

## FRENCH GSA Curriculum Map 2023-24

**To develop all students into linguists who:**

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

|  | Autumn 1 (HT1)  | Autumn 2 (HT2)  | Spring 1 (HT3)   | Spring 2 (HT4)  | Summer 1 (HT5)  | Summer 2 (HT6)   |
|--|---|---|--|---|---|--|
| <b>Year 7(S Half studying French 1st half - 7P studying French 2nd half)</b> |   |   |  |   |   |  |
| Topic Covered  | Introductions<br>Descriptions   | Family and<br>descriptions  | Free time, where I live,<br>and school   | Introductions<br>Descriptions   | Family and<br>descriptions  | Free time, where I live,<br>and school   |
| <b>Knowledge deepened</b>  | <u>Vocabulary</u> : Numbers, months, countries, colours<br><u>Grammar</u> : Present tense of 'to have', prepositions, adjectival agreement<br><u>Phonics</u> - Introduction of key sounds | <u>Vocabulary</u> : Personality adjectives, family, school subjects, numbers<br><u>Grammar</u> : Present tense of verbs 'to have' and 'to be', adjectival agreement, opinion verbs, comparatives<br><u>Phonics</u> - Introduction of key sounds | <u>Vocabulary</u> : Types of house and locations, free time activities, pets<br><u>Grammar</u> : Present tense of regular verbs, present tense of 'avoir', prepositions, adjectival agreement, infinitive constructions<br><u>Phonics</u> - Introduction of key sounds | <u>Vocabulary</u> : Numbers, months, countries, colours<br><u>Grammar</u> : Present tense of verbs 'to have', prepositions, adjectival agreement<br><u>Phonics</u> - Introduction of key sounds | <u>Vocabulary</u> : Personality adjectives, family, school subjects, numbers<br><u>Grammar</u> : Present tense of verbs 'to have' and 'to be', adjectival agreement, opinion verbs, comparatives<br><u>Phonics</u> - Introduction of key sounds | <u>Vocabulary</u> : Types of house and locations, free time activities, pets<br><u>Grammar</u> : Present tense of regular verbs, present tense of 'avoir', prepositions, adjectival agreement, infinitive constructions<br><u>Phonics</u> - Introduction of key sounds |
| <b>Skills developed</b>  | Pronunciation<br>Reading<br>Translating<br>Literary text  | Listening<br>Writing<br>Strategies for vocabulary learning  | Verb patterns<br>Speaking - extra focus on pronunciation<br>Assessment technique<br>Literary text  | Pronunciation<br>Reading<br>Translating   | Listening<br>Writing<br>Strategies for vocabulary learning  | Verb patterns<br>Speaking - extra focus on pronunciation<br>Assessment technique   |
| <b>Links to National Curriculum or Specification</b>                         | NC: Use accurate spelling, grammar and punctuation  | NC: Use accurate spelling, grammar and punctuation  | NC: Use and manipulate key grammatical structures in the present tense   | NC: Use accurate spelling, grammar and punctuation  | NC: Use accurate spelling, grammar and punctuation  | NC: Use and manipulate key grammatical structures in the present tense   |

|                                      |   |  |   |   |   |  |
|--------------------------------------|---|--|---|---|---|--|
| <b>Flagship Link</b>                 |   | <b>French and English</b> - Y7 Term HT2 - Creative writing (word classes and using adjectives to enhance writing).   |   |   |   |  |
| <b>Cross Curriculum Connections</b>  |   | <b>Personal Development</b> Y9 HT3 - Respectful relationships  |   |   | <b>Personal Development</b> Y9 HT3 - Respectful relationships   |  |
