses, pronouns and a range of conditionals. Recognise academic, literary and journalistic registers.</p> <p>Verbs: Conjugate confidently and with accuracy across five tenses. Develop an understanding of and use present subjunctive.</p> <p>Gender and Agreement: Demonstrate total confidence in agreement for gender and plurals, and use patterns.</p>	<p>Sentence Structure: Demonstrate ability to comprehend and produce complex French in a variety of registers. Deal with literary text and use grammar effectively to derive meaning.</p> <p>Verbs: Conjugate confidently and with accuracy across five tenses. Use the subjunctive in the present and past forms.</p> <p>Gender and Agreement: Demonstrate total confidence in agreement for gender and plurals, use and apply patterns widely.</p>
Phonics	<p>Pronunciation: Learn and develop confidence in using the French alphabet. Link written characters to phonemes and understand basic vowel combinations.</p> <p>Intonation and fluency: Begin to differentiate intonation when forming questions. Start to recognise question form when heard.</p> <p>Sound-spelling links: Begin to recognise how vowel phonemes and accents affect pronunciation.</p>	<p>Pronunciation: Continue to develop confidence in pronunciation and emphasise pronunciation of endings when conjugating in different tenses.</p> <p>Intonation and fluency: Show fluency and use intonation effectively when asking and responding to questions.</p> <p>Sound-spelling links: Make links between commonly occurring phonemes and spellings. Secure knowledge of common and frequent vowel combinations.</p>	<p>Pronunciation: Secure pronunciation when speaking with both pre-prepared and spontaneous answers. Move towards 'natural' conversation.</p> <p>Intonation and fluency: Use intonation effectively to convey, enhance and change meaning.</p> <p>Sound-spelling links: Begin to apply these to make predictions for new vocabulary within listening passages.</p>	<p>Pronunciation: Secure pronunciation of both simple and complex phonemes and apply accentuation and phonetic rules confidently.</p> <p>Intonation and fluency: Move towards natural sounding conversation and respond with a good level of authenticity.</p> <p>Sound-spelling links: Apply and use these confidently.</p>	<p>Pronunciation: Show confidence in pronunciation and work on certain non-standard 'native' pronunciation trends.</p> <p>Intonation and fluency: Work regularly with native assistant to develop fluency in responses and apply knowledge effectively.</p> <p>Sound-spelling links: Apply and use confidently and link to grammatical patterns to support derivation of meaning.</p>	<p>Pronunciation: Demonstrate secure and confident pronunciation of all phonetic elements, applying rules and trends effectively.</p> <p>Intonation and fluency: Work regularly with native assistant to develop fluency in responses and apply knowledge effectively. Understand a range of accents from the hispanic world.</p> <p>Sound-spelling links: Apply and use confidently.</p>
Topic Vocabulary	<p>Recognise, understand the meaning of and begin to use vocabulary related to:</p> <p>Basic French Vocabulary. Likes and dislikes, hobbies, animals, personal descriptions, school, time, free time activities and sports, town.</p>	<p>Free time activities including social media. Holidays. Home life including food.</p>	<p>Lifestyle, Youth Culture, Customs and Traditions, Current and Future Study, World of Work and Future Plans.</p>	<p>Holidays and Tourism, Local area and Transport, Global Sustainability.</p>	<p>Families and citizenship. Youth trends and personal identity. Regional culture and heritage. Media, art, film and music in the French-speaking world. Education and employment opportunities. Intouchables. No et moi.</p>	<p>Intouchable. No et moi. Diversity and Difference</p> <p>France 1940-1950: the Occupation and post-war years</p>