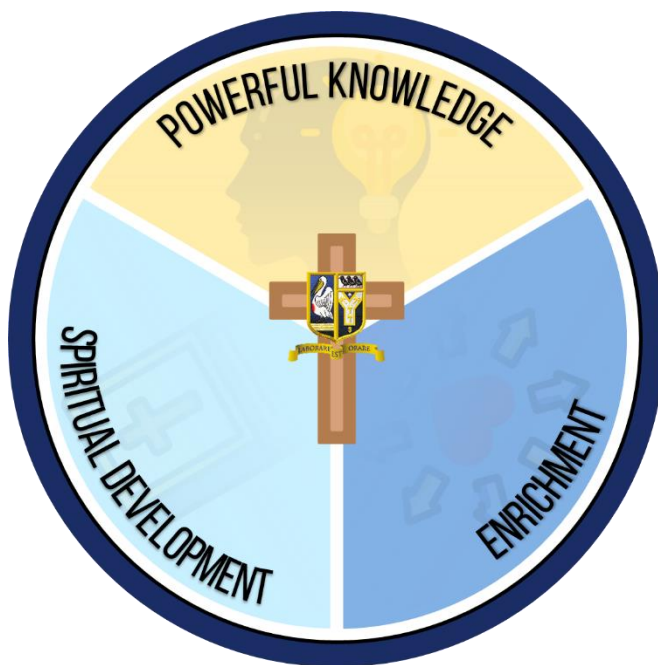


THE BECKET SCHOOL



LANGUAGES – FRENCH AND GERMAN

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~JOHN 10:10

"IF YOU TALK TO SOMEONE IN A LANGUAGE THEY UNDERSTAND, THAT GOES TO THEIR HEAD. IF YOU TALK TO SOMEONE IN THEIR OWN LANGUAGE, THAT GOES TO THEIR HEART" NELSON MANDELA

LANGUAGES AND COMMUNICATION ARE NATURAL LIFE SKILLS. AN ABILITY TO COMMUNICATE AND A DESIRE TO CONNECT WITH OTHERS ARE INHERENT FROM BIRTH. LEARNING LANGUAGES HELPS FORM WELL-ROUNDED WORLD CITIZENS WHO HAVE TOLERANCE AND RESPECT FOR OTHER CULTURES AND AN UNDERSTANDING OF THEIR OWN CULTURE. THE SUBJECT EXPLICITLY BENEFITS STUDENTS IN THEIR STUDIES OF ENGLISH LANGUAGE, AS WE CONSIDER THE FUNCTIONS AND EFFECTS OF DIFFERENT WORDS. IT ALSO LINKS WELL TO HUMANITIES, AS IT GIVES THE OPPORTUNITIES TO SEE THE WORLD FROM DIFFERENT SOCIAL, CULTURAL AND HISTORIC PERSPECTIVES

INTENDED OUTCOMES

Students will:

In Year 7 - Learn how to talk about themselves and their immediate lives, using a range of verbs, nouns and adjectives. They encounter powerful knowledge in the form of present tense and future tense phrases and complex opinion phrases. Students explore a cultural work, literary or cinematic in its primary language.

In Year 8 - Develop their knowledge of language to include past tense phrases as well as different moods of language. They extend the breadth of their knowledge of language and continue to manipulate a variety of structures. They have the opportunity to explore different literary or cinematic works in the original language.

In Year 9 - Dig deeper into the structure of the language and become proficient in a range of tenses, as well as being able to use the more complex structures that make their Language use shine.

By the end of Key Stage 3:

- Be able to express themselves by talking about their actions in the past and their plans for the future.
- Be able to use 1st person singular and plural verb forms as well as 3rd person singular verb forms.
- Have an increasing range of adjectives, connectives, intensifiers, sequencers and opinion phrases that they know and can use from memory to express themselves in detail about the topics we study.
- Have studied at least two Works from the country of study in some detail.

In Year 10 and 11- Will review topics studied at Key Stage 3, and dive into an exploration of a wider range of language and experience. Students meet extracts from texts that were written in the Target Language and are able to study the different ways that language is used in literature than in the spoken language.

By the end of GCSE students will:

- Be able to talk about global issues, such as the environmental issues we face, as well as the challenges of the World of Work
- Be able to use verbs appropriately to the different subjects of a sentence and to use tenses appropriate to the context.
- Know a profusion of complex devices to use to enhance their speaking and writing; such as opinion phrases, comparatives, a range of tenses, idioms, infinitive phrases and verbs in the subjunctive mood.
- Have met and explored a number of Works by authors/ directors/artists from the country of study in their original language and considered the purpose of the language used.