| <b>Resources to support learning</b> | <ul style="list-style-type: none"> <li>• <a href="#">Introducing myself + Nationalities</a></li> <li>• <a href="#">Introductions with Nationalities Quizlet</a></li> <li>• <a href="#">Numbers 1-20</a></li> <li>• <a href="#">Numbers Kahoot</a></li> <li>• <a href="#">Months of Year</a></li> <li>• <a href="#">Dates + Birthdays</a></li> <li>• <a href="#">Months and Birthdays Kahoot</a></li> <li>• <a href="#">Hair + Eyes</a></li> <li>• <a href="#">Hair + Eyes Quizziz</a></li> <li>• <a href="#">My favourite object (Self-Study from KO)</a></li> <li>• <a href="#">My Favourite Object Quizlet</a></li> <li>• <a href="#">French-Speaking Parts of the World Quizlet</a></li> <li>• <b><a href="#">Unit 1 Revision</a></b></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Describing myself 1 (Self-Study from KO)</a></li> <li>• <a href="#">Describing myself 2</a></li> <li>• <a href="#">Describing myself Quizlet</a></li> <li>• <a href="#">Family members + Possessives</a></li> <li>• <a href="#">Family members Quizziz</a></li> <li>• <a href="#">School subjects + Opinion</a></li> <li>• <a href="#">School Subjects + Opinions Kahoot</a></li> <li>• <a href="#">What I'm like now/What I used to be like</a></li> <li>• <a href="#">What I'm like now/What I used to be like Quizlet</a></li> <li>• <b><a href="#">Unit 2 Revision 1</a></b></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Where I live</a></li> <li>• <a href="#">Where I live Kahoot</a></li> <li>• <a href="#">Present Tense</a></li> <li>• <a href="#">Present Tense Kahoot</a></li> <li>• <a href="#">Hobbies 1</a></li> <li>• <a href="#">Personal items/Hobbies 2</a></li> <li>• <a href="#">Hobbies</a></li> <li>• <a href="#">Kahoot</a></li> <li>• <a href="#">Pets</a></li> <li>• <a href="#">Colours</a></li> <li>• <a href="#">Pets Colours Kahoot</a></li> <li>• <a href="#">More Pets/Animals</a></li> <li>• <a href="#">Adjectival Agreement</a></li> <li>• <a href="#">Pets/Animals with Adjectives</a></li> <li>• <b><a href="#">Unit 3 Revision</a></b></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Introductions+ Nationalities</a></li> <li>• <a href="#">Nationalities Quizlet</a></li> <li>• <a href="#">Numbers 1-20</a></li> <li>• <a href="#">Dates</a></li> <li>• <a href="#">Birthdays Kahoot</a></li> <li>• <a href="#">Hair + Eyes</a></li> <li>• <a href="#">Hair + Eyes Quizziz</a></li> <li>• <a href="#">My favourite object</a></li> <li>• <a href="#">My Favourite Object Quizlet</a></li> <li>• <a href="#">French-Speaking World Quizlet</a></li> <li>• <b><a href="#">Unit 1 Revision</a></b></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Describing myself 1</a></li> <li>• <a href="#">Describing myself 2</a></li> <li>• <a href="#">Describing myself Quizlet</a></li> <li>• <a href="#">Family members</a></li> <li>• <a href="#">Family members Quizziz</a></li> <li>• <a href="#">School subjects + Opinion</a></li> <li>• <a href="#">What I'm like now/used to be like Quizlet</a></li> <li>• <b><a href="#">Unit 2 Revision</a></b></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Where I live</a></li> <li>• <a href="#">Where I live Kahoot</a></li> <li>• <a href="#">Present Tense</a></li> <li>• <a href="#">Present Tense Kahoot</a></li> <li>• <a href="#">Hobbies</a></li> <li>• <a href="#">Hobbies 2</a></li> <li>• <a href="#">Hobbies Kahoot</a></li> <li>• <a href="#">Pets</a></li> <li>• <a href="#">Colours</a></li> <li>• <a href="#">Pets and Colours Kahoot</a></li> <li>• <a href="#">Pets/Animals</a></li> <li>• <a href="#">Adjectival Agreement</a></li> <li>• <b><a href="#">Unit 3 Revision</a></b></li> </ul> |
| <h2>Year 8</h2>                      |   |  |   |   |   |  |
| <b>Topic Covered</b>                 | <b>Food</b>   | <b>Town</b>  | <b>Lifestyle - hobbies and Clothes and daily routine</b>  | <b>Holidays</b>   | <b>Holidays and festivals</b>   | <b>Sport and leisure</b>   |
