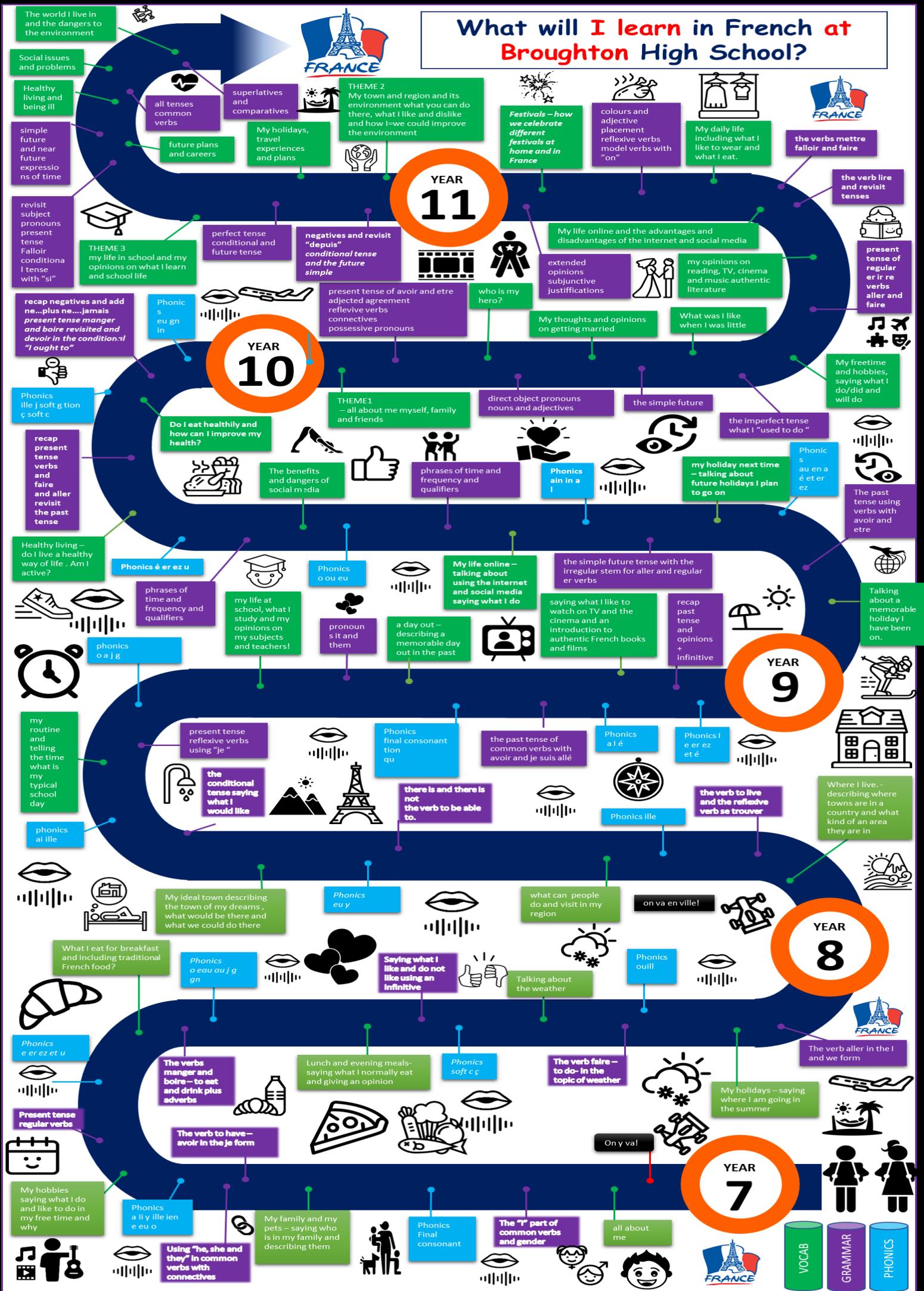


What will I learn in French at Broughton High School?



"One language sets you in a corridor for life. Two languages open every door along the way." Frank Smith

KS3 French Curriculum

1ST YEAR FRENCH OVERARCHING THEME – BONJOUR C’EST MOI! ALL ABOUT ME!