By the End of A Level, students will:

- have investigated a variety of themes that are relevant to the country of study. Students will have looked at the changes in society, the cultural life where the language of study is spoken, the role of immigration in the development of the country and some key historical events.
- have a detailed knowledge of nouns, verbs, adjectives and moods in the language of study.
- have studied two key works in depth and spoken and written about them in complex detail.
- investigated one topic of research in great detail and given a detailed spoken presentation on this theme.

CURRICULUM INTENT

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">POWERFUL KNOWLEDGE</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use Parallel texts encapsulate key powerful knowledge in context • Powerful knowledge is drilled rigorously in KS3 with a focus on phonetic comprehension, speaking and listening to build personal confidence and a strong foundation for further study. • The four key strands of language study are developed. • Listening – students can listen for specific details, using their knowledge of vocabulary and grammar to support their work. • Speaking – students can speak spontaneously on a range of topics and are able to hold a conversation in which they can give and justify their opinions. They can communicate their message. • Reading – students can read and understand a variety of texts and can answer comprehension questions to a detailed level. They can use their knowledge of vocabulary and grammar to support their work. • Writing – students can write about a range of topics and can give and justify their opinions.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPIRITUAL DEVELOPMENT</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Making the right moral choices. Emphasis on this morality as part of their moral values. It is who I am. • British values – acceptance & tolerance of other people and their rights in a multicultural nation. Broadening horizons so that students are outward-facing i.e. links to our Bunpurugu Mission in Ghana.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ENRICHMENT</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Provision of trips abroad so that students can practise their language skills in a genuine setting and gain a cultural insight into the country of study. • Provision of exchanges so that students can in addition foster good relationships with their host partner and family and understand how to host an exchange partner at home. • Broadening the mind to experience cultures other than our own and to be open to learning new languages (European Day of Languages, French & German plays). • Fostering cross-curricular links to enable students to put their learning into context and to transfer skills.

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN IN FRENCH AND GERMAN?

- Expert curriculum planners have identified the key building blocks of language and embedded them into parallel texts.
- Expert teachers deliver the Powerful Knowledge related to German.
- Students study how language fits together and how to adapt it to suit different purposes.
- Students practise the structures and revisit them regularly in order to master the skills.
- Students are tested on their knowledge regularly to ensure retention of knowledge.
- Students learn to appreciate the culture of another country.

LEARNING SEQUENCE

YEAR 7 - GERMAN

TOPIC	“Meine Welt und ich” <i>(My world and I)</i>	“Familie und Tiere” <i>(family and animals)</i>	“Meine Schule” <i>(my school)</i>	“Heidi” <i>(Project on a Literary and cinematic work)</i>
EXPLANATION	<p>Students learn to introduce themselves and to talk about the world around them. This is taught first as it is a first introduction to the basics of German. Students will learn to use:</p> <p>First person verbs Third person verbs Exciting adjectives Grammar structures of the language (standard word order, gender of nouns)</p>	<p>Students learn to talk about those around them, such as their family, friends and their pets. This follows on from the initial unit by developing the students’ use of more complex word order, a wider range of adjectives and connectives and an understanding of the differing uses of coordinating and subordinating connectives. It introduces students to the future tense and some conditional style structures. Students will learn to use:</p> <p>Plural verbs Modal verbs A range of adjectives Intensifiers and connectives Tenses: Future tense, Conditional structures Grammar structure of the language (gender of nouns, second level word order, subordinate clause word order)</p>	<p>Students will learn how to talk about school. They will talk about preferences for subjects and reasons why. This is taught towards the end of the first year of study as it introduces some of the more complex aspects of a study of the German language; such as the variety of different word order styles as well as developing the use of the future tense and the conditional structures. A range of adjectives Connectives and intensifiers Tenses: Future , Conditional style structures Grammar structures of the language (Time phrase twist, kickers, standard and advanced word order)</p>	<p>Students will experience a famous Work from the German speaking world. This is taught at the end of the year as at this point, students will be choosing which language they wish to specialise in. This ensures that even if students decide to specialise in a different language, they will have had a vital experience of a classic literary/ cinematic work in its original language. They will learn about the historical context behind the Work. They will engage with the spoken and written language and demonstrate their understanding of both. Students will gain a greater understanding of the culture of the language of study</p>