| <b>Knowledge deepened</b>            | <u>Vocabulary:</u> Types of food and drink, numbers, adjectives<br><u>Grammar:</u> Present tense of regular and irregular verbs, partitive article, negative form, infinitive constructions   | <u>Vocabulary:</u> Facilities in town, directions<br><u>Grammar:</u> Prepositions, opinion verbs, present tense of 'to be able to' and 'to want', definite vs indefinite article<br><u>Phonics:</u> Introduction of  | <u>Vocabulary:</u> Clothes, weather, adjectives, free time activities, numbers, opinion verbs, music genres, weather<br><u>Grammar:</u> Present tense of regular and some irregular verbs,  | <u>Vocabulary:</u> countries, accommodation, holiday activities, opinion verbs, frequency words<br><u>Grammar:</u> Present tense of regular and some irregular verbs, prepositions, perfect   | <u>Vocabulary:</u> countries, accommodation, holiday activities, opinion verbs<br><u>Grammar:</u> Present tense of regular and some irregular verbs, prepositions, perfect tense, near future tense,  | <u>Vocabulary:</u> sports, frequency words, body parts, time phrases<br><u>Grammar:</u> Present tense, perfect tense, negative form, depuis + time, prepositions, infinitive constructions   |

|  |   |   |   |  |  |  |
|--|---|---|---|--|--|--|
|  | <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7  | key sounds and consolidation of sounds taught in Y7   | adjectival agreement, present tense of reflexive verbs<br><u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7  | tense, near future tense, infinitive constructions<br><u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7   | infinitive constructions<br><u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7   | <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7   |
| <b>Skills developed</b>                              | Comparing and contrasting ideas   | Making comparisons<br>Complex structures  | Finding and using synonyms<br>Asking questions  | Varying language<br>Understanding cultural differences   | Varying language<br>Understanding cultural differences   | Developing confidence in Speaking<br>Using complex structures<br>Literary text   |
| <b>Links to National Curriculum or Specification</b> | NC: Write creatively to express their own ideas and opinions  | NC: Listen to a variety of forms of spoken language   | NC: Develop and find a wide-ranging of vocabulary   | NC: Identify and use a past and future tense   | NC: Identify and use a past and future tense   | NC: Speak coherently and accurately with increasingly accurate pronunciation   |
| <b>Flagship Link</b>                                 |   |   |   |  |  |  |
| <b>Cross Curriculum Connections</b>                  |   |   |   |  |  | French and PE -<br>Different types of sports   |
| <b>Resources to support learning</b>                 | <p><a href="#">Present tense in French</a></p> <p><a href="#">Talking about food in French</a></p> <p><a href="#">Talking about food and drink in French</a></p> <p><a href="#">Du, De la, Des + De - French Grammar</a></p> <p><a href="#">Talking about food in French - KS3 French - BBC Bitesize</a></p> <p><a href="#">End of Unit revision- Allez 1- Unit 4</a></p> <p>Cultural + cross curricular activity on La</p> | <p>BBC Bitesize: Talking about where you live with</p> <p><a href="#">Talking about where you live in French - KS3 French - BBC Bitesize</a></p> <p>Directions<br/><a href="https://agreenmouse.com/directions/">https://agreenmouse.com/directions/</a></p> <p><a href="#">Using verbs vouloir, pouvoir, devoir</a></p> <p>Seneca- My town<br/><a href="https://app.senecalearning.com/classroom/courses/358c7423-e317-498b-b0c9-32f205b92a3b/section/89373515-2c3c-483e">https://app.senecalearning.com/classroom/courses/358c7423-e317-498b-b0c9-32f205b92a3b/section/89373515-2c3c-483e</a></p> | <p><a href="#">Quizlet- Clothes in French</a></p> <p><a href="#">A green mouse- Quiz on colours in