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 1.1	<ul style="list-style-type: none"> • Greetings • Saying how I feel and why • Asking and saying how old I am • Asking and giving my birthday • Alphabet • Phonics overview • Describing my personality 	<ul style="list-style-type: none"> • the verb to be – être using I • question words • it is • gender of adjectives 	<ul style="list-style-type: none"> • Greetings • Ca va et pourquoi • je m’appelle • j’ai ...ans • je suis • qualifiers • numbers • months and days • est ce que je peux 	<ul style="list-style-type: none"> • final silent consonant • oi
Term 1.2	<ul style="list-style-type: none"> • describing myself • Asking and saying who is in my family • Saying what my family is like • Saying what pets I have • Authentic reading opportunity on animals in the world https://www.1jour1actu.com 	<ul style="list-style-type: none"> • Pronouns and their use • Être and avoir in the il/elle form and plural • negative ne...pas • colours and agreement 	<ul style="list-style-type: none"> • Comment es-tu ? • je suis plus / moins que • il y a + family • family members • revisit personality phrases • number 31 -100 • colours 	<ul style="list-style-type: none"> • a • li • y • ille • ien • e • eu • o

KS3 French Curriculum

1ST YEAR FRENCH OVERARCHING THEME – BONJOUR C’EST MOI! ALL ABOUT ME!

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 2.1	<ul style="list-style-type: none"> • Saying what I do in my free time • Saying when and how often I do my hobbies • Giving an opinion about hobbies • what my favourite pastime is 	<ul style="list-style-type: none"> • present tense regular er / ir / re verbs • pronouns • I like . do not like + infinitive • placement of adverbs 	<ul style="list-style-type: none"> • High frequency verbs - freetime activities • to like and dislike • opinions both positive and negative • time expressions • because it is • in my opinion • I think that 	<ul style="list-style-type: none"> • ‘e • er • ez • et • u
Term 2.2	<ul style="list-style-type: none"> • Giving reasons for opinions about hobbies • Talking about my breakfast likes and dislikes and habits 	<ul style="list-style-type: none"> • connectives and qualifiers • manger and boire in present tense je • du de la des 	<ul style="list-style-type: none"> • assez/tres/vraiment/souvent/rarement • breakfast foods and drinks • Typical French foods for breakfast 	<ul style="list-style-type: none"> • o • eau • au • j • g • gn

KS3 French Curriculum

1ST YEAR FRENCH OVERARCHING THEME – BONJOUR C’EST MOI! ALL ABOUT ME!

INTRODUCTION TO THE WIDER WORLD TO BRIDGE 2ND YEAR FRENCH

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 3.1	<ul style="list-style-type: none"> • Saying and understanding others talk about what they eat for all meals • saying what food and drink I like and why 	<ul style="list-style-type: none"> • connectives and qualifiers • manger and boire in present tense using all pronouns • du de la des • ne...pas ne....jamais 	<ul style="list-style-type: none"> • Food and drinks high frequency vocab • different kinds of meals • adverbs • opinions about food and drink 	<ul style="list-style-type: none"> • soft c • ç • nge • oi
Term 3.2	<ul style="list-style-type: none"> • saying what the weather is like • linking weather to activities to recap hobbies • saying where I am going on holiday 	<ul style="list-style-type: none"> • the verb faire with weather • il y a • the verb aller (introduction to near future tense) 	<ul style="list-style-type: none"> • weather • hobbies • connectives • holiday destinations 	<ul style="list-style-type: none"> • ouill <p>Retrieval:</p> <ul style="list-style-type: none"> • e • er • ez • et • u • o • eau • au • j • g • gn