YEAR 8 - GERMAN

TOPIC	“Freizeit Juhu!” (Freetime).	“Gute Reise!” (Nice trip)	Ich liebe Ferien! (I love holidays).	Das Wunder von Bern (Project on literary and cinematic work)
EXPLANATION	<p>Students learn to talk about sports and hobbies they do in the present tense (including technology) using time phrases to say how often they do things. This consolidates learning from Y7 including grammatical structures e.g. time phrase twist, kickers, standard and advanced word order.</p> <p>Students learn past tenses in this module and to use the present tense to talk about future events. Tenses are the foundation of a good grade at GCSE so it is important to introduce them at an earlier stage to enable pupils to become more proficient through revisiting them over the next 4 years.</p> <p>Students will learn to use: First person verbs Third person verbs (singular and plural forms) gern/ nicht gern Past tense Grammar structures of the language (standard word order, time phrase twist, kickers, gender of nouns)</p>	<p>Students learn to talk about their town and holiday plans. This consolidates previous learning on grammatical structures such as the time phrase time, kickers, normal word order, present tense and the use of the correct endings with ein and kein. It revisits the future and conditional tenses, which were introduced in year 7 and deepens their comprehension of how and when to use them accurately</p> <p>It introduces students to how to buy items in a shop using the formal form of you “Sie” rather than “du” and consolidates previous learning on numbers.</p> <p>This module links well with the final module in year 8 “Ich liebe die Ferien”, which continues to look at holidays and goes into more depth with the past and conditional tenses</p>	<p>Students will learn to talk about a previous holiday using both the perfect and imperfect tenses.</p> <p>Previous learning from the Advent term on the perfect tense is consolidated and the imperfect tense introduced to describe problems and create comparisons between past and present.</p> <p>This is taught towards the end of the second year of study as it consolidates previous learning on grammatical structures, vocabulary and tenses learnt whilst starting to introduce some more complex structures such as um... zu</p> <p>This is good preparation for year 9 in which pupils revisit topics in greater depth.Explain</p>	<p>Students will experience a famous Work from the German speaking world. This is taught at the end of the year</p> <p>They will learn about the historical context behind the Work. They will engage with the spoken and written language and demonstrate their understanding of both. Students will gain a greater understanding of the culture of the language of study.</p> <p>They will learn about the historical context behind the Work. They will engage with the spoken and written language and demonstrate their understanding of both. Students will gain a greater understanding of the culture of the language of study..</p>

YEAR 9 - GERMAN

TOPIC	Mein Schulleben (My school life)	Zeit für Freizeit (freetime and hobbies)	Menschliche Beziehungen (relationships)	Menschliche Beziehungen (relationships)/Ballon (Project on literary and cinematic work)
EXPLANATION	<p>This module interleaves content covered in year 7, and now adds more depth to the study. This is carefully planned to include introductions to the core grammar that will be required to succeed in this subject. (perfect tense, present tense, future tense, adjectives, giving opinions).</p> <p>Whilst these elements were introduced in years 7 and 8, we now look to consolidate the knowledge about these tenses and to put the use of them into action. Students will practise:</p> <ul style="list-style-type: none"> Using the present tense Using the past tense (both perfect and imperfect) Using the future tense Giving opinions Using modal verbs Describing a photo card (exam skill). 	<p>This topic consolidates the topic of free time and activities with students as part of the wider GCSE course.</p> <p>Students will practise: Using several tenses together</p> <p>Discuss their preferences using 'gern' 'am liebsten'.</p> <p>This module introduces the theme of identity and culture and interleaves content from the Year 8 SoL. This allows students to build their confidence with familiar vocabulary whilst encountering more challenging vocabulary and more varied grammar.</p>	<p>During year 9, students are introduced to the GCSE course and cover 2 of the five core themes of the GCSE; theme 3 and most of theme 1.</p> <p>This module builds on the concept of family and goes into more depth, discussing relationships and friendship. It increases the challenge from the previous modules, by incorporating modal verbs and separable verbs, which up until this point have been met but not studied in detail.</p> <p>Students will:</p> <ul style="list-style-type: none"> Develop a deeper understanding of cases and use prepositions. Discuss family and friends and role models. 	<p>We offer students the opportunity to study a recent cinematic work in German, in this case the film "Ballon" which gives students an overview of the way of life in East Germany before reunification.</p> <p>This is covered here to expose students to more authentic material in the target language and an overview of key events in recent German history. It feeds well into the A Level course, as students study the History of the division of Germany and its subsequent reunification, as well as learning to analyse a film.</p>