French</a></p> <p><a href="#">Weather in French</a></p> <p><a href="#">Using the verb 'faire' with hobbies</a></p> <p><a href="#">How to tell the time in French</a></p> <p><a href="#">Telling the time and daily routine- Quiz</a></p> <p>Quizlet:<br/><a href="#">Quizlet- End of Unit 6 revision</a></p> | <p><a href="#">Using the near future tense in French</a></p> <p><a href="#">Forming the perfect tense in French</a></p> <p><a href="#">Using the verb 'avoir' in the perfect tense</a></p> <p>A green mouse- Holidays and using the near future tense (quiz at the end)</p> <p><a href="#">The future in French - Aller + Infinitive   agreenmouse.com</a></p> <p>Holidays- Using three tenses</p> | <p><a href="#">Using the near future tense in French</a></p> <p><a href="#">Forming the perfect tense in French</a></p> <p><a href="#">Using the verb 'avoir' in the perfect tense</a></p> <p>A green mouse- Holidays and using the near future tense (quiz at the end)</p> <p><a href="#">The future in French - Aller + Infinitive   agreenmouse.com</a></p> <p>Holidays- Using three tenses</p> | <p>BBC Bitesize- Talking about what you like to do<br/><a href="#">Talking about what you like to do in French using the verb 'faire'</a></p> <p><a href="#">Using the verbs jouer and faire with sport in French</a></p> <p><a href="#">Seneca- Talking about sport in French</a></p> <p><a href="#">Talking about sport in French and opinions</a></p> <p><a href="#">At the Doctor's- practice and vocabulary</a></p> <p><a href="#">Seneca- Talking about pain/illnesses</a></p> |

|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
|  | galette des Rois<br><br><a href="#">Galette des Rois Recipe: Three Kings' Cake   agreenmouse.com</a>  | <a href="#">_a368-58f1fe73edae/session</a><br><br>Quizlet:<br><a href="#">End of Unit revision-Allez 1- Unit 5</a>   |   | <a href="#">Holiday in French: Past, present, future   agreenmouse.com</a><br><br><a href="#">Quizlet- End of Unit 7 revision</a>  | <a href="#">Holiday in French: Past, present, future   agreenmouse.com</a><br><br><a href="#">Quizlet- End of Unit 7 revision</a>  | <a href="#">End of Unit revision- Allez 1- Unit 8</a>  |
| <h2>Year 9</h2>                                      |   |  |   |  |  |  |
| <b>Topic Covered</b>                                 | Identity and relationships with others  | Where people live - Home   | Free time   | Celebrity culture  | Where people live - Neighbourhood  | Education  |
| <b>Knowledge deepened</b>                            | <u>Vocabulary</u> : physical and personality adjectives, numbers, family members<br><u>Grammar</u> : Presents tense of 'to have' and to be', adjectival agreement, possessive adjectives, comparatives, present tense of reflexive verbs<br><u>Phonics</u> : Consolidation of sounds introduced in Y7 and 8 | <u>Vocabulary</u> : Types of house and location, compass points, rooms, free time activities, adjectives, chores<br><u>Grammar</u> : Present tense, negative form, adjectival agreement, prepositions, modal verbs, conditional tense<br><u>Phonics</u> : Consolidation of sounds introduced in Y7 and 8 | <u>Vocabulary</u> : Sports, free time activities, frequency words, opinion verbs<br><u>Grammar</u> : Present tense, negative form, subordinate clauses, infinitive constructions, near future tense, pronouns 'y' and 'en'<br><u>Phonics</u> : Consolidation of sounds introduced in Y7 and 8 | <u>Vocabulary</u> : film genres, TV programmes, music genres, adjectives, clothes, opinion verbs<br><u>Grammar</u> : Infinitive constructions, subordinate clauses, perfect tense, adjectival agreement, asking questions<br><u>Phonics</u> : Consolidation of sounds introduced in Y7 and 8 | <u>Vocabulary</u> : Facilities in town, types of shop, directions<br><u>Grammar</u> : Adjectival agreement, comparatives, superlatives, prepositions, negative form<br><u>Phonics</u> : Consolidation of sounds introduced in Y7 and 8 | <u>Vocabulary</u> : School facilities, school subjects, opinion verbs, adjectives, clothes, school rules<br><u>Grammar</u> : Adjectival agreement, infinitive constructions, subordinate clauses, modal verbs, perfect tense, conditional tense, 'if' clauses<br><u>Phonics</u> : Consolidation of sounds introduced in Y7 and 8 |