KS3 French Curriculum

2ND YEAR FRENCH OVERARCHING THEME – MA VIE -MY LIFE

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 1.1	<ul style="list-style-type: none"> • Where I live • What my town is like • What there is there • What you can do there • Why I like and dislike my town 	<ul style="list-style-type: none"> • Adjective agreement and placement • The verb pouvoir plus infinitive • connectives 	<ul style="list-style-type: none"> • Town location • Il y a + places in a town • On peut +activities • Je pense que c'est + adjectives • Donc • où 	<ul style="list-style-type: none"> • Ille • eu • y
Term 1.2	<ul style="list-style-type: none"> • Saying where i would like to live • My ideal town • Where I would live in my dreams • Authentic reading opportunity on towns around the world https://www.1jour1actu.com • Talking about my routine on a school day • Giving times in French 	<ul style="list-style-type: none"> • The conditional with je voudrais and serait / aurait/ il y aurait • Reflexive verbs in the je form related to routine • Telling the time 	<ul style="list-style-type: none"> • Recap places and activities • Locations – au bord de la mer, a la montagne, a la campagne Ma routine, je me réveille, je me lève, je me lave je me douche etc • A / vers + time analogue and digital. 	<ul style="list-style-type: none"> • ai • ille • ait • ais • e • ei • eu • o • a • j • g

KS3 French Curriculum

2ND YEAR FRENCH OVERARCHING THEME – MA VIE – MY LIFE

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 2.1	<ul style="list-style-type: none"> • describing my school • saying what i study at school and my opinions on my subjects • describing my teachers 	<ul style="list-style-type: none"> • infinitives • pronouns it / them • connectives • qualifiers 	<ul style="list-style-type: none"> • school subjects • adjectives positive and negative • personality traits 	<ul style="list-style-type: none"> • tion • qu
Term 2.2	<ul style="list-style-type: none"> • my ideal school • describing a visit / day out in the épast 	<ul style="list-style-type: none"> • The conditional with je voudrais and serait / aurait/ il y aurait • Introduction to the perfect tense with avoir in the je form • Je suis allé 	<ul style="list-style-type: none"> • On pourrait manger, porter, utiliser, écouter, aller, jouer, étudier • J'ai visité • J'ai joué • J'ai mangé • J'ai regardé • J'ai bu • J'ai fait • J'ai vu • J'ai écouté • Je suis allé 	<ul style="list-style-type: none"> • ou • é • ai

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 3.1	<ul style="list-style-type: none"> Saying and understanding others talk about what they like to watch on TV and the kinds of films they prefer. Describing a visit to the cinema 	<ul style="list-style-type: none"> Verbs + infinitives Past tense recap Qualifiers comparatives 	<ul style="list-style-type: none"> Different TV programmes and film genres Extended opinions Time phrases past and present 	<ul style="list-style-type: none"> A I é
Term 3.2	<ul style="list-style-type: none"> Experience and knowledge of french film and different genres. Reading – saying and understanding different genres of literature. Experience of french classic literature Le Petit Prince 	<ul style="list-style-type: none"> the verb lire extended opinions je pense/crois/ dirais que 	<ul style="list-style-type: none"> different genres of books Petit prince key words 	<ul style="list-style-type: none"> e er ez et é

KS3 French Curriculum

3RD YEAR FRENCH OVERARCHING THEME – LIVING MY LIFE AS A TEENAGER

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 1.1	<ul style="list-style-type: none"> • Holidays • Where I like to go • My past holidays and what I like to do on holiday • A memorable holiday 	<ul style="list-style-type: none"> • Perfect tense with avoir and être in all forms • En/au/aux + countries 	<ul style="list-style-type: none"> • Countries • Holiday destinations • Activities • opinions 	<ul style="list-style-type: none"> • au • en • a • é • et • er • ez
Term 1.2	<ul style="list-style-type: none"> • The weather • My plans for the future – where I would like to travel to and visit and why. • Authentic reading opportunity about French speaking holiday destinations https://www.1jour1actu.com • Recap holiday preferences in all three tenses 	<ul style="list-style-type: none"> • The future tense simple and near future. • Faire in terms of weather recap • Recap past and present tense 	<ul style="list-style-type: none"> • The weather • French speaking countries • Freetime activities in 3 tenses 	<ul style="list-style-type: none"> • ain • in • n • a • l • é