YEAR 10 - GERMAN

TOPIC	No topic on sheet	No topic	No topic
EXPLANATION	<p>This module is part of theme 1 in the GCSE. Pupils will learn to talk about their home, daily routine, and habits such as what they eat and how often they use different types of technology. This module consolidates vocabulary learnt in modules 1 in year 7 and modules 3, 4 and 5 in year 8. It also revisits the past and present tenses.</p> <p>Pupils are introduced to reflexive and separable verbs and deepen their understanding of using the cases by learning prepositions with the accusative and dative cases. They are also continuing to learn more complex structures in particular “wenn” and “dass” clauses.</p> <p>This module prepares pupils well for the next module which continues to practise the grammar points mentioned above. All of the above structures enable pupils to become competent linguists by year 11.</p>	<p>Module 5 revisits vocabulary learnt in modules 4 and 5 in year 8, which pupils now learn in greater depth. This is theme 2 in the GCSE course.</p> <p>Pupils also practise previous grammar learnt such as “wenn” and “dass” clauses, infinitive + zu constructions, kickers, seit + present tense and modal verbs. This module also enables pupils to revisit a variety of tenses.</p> <p>Pupils will learn to understand and give directions using the formal form of you “Sie” as well as revisiting shopping for food and souvenirs. Pupils will learn more complex vocabulary on these topics.</p> <p>Pupils learn to use comparatives and superlatives as well as demonstrative articles. There is also further consolidation of cases.</p> <p>This module builds on the complexity of the language learnt to date and enables pupils to start creating and understanding more complex sentences in a variety of tenses. The final module of year 10 is on the related topic of “im Urlaub und zu Hause” talking about holidays</p>	<p>The final module in year 10 continues in theme 2 and covers the rest of the topic of local area, holiday and travel.</p> <p>In particular this module focuses on holiday vocabulary and pupils revisit the past, present and conditional tenses as well as grammatical structures such as infinitive + zu constructions. The future tense is also revisited in this module.</p> <p>Pupils are reintroduced to the genitive case and using es gibt with the accusative case</p> <p>Pupils are taught how to use the pluperfect tense and prepositions with the nominative or accusative cases.</p> <p>This module builds on the complexity of the language learnt to date and enables pupils to start creating and understanding more complex sentences in a variety of tenses.</p>

YEAR 11 - GERMAN

TOPIC	Rund um die Arbeit (Jobs and future plans)	Eine wunderbare Welt (Global and international dimension)	Revision and speaking exams
EXPLANATION	<p>Students will learn to discuss jobs and future plans. Students will learn about jobs, study and future work plans. As students near the end of the GCSE course, theme four brings together vocabulary and grammar points from earlier in the course and ensures students cover the content for the exam.</p> <p>Theme four is one of the more challenging topics of the GCSE course and is taught in year 11 when students have a better grasp of grammar and a wider knowledge of vocabulary. It also revisits some ideas from the school topic (taught as module 1 in year 9), enabling students to continue retrieval of earlier parts of the course.</p> <p>It also feeds well into the A Level Programme of Study, as one of the A Level Year 12 topics is about Work in Germany.</p>	<p>This is the final delivery of new content that the students will cover throughout the course. Students will learn about festivals and international events like the Olympics, as well as how to discuss the environment in German.</p> <p>Like theme four, theme five is the other most challenging topic of the course and by this stage students have a good grasp of grammar and a wide variety of vocabulary in order to tackle some of its technicalities. This segues into the A Level Programme of Study, as the first A Level Year 12 topic is about the Environment in Germany.</p>	<p>Students will review all 5 themes of the course and complete their speaking exams.</p>