| <b>Skills developed</b>                              | Accuracy in writing and speaking<br>Literary text   | Giving detailed descriptions   | Using 3 tenses together<br>Making comparisons   | Use transferable language accurately<br>Resilience when listening  | Accuracy in translation<br>Recognising patterns in verbs<br>Literary text<br>Using 3 tenses together   | Using opinions in the past tense<br>Using 3 tenses together<br>Using complex opinions<br>Transactional language  |
| <b>Links to National Curriculum or Specification</b> | NC: Develop conversations and cope with unfamiliar language.  | NC: Translate short written text accurately. Express own ideas and opinions  | NC: Identify and use tenses in the past, present and future to translate  | NC: Write creatively to express their own ideas and opinions   | NC: Giving detailed descriptions<br>Make comparisons<br>Extending sentences  | NC: Write prose with an increasingly wide range of grammar and vocabulary  |
| <b>Flagship Link</b>                                 |   |  |   |  |  |  |
| <b>Cross Curriculum Connections</b>                  | <b>Personal Development</b><br>Y9 HT3 - Respectful relationships  |  |   |  |  |  |

|                                      |   |  |   |  |  |  |
|--------------------------------------|---|--|---|--|--|--|
| <b>Resources to support learning</b> | <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1 - Using avoir and être to describe friends</a></li> <li>• <a href="#">Lesson 2 - Using avoir and être to describe friends</a></li> <li>• <a href="#">Lesson 3 - Using avoir and être to describe friends</a></li> <li>• <a href="#">Lesson 4 - Relationships</a></li> <li>• <a href="#">Lesson 5 - Relationships</a></li> <li>• <a href="#">Lesson 6 - Relationships</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">House and Home - Quizlet 1</a></li> <li>• <a href="#">House and Home - Quizlet 2</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Sport 1</a></li> <li>• <a href="#">Sport 2</a></li> <li>• <a href="#">Sport 3</a></li> <li>• <a href="#">Sport and leisure - Quizlet 1</a></li> <li>• <a href="#">Sport and leisure - Quizlet 2</a></li> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">TV, Music and Cinema - Quizlet 1</a></li> <li>• <a href="#">TV, Music and Cinema - Quizlet 2</a></li> <li>• <a href="#">Talking about TV 1</a></li> <li>• <a href="#">Talking about TV 2</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Describing your town 1</a></li> <li>• <a href="#">Describing your town 2</a></li> <li>• <a href="#">Describing your town 3</a></li> <li>• <a href="#">What to see and do in your town 1</a></li> <li>• <a href="#">What to see and do in your town 2</a></li> <li>• <a href="#">Directions</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">School day 1</a></li> <li>• <a href="#">School day 2</a></li> <li>• <a href="#">School day 3</a></li> <li>• <a href="#">School rules 1</a></li> <li>• <a href="#">School rules 2</a></li> <li>• <a href="#">School rules 3</a></li> <li>• <a href="#">Describing your school</a></li> <li>• <a href="#">School subjects 1</a></li> <li>• <a href="#">School subjects 2</a></li> </ul> |
|--------------------------------------|---|--|---|--|--|--|