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 2.1	<ul style="list-style-type: none"> • My life on the internet, my phone and social media • What I like to do and my opinions about social media and my phone 	<ul style="list-style-type: none"> • Present tense • Recap past and near future • Verb pouvoir recap 	<ul style="list-style-type: none"> • Technology and internet activities telecharger mettre à jour lire poster rester en contact. • Adjectives to describe mobile phones • Opinions about social media 	<ul style="list-style-type: none"> • tion • qu • é • er • ez • u
Term 2.2	<ul style="list-style-type: none"> • the advantages and disadvantages of social media • Staying safe online • Options and how languages can play a part in your future. • Illness and saying what is wrong when I feel ill 	<ul style="list-style-type: none"> • the verb devoir • il faut • Etre and avoir 	<ul style="list-style-type: none"> • positive and negative opinions linked to social media- accro utile etc • cyber intimidation • seduction en ligne • vol d'identité • accro / dépendant • mot de passe • inconnu • illnesses 	<ul style="list-style-type: none"> • ille • j • soft g • tion • ç • soft c

KS3 French Curriculum

3RD YEAR FRENCH OVERARCHING THEME – LIVING MY LIFE AS A TEENAGER

	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Term 3.1	<ul style="list-style-type: none"> • talking about healthy living through sport and staying active • Healthy eating talking about food and drink 	<ul style="list-style-type: none"> • Verbs + infinitives • Past tense recap • Conditional tense recap • Recap manger and boire and conditional tense of devoir + infinitive • Revisit il faut 	<ul style="list-style-type: none"> • Sports and active lifestyle • Expressions of time and frequency • Opinions • Foods and drink in relation to healthy / unhealthy 	<ul style="list-style-type: none"> • e • Eu • gn • in
Term 3.2	<ul style="list-style-type: none"> • unhealthy activities to avoid • How to improve my health in the future • Saying what I will not/never/no longer do • Flying start to GCSE 	<ul style="list-style-type: none"> • The simple future • Pour + infinitive • Revisit negatives 	<ul style="list-style-type: none"> • Fumer • Sain /malsain • Un régime équilibré • Faire de l'exercice • Les drogues • Eviter • Améliorer • Ne...pas • Ne...plus • Ne ...jamais • Ne rien 	<ul style="list-style-type: none"> • e • er • ez • et • é

KS4 French Curriculum

Year 10 – THEME Identity and Culture and The world around me

	CONTEXT	GRAMMAR	VOCABULARY
Term 1.1	<p>Theme: Identity and Culture</p> <ul style="list-style-type: none"> • Me and My Family • Relationships 	<ul style="list-style-type: none"> • Using correct gender and singular and plural forms of nouns • Conjunctions • Avoir and être present tense • Possessive adjectives • Adjective agreement rules and position • Regular verbs in present tense • Direct object pronouns • Adverbs of frequency • Comparatives (plus que / moins que) and Superlatives • Reflexive verbs : se disputer/ se fâcher/ s'entendre avec • Asking questions in the tu and vous forms • Quantifiers/ intensifiers (très/ assez/ beaucoup/ peu/ trop) 	<ul style="list-style-type: none"> • Comment es-tu ? • Décris ta famille • Tu t'entends bien avec ta famille et tes copains ? • C'est quoi un bon copain/bonne copine ? • Comment étais-tu quand tu étais petit ? • Qui est ton modèle ?
Term 1.2	<p>Theme Identity and Culture</p> <ul style="list-style-type: none"> • Free-time Activities 	<ul style="list-style-type: none"> • Synonyms of to like/ to dislike (je suis fan de / j'ai horreur de/ je suis fou de etc.) • Conjunctions • Using direct object pronouns (le/la/les) • Definite and indefinite articles 	<ul style="list-style-type: none"> • Que fais-tu normalement pendant dans ton temps libre ? • La musique/ les médias/ la lecture et tes goûts • Une soirée au concert