YEAR 12 - GERMAN

TOPIC	<p align="center">Theme 1 Changes in Society <i>“Gesellschaftliche Entwicklung in Deutschland”</i></p>	<p align="center">Theme 2 The political and artistic culture in the German speaking world. <i>“Politische und künstlerische Kultur im deutschsprachigen Raum”</i></p>	<p align="center">Literary and Cinematic Work Literatur und Film Goodbye Lenin</p>
EXPLANATION	<p>Students will study 3 main strands in depth.</p> <ol style="list-style-type: none"> 1) The environment 2) Education 3) The world of Work <p>These strands represent key areas where German society has changed dramatically over the years and is continually evolving. The development of these themes will be studied through the medium of the spoken and written language and during the course of study, students will hone their linguistic and grammatical abilities.</p> <p>These areas are taught first in the course as they follow on from the topics students will have covered at GCSE. The grammar associated with them is one step up from GCSE level.</p> <p>In addition, Theme 1 is studied in the context of Germany alone. Once students have a good grounding in knowledge of the culture and context of Germany, then we begin to look at Theme 2 which broadens the focus.</p>	<p>Students will thoroughly investigate 3 key strands.</p> <ol style="list-style-type: none"> 1) Music 2) Media 3) Festivals and traditions <p>These threads serve as important examples of how German culture has developed over time and is still changing now.</p> <p>The evolution of these themes will be studied using spoken and written language, and students' linguistic and grammatical skills will be developed during the duration of the study.</p> <p>Theme Two is taught second in the A Level course as it develops the narrow focus of extended GCSE topics into A Level topics, as well as broadening the scope of the area of enquiry. Now students look at these themes within the context of all the areas where German is spoken.</p>	<p>Students will study the Film in depth.</p> <p>They will study: Themes that occur throughout the film Cinematic devices that are used to convey a message. They will learn to write in detail about the film.</p> <p>This is studied towards the end of the course when students have a solid grasp of the language and grammatical structures that they will need in order to access the film in its native tongue, as well as to be able to write about it in the Target Language.</p>

YEAR 13 - GERMAN

TOPIC	Theme 3 Immigration and the German multicultural society	Theme 4 The Reunification of Germany	Literary and Cinematic Work Literatur und Film Der Vorleser
EXPLANATION	<p>Students will study 3 areas within this theme.</p> <p>The positive impact that immigration has brought to the German multicultural society</p> <p>The challenges of immigration</p> <p>The State and Social reaction to Immigration.</p> <p>This is taught as the third theme in the A Level and the 1st theme in Year 13 because it requires some maturity to deal with the difficult concepts it explores but also because it requires a deeper knowledge of Germany and the German speaking world in order to understand the evolution of and the challenges and benefits around immigration.</p>	<p>Students will investigate three key points within this fascinating period of German history.</p> <ol style="list-style-type: none"> 1) The Society in the GDR before the reunification 2) Events that lead to reunification 3) Germany since reunification <p>This is a fascinating time in History and students learn about it in the final stage of their A Level as often it is an area that students will wish to explore in greater depth for their Independent Research Project. This is a project that students complete independently as part of their Spoken Exam. The Historical Knowledge here helps back up and explain some of the developments through time that the students have encountered throughout their studies. The grammar is of a high level, incorporating descriptions in the past as well as conceptually difficult tenses such as the future perfect and conditional perfect. What would have happened if.... By the end of the next year there will have been....</p>	<p>Students will study the book in depth.</p> <p>They will read it in German.</p> <p>They will study:</p> <p>Themes that occur throughout the book</p> <p>Literary devices that are used to convey a message.</p> <p>They will learn to write in detail about the book.</p> <p>This is studied towards the end of the course when students have a solid grasp of the language and grammatical structures that they will need in order to access the book in its native tongue, as well as to be able to write about both the book and the film in the Target Language.</p>

YEAR 7 - FRENCH

TOPIC	No topic			
EXPLANATION	<p>Students learn to talk about themselves and others. This module is an introduction to the basics of French.</p> <p>The following themes are covered: likes and dislikes, the names of everyday objects in a 'survival kit', physical descriptions such as hair and eyes, describing others.</p> <p>The following grammar points are covered: être & avoir, adjectives in both their masculine & feminine forms, using the third person singular and plural, negatives, possessive adjectives, an introduction to the present tense.</p>	<p>Students learn to talk about their school and their subjects.</p> <p>The following themes are covered: school subjects, asking questions, giving opinions and reasons, describing timetables using the 24hour clock, describing the school day, talking about food.</p> <p>The following grammar points are covered: 'er' verbs, using the pronoun 'on', partitive articles with food</p>	<p>Students learn to talk about their hobbies and how they spend their freetime.</p> <p>The following themes are covered: computers & mobile phones, talking about sports, talking about activities (e.g. reading), discussing the weather, saying what you like doing, describing what other people do.</p> <p>The following grammar points are covered: using regular verbs, time phrases, jouer à, the verb faire with du/ de la/ des/ de l', using aimer + infinitive, using ils & elles.</p>	<p>Students will experience a famous Work from the French speaking world. This is taught at the end of the year as at this point, students will be choosing which language they wish to specialise in. This ensures that even if students decide to specialise in a different language, they will have had a vital experience of a classic literary/ cinematic work in its original language.</p> <p>They will engage with the spoken and written language and demonstrate their understanding of both. Students will gain a greater understanding of the culture of the language of study.</p>