## Year 10 (GCSE AQA course)

|                           |   |   |   |   |   |   |
|---------------------------|---|---|---|---|---|---|
| <b>Topic Covered</b>      | Travel and tourism  | Travel and Tourism/<br>Customs and festivals  | Customs and Festivals/<br>Education Post-16 &<br>Career Choices and<br>Ambitions  | Education Post-16 &<br>Career Choices and<br>Ambitions  | Food, Eating Out, and<br>Healthy/unhealthy living   | Healthy/unhealthy living/<br>PPE preparation  |
| <b>Knowledge deepened</b> | <u>Vocabulary:</u> Countries/destinations, accommodation, transport, activities, weather, sequencing conjunctions, opinion verbs, prepositions<br><u>Grammar:</u> Present tense, perfect tense, imperfect tense, near and simple future tenses, subordinate clauses, 'if' clauses, après être/avoir phrases<br><u>Phonics:</u> Consolidation of key sounds from KS3 | <u>Vocabulary:</u> Countries/destinations, accommodation, transport, activities, weather, sequencing conjunctions, opinion verbs, prepositions<br><u>Grammar:</u> Present tense, perfect tense, imperfect tense, near and simple future tenses, subordinate clauses, 'if' clauses, après être/avoir phrases<br><u>Phonics:</u> Consolidation of key sounds from KS3 | <u>Vocabulary:</u> types of festival, daily routine verbs, celebration activities, sequencing conjunctions<br><u>Grammar:</u> Perfect tense, perfect tense of reflexive verbs, imperfect tense, subordinate clauses<br><u>Phonics:</u> Consolidation of key sounds from KS3 | <u>Vocabulary:</u> post-16 options, jobs, personality adjectives<br><u>Grammar:</u> near future tense, simple future tense, 'if' clauses, 'when' clauses, subordinate clauses, infinitive constructions, ce qui/que<br><u>Phonics:</u> Consolidation of key sounds from KS3 | <u>Vocabulary:</u> Types of food and drink, frequency words, adjectives, restaurant, lifestyle verbs<br><u>Grammar:</u> Present tense, partitive article, direct object pronouns, modal verbs, infinitive constructions, negative form, imperfect tense conditional tense<br><u>Phonics:</u> Consolidation of key sounds from KS3 | <u>Vocabulary:</u> Types of food and drink, frequency words, adjectives, restaurant, lifestyle verbs<br><u>Grammar:</u> Present tense, partitive article, direct object pronouns, modal verbs, infinitive constructions, negative form, imperfect tense conditional tense<br><u>Phonics:</u> Consolidation of key sounds from KS3 |
| <b>Skills developed</b>   | Using sequencing words and phrases<br>Developing complexity in writing<br>Literary text   | Concise and accurate responses<br>Narrating a past event<br>Literary text<br>Authentic resources  | Using 'if' sentences accurately<br>Literary text<br>Using the future tense confidently  | Using 'if' sentences accurately<br>Literary text<br>Using the future tense confidently  | Using negative structures<br>Using contrasting tenses   | Revisiting key language<br>Extending sentences  |

|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
| <b>Links to National Curriculum or Specification</b> | AQA GCSE- Theme 2. Topic 4- Travel and tourism   | AQA GCSE- Theme 1. Topic 3 - Customs and Festivals   | AQA GCSE- Theme 3 Topic 3- Education post-16  | AQA GCSE- Theme 3 Topic 3- Education post-16  | AQA GCSE - Theme 1 - Free time<br>AQA GCSE- Theme 2 Topic 2- Social Issues  | AQA GCSE- Theme 1 Topic 1- Me, my family and friends  |
| <b>Flagship Link</b>                                 |  |  |   |   |   |   |
| <b>Cross Curriculum Connections</b>                  |  | <b>History</b> Y8 Spring 2 - Napoleonic titanic  | <b>Personal Development</b> - Y9 HT2 - Setting Goals<br><br><b>Personal Development</b> - Y11 HT2 Next Steps  |   |   |   |