		<ul style="list-style-type: none"> • Prepositions • Consolidation of present tense including irregular verbs (aller, sortir, prendre, mettre, voir, vouloir) • Extend range of two verbs together • Difference between jouer de (to play + instrument) and jouer à/ au (to play + sport) • Using depuis + present tense • Adverbs such as d'habitude/ normalement/ aujourd'hui/ demain/ ici / là-bas • Clauses introduced by quand/ lorsque/ si • Using superlative adjectives • Past tense (perfect tense) for last weekend/ yesterday (going out/ a night out) • Future tense introduced for eg. Weekend plans • Imperfect : avoir, être and faire 	<ul style="list-style-type: none"> • Décris le dernier film que tu as vu
Term 2.1	<p>Theme Identity and Culture</p> <ul style="list-style-type: none"> • Free- time activities • Use of modern technologies 	<ul style="list-style-type: none"> • Past tense (perfect tense) for last weekend/ yesterday (going out/ a night out) • Future tense introduced for eg. Weekend plans • Imperfect : avoir, être and faire • Revision of past tenses to recount how social media have been used; or life before technology • Grâce à / sans/ avec • Enhanced statements of possibility including permettre de • Il est possible que + subjunctive 	<ul style="list-style-type: none"> • Tu es sportif ? • Qu'est-ce que tu as fait le weekend dernier • Que fais-tu sur internet • Les avantages et les inconvénients des réseaux sociaux

Term 2.2	<p>Theme identity and culture</p> <ul style="list-style-type: none"> • Festivals • marriage 	<ul style="list-style-type: none"> • Revisiting adjectives to describe and use of qui, que, dont to describe ideal partner and enhance descriptions • Perfect of verbs with être+ agreement rules • Reflexive verbs in perfect and imperfect tenses together • Describing a past event/ festival; actions and opinions. 	<ul style="list-style-type: none"> • Décris ta fête préférée • Tu veux te marier et pourquoi • Les fêtes en France
Term 3.1	<p>Theme Local, national, international and global areas of interest</p> <ul style="list-style-type: none"> • Daily Life • Food • Clothes • shopping 	<ul style="list-style-type: none"> • Particle articles with food items • Quantity • Conjunctions • Using correct gender and singular and plural forms of nouns • Recap on devoir/il faut and introduce conditional forms – affirmative and negative • Il vaut mieux/ il vaudrait mieux • Negative ne...jamais • Previous health habits using imperfect tense • Use of three tenses • Irregular verbs (boire and prendre) • Manger • Interrogative adverbs (combien/ comment/ quand) • Imperative 	<ul style="list-style-type: none"> • Comment est ta routine ? • Que manges et bois tu pour garder la forme • Aller au restaurant • A la mode – que portes tu ?
Term 3.2	<p>Theme Local, national, international and global areas of interest</p> <ul style="list-style-type: none"> • shopping • The weather 	<ul style="list-style-type: none"> • Particle articles with food items • Quantity • Conjunctions • Using correct gender and singular and plural forms of nouns • Faire with weather in 3 tenses • Il y a 3 tenses 	<ul style="list-style-type: none"> • Faire les courses • Quel temps fait-il ? • Quel temps faisait-il ?

KS4 French Curriculum

Year 11 – THEME 2 Local, national, international and global areas of interest.

	CONTEXT	GRAMMAR	VOCABULARY
Term 1.1	<p>Theme Local, national, international and global areas of interest</p> <ul style="list-style-type: none"> • My town and region • My ideal town • The advantages and disadvantages of my local region and its environment. 	<ul style="list-style-type: none"> • Il y a • On a • C'est • Negatives (ne.. pas, ne...rien, ne...personne, ne...jamais, ne...plus, ne...que, ne...aucun, ne...ni... ni...) • Prepositions • Conjunctions • Plural partitive article and de after negative • Pouvoir + infinitive • Expressions of quantity • Irregular verbs aller/faire • Ceux qui + verb • S'intéresser à • Enhancing descriptions using qui/que/dont • Demonstrative adjectives ce, cet, cette, ces • Using the imperative • Using the pronoun y • Asking questions using quel/quelle/quels/quelles • Use of three tenses 	<ul style="list-style-type: none"> • Où habites-tu ? • Qu'est ce qu'on peut faire ? • Qu'est ce que tu as fait récemment dans ta région ? • Ta ville idéale ? • Où habiteras-tu dans le futur • Les inconvénients de ta ville ? que feras tu pour améliorer ta région • Décris ta maison.

		<ul style="list-style-type: none"> The conditional tense Model verb pouvoir 	
Term 1.2	Theme Local, national, international and global areas of interest <ul style="list-style-type: none"> Travel and tourism My holidays 	<ul style="list-style-type: none"> Conjunctions Revision of present tense Consolidation of perfect and imperfect tense Use of both future tenses Use of conditional Sequencing words, expressions and phrases Avant de/ après avoir/ pendant que/ depuis/ venir de Using en + present participle Developing greater complexity in spoken and written accounts of past events or experiences Weather expressions with faire Using the pluperfect tense 	<ul style="list-style-type: none"> Les vacances en ville Que fais-tu pour les vacances ? Où as-tu passé les vacances Où iras tu l'année prochaine Parle des activités/le logement/le voyage en vacances Tes vacances de rêve ?
Term 2.2	Theme 3: Current and future study and employment <ul style="list-style-type: none"> My studies My life at school 	<ul style="list-style-type: none"> Using the definite article Conjunctions Devoir + infinitive Il faut + infinitive / il est interdit de + infinitive Perfect tense regular avoir verbs (choisir/ décider de / laisser tomber – options) Two verbs together eg. Aimer / aimer mieux/ préférer Comparative and superlative in expressing opinions about subjects Conjunctions Transfer devoir/ pouvoir/ il faut/ vouloir to school rules context 	<ul style="list-style-type: none"> Décris ton collège Qu'est ce que tu aimes et n'aimes pas étudier et pourquoi Décris tes profs Que pense tu des règles scolaires ? Que fais tu le soir après l'école ? Quels sont tes projets après Broughton ?

		<ul style="list-style-type: none"> • Si clauses using imperfect and conditional • Quantity words beaucoup/ trop/ assez/ pas assez + de (including with plurals) • Perfect tense with avoir using common irregular verbs (ce que j'ai fait comme devoirs) • Using adverbs and interrogative adverbs • Adjectives of colour when talking about clothes. Agreement and position • Porter and mettre • Using past, present and future timeframes • Reflexive verbs 	
Term 2.2	<p>Theme 3: Current and future study and employment</p> <ul style="list-style-type: none"> • Post Education and careers 	<ul style="list-style-type: none"> • Conjunctions • Ce qui/ ce que...c'est... sentence pattern • Building on si clauses with present and future • More complex two verb structures (avoir l'intention de/ avoir envie de/ avoir le droit de) • Conjunctions • Enhanced statements of possibility including permettre de • Consolidation of the conditional • Use of 'j'espère' • Saying 'better', 'worse', 'the best thing' and 'the worst thing' • Using the perfect infinitive • Understanding the subjunctive 	<ul style="list-style-type: none"> • Quel ton tes projets pour l'avenir ? • Que feras tu après avoir fini tes études ? • Que font tes parents dans la vie ?

		<ul style="list-style-type: none"> Using direct object pronouns in the perfect tense Using verbs followed by à or de Complex sentences with the future tense 	
Term 3.1	Theme Local, national, international and global areas of interest <ul style="list-style-type: none"> Charity work Social issues Global environmental concerns 	<ul style="list-style-type: none"> Modal verbs linked to behaviours (must do/ can do/ should do/ could do etc.) Past tense for effects of behaviours on environment Si sentences revised for outlining consequences of actions Pluperfect tense perspective Using a combination of tenses Using the passive to talk about ethical shopping Relative pronouns Imperative Vouloir + infinitive Vouloir que + subjunctive Il est possible que + subjunctive Using indirect object pronouns Si j'étais À la place de ... with conditional completions Il faut + infinitive and il faut que + subjunctive 	<ul style="list-style-type: none"> Est-ce que tu fais du travail bénévole ? Comment protéger la planète ? Quels sont les problèmes les plus graves dans ta ville/région
Term 3.2	<ul style="list-style-type: none"> Revision of all 3 themes in preparation for GCSE Exam 		