| <b>Resources to support learning</b>                 | <ul style="list-style-type: none"> <li>• <a href="#">Holidays - Oak National Academy</a></li> <li>• <a href="#">Travel and tourism- GCSE French Revision - AQA</a></li> <li>• <a href="#">Quizlet- Perfect tense with 'avoir'</a></li> <li>• <a href="#">Perfect tense with 'être'</a></li> <li>• <a href="#">Holidays- Seneca</a></li> <li>• <a href="#">Going on holiday- Seneca</a></li> <li>• <a href="#">Quizlet- Travel and Tourism</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Special Occasions 1</a></li> <li>• <a href="#">Special Occasions 2</a></li> <li>• <a href="#">Customs and Festivals - Quizlet</a></li> <li>• <a href="#">Festivals and Customs - Seneca</a></li> <li>• <a href="#">End of topic revision</a></li> </ul> | <a href="#">Jobs, career choices and ambitions - GCSE French Revision - AQA</a><br><a href="#">Current and future studies - GCSE French Revision - AQA</a><br><a href="#">School- Seneca</a><br><a href="#">School life- Seneca</a><br><a href="#">Seneca- Education-post 16</a><br><a href="#">Career Choices 1</a><br><a href="#">Career Choices 2</a><br><a href="#">Career Choices 3</a><br><a href="#">Understanding job adverts</a><br><a href="#">Jobs, Careers and Ambitions - Quizlet 1</a><br><a href="#">Jobs, Careers and Ambitions - Quizlet 2</a> | <a href="#">Jobs, career choices and ambitions - GCSE French Revision - AQA</a><br><a href="#">Current and future studies - GCSE French Revision - AQA</a><br><a href="#">School- Seneca</a><br><a href="#">School life- Seneca</a><br><a href="#">Seneca- Education-post 16</a><br><a href="#">Career Choices 1</a><br><a href="#">Career Choices 2</a><br><a href="#">Career Choices 3</a><br><a href="#">Understanding job adverts</a><br><a href="#">Jobs, Careers and Ambitions - Quizlet 1</a><br><a href="#">Jobs, Careers and Ambitions - Quizlet 2</a> | <a href="#">Food and Eating Out - Quizlet 1</a><br><a href="#">Food and Eating Out - Quizlet 2</a><br><a href="#">Food and Eating Out - Quizlet 3</a><br><a href="#">Food and Eating out - Quizlet 4</a><br><a href="#">Food and Eating out - Seneca</a><br><a href="#">Healthy vs unhealthy lifestyle (Part 1/2)</a><br><a href="#">Healthy vs unhealthy lifestyle (Part 2/2)</a><br><a href="#">Being healthy</a><br><a href="#">Healthy and Unhealthy living in French</a><br><a href="#">Quizlet- Healthy and Unhealthy living</a><br><a href="#">Seneca- Healthy living</a><br><a href="#">Unhealthy living and issues</a> | <a href="#">Healthy vs unhealthy lifestyle (Part 1/2)</a><br><a href="#">Healthy vs unhealthy lifestyle (Part 2/2)</a><br><a href="#">Being healthy</a><br><a href="#">Healthy and Unhealthy living in French</a><br><a href="#">Quizlet- Healthy and Unhealthy living</a><br><a href="#">Seneca- Healthy living</a><br><a href="#">Unhealthy living and issues</a> |
| <b>Year 11 (GCSE AQA course)</b>                     |  |  |   |   |   |   |
| <b>Topic Covered</b>                                 | Marriage and Partnerships/<br>Technology in Everyday Life  | PPE preparation/<br>Technology in everyday life  | Global Issues/ Charity and voluntary work, Homelessness and poverty   | PPE preparation/revision<br>Speaking examination preparation  | Revision and examinations   |   |
| <b>Knowledge</b>                                     | <u>Vocabulary</u> : physical and personality traits, marital   | <u>Vocabulary</u> : Types of technology, technology  | <u>Vocabulary</u> : environmental issues,   |   |   |   |

|  |   |   |   |                                |  |  |
|--|---|---|---|--------------------------------|--|--|
| <b>deepened</b>                                      | status<br><u>Grammar</u> : Present tense, conditional tense, subordinate clauses, qui/que/dont, reflexive verbs<br><u>Phonics</u> : Consolidation of key sounds from KS3  | verbs<br><u>Grammar</u> : Present tense, avec/sans, grâce à, present subjunctive<br><u>Phonics</u> : Consolidation of key sounds from KS3   | environment verbs, types of charity work<br><u>Grammar</u> : modal verbs, infinitive constructions, quantifiers, 'if' clauses, future tense<br><u>Phonics</u> : Consolidation of key sounds from KS3  |                                |  |  |
| <b>Skills developed</b>                              | Successful examination revision<br>Using 3 tenses accurately<br>Developing complexity   | Successful revision strategies  | Examination technique   | Successful revision strategies |  |  |
| <b>Links to National Curriculum or Specification</b> | Creative writing skills<br><br>AQA GCSE- Theme 1<br>Topic 1- Me, my family and friends<br>AQA GCSE- Theme 1<br>Topic 2- Technology in everyday life   | AQA GCSE- Theme 1<br>Topic 2- Technology in everyday life   | AQA GCSE- Theme 2<br>Topic 3- Global issues<br>AQA GCSE: Theme 2-<br>Topics 3 and 4- Global and Social issues   |                                |  |  |
| <b>Flagship Link</b>                                 |   |   |   |                                |  |  |
| <b>Cross Curriculum Connections</b>                  | <b>Philosophy</b> Y11<br>Autumn 1 - Relationships and families<br><br><b>Personal Development</b><br>Y9 HT3 - Respectful relationships<br><b>Personal Development</b><br>- Y11 HT5 Families   |   | <b>Philosophy</b> Y10 Spring<br>1 - Christian Beliefs and Teachings (the Church and their work in the local community)  |                                |  |  |
| <b>Resources to support learning</b>                 | <a href="#">Vocabulary - relationships - Marriage and partnership in French - GCSE French</a><br><a href="#">Revision - AQA BBC Bitesize- The Future Tenses</a><br><a href="#">Quizlet- Marriage and Partnerships</a><br><a href="#">French direct object</a> | <a href="#">Using the Internet (Part 1/3)</a><br><a href="#">Using the Internet (Part 2/3)</a><br><a href="#">Using the internet (Part 3/3)</a><br><br>Seneca: Social media<br><br><a href="#">Seneca- Social media</a> | <a href="#">Problems facing the world- Part 1</a><br><a href="#">Problems facing the world- part 2</a><br><a href="#">Protecting the planet- Part 1</a><br><a href="#">Protecting the planet- Part 2</a><br><a href="#">Protecting the planet- Part 3</a> |                                |  |  |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  | <p><a href="#">pronouns</a><br/> <a href="#">Using the Internet (Part 1/3)</a><br/> <a href="#">Using the Internet (Part 2/3)</a><br/> <a href="#">Using the internet (Part 3/3)</a></p> <p>Seneca: Social media<br/> <a href="#">Seneca- Social media</a></p> <p>Seneca; Mobile technology<br/> <a href="#">Seneca- Mobile technology</a></p> <p>Seneca: The Internet<br/> <a href="#">Seneca- The Internet</a></p> <p>Seneca: Exam style questions on Technology<br/> <a href="#">Seneca- Exam style questions on Technology</a></p> | <p>Seneca; Mobile technology<br/> <a href="#">Seneca- Mobile technology</a></p> <p>Seneca: The Internet<br/> <a href="#">Seneca- The Internet</a></p> <p>Seneca: Exam style questions on Technology<br/> <a href="#">Seneca- Exam style questions on Technology</a></p> <ul style="list-style-type: none"> <li>•</li> </ul> | <p><a href="#">BBC Bitesize- The Environment</a><br/> <a href="#">Quizlet- Global issues</a><br/> Seneca- The Environment<br/> <a href="#">Seneca- The environment</a><br/> <a href="#">Talking about volunteering 1</a><br/> <a href="#">Talking about volunteering 2</a><br/> <a href="#">Talking about volunteering 3</a><br/> <a href="#">Social Issues - Quizlet</a><br/> <a href="#">Charity - Seneca</a><br/> <a href="#">End of topic revision</a></p> |  |  |  |
|--|--|---|--|--|--|--|