YEAR 8 - FRENCH

TOPIC	Ma zone (My area)	Partez! (Leave!)	T'es branché (You're trendy)	Les Choristes (Project on a Literary and cinematic work)
EXPLANATION	<p>Students learn to talk about where they live and what they do on the weekend. This topic will build on their knowledge obtained in year 7 and they will be able to use more complex language to form opinions and write descriptions using a wider range of verbs and vocabulary.</p> <p>The following themes are covered: talking about their town/ village and describing what is there, giving directions in the context of a theme park, talking about where they go at the weekend, talking about what you can do in town.</p> <p>The following grammar points are covered: using il y a and il n'y a pas de, using the past & future tense, the verb 'aller', 'vouloir' & 'pouvoir', using on peut + infinitive</p>	<p>Students learn to talk about the topic of holidays using a range of different tenses. They have already seen the past and the future in previous modules but this one encourages them to develop their language by using tenses such as the imperfect and the conditional. They can then use this higher language when they start the more complex GCSE topics.</p> <p>The following themes are covered: Where you can go on holiday, what you can do on holiday, going on a summer camp, future plans and dreams for holidays.</p> <p>The following grammar points are covered: prepositions before places à, au, en, aux, using 'nous', si clauses + imperfect tense, conditional tense, future tense</p>	<p>Students learn to talk about their passions and how they spend their free time. Some knowledge is revisited from the final topic of Year 7 and built upon to create longer, more complex sentences including a variety of tenses and opinions.</p> <p>The following themes are covered: Television programmes, cinema and films, reading, using the internet, past plans.</p> <p>The following grammar points are covered: reminder of the present tense with -er verbs, negatives (including ne...jamais), reminder of the key verbs avoir & être which have been visited in every module since Year 7, agreeing & disagreeing, -ir & -re verbs, aller & faire, the perfect tense</p>	<p>Students will experience a famous Work from the French speaking world. This is taught at the end of the year as at this point, students will be choosing which language they wish to specialise in. This ensures that even if students decide to specialise in a different language, they will have had a vital experience of a classic literary/ cinematic work in its original language.</p> <p>They will engage with the spoken and written language and demonstrate their understanding of both. Students will gain a greater understanding of the culture of the language of study.</p>

YEAR 9 - FRENCH

TOPIC	Qui suis-je? (Who am I?)	Le temps des loisirs (Free time)	Jours ordinaires, jours de fête (Everyday, festivals)	Ma Vie de Courgette (Project on a Literary and cinematic work
EXPLANATION	<p>All topics studied this year cover GCSE Theme 1 - Identity & Culture. This is a good starting point for GCSE study as it covers elements that are close to the student's area of experience. This topic revisits family & describing people as well as places in the town & activities (topics touched on in Yr 7 & 8)</p> <p>The following grammar points are covered: Present tense (also met in yr 7/8); reflexive verbs; near future tense (met in yr 8); perfect tense; imperfect (both met in yr 8)</p> <p>These tenses will occur in each module studied across yr 9-11. The following themes are explored: Friendship; family relationships; making arrangements to go out; describing a night out with friends; describing your younger self; discussing role models</p>	<p>This topic revisits the topics of sport & music, technology, films & TV (introduced in yr 7 & 8). These are revised now as they are an area that offer a lot of scope for development of language. (Such as 3rd person singular and plural verbs and past and future tenses)</p> <p>The following grammar points are covered: Depuis + present tense; comparatives & superlatives; more practice of the imperfect tense; direct object pronouns;</p> <p>The following themes are explored: Sport; life online; books & reading; TV; actors & films</p>	<p>This topic introduces food & meals & shopping for clothes. Builds on basic food vocab & colours/numbers (covered in yr 7 & 8)</p> <p>This is taught now as it introduces the second person singular and plural, which is conceptually difficult for the students to understand as it is different to English. The following grammar points are covered: Modals verbs - pouvoir et devoir; the pronoun en; tu & vous forms; venir de + infinitive; using a combination of tenses</p> <p>The following themes are explored: Describing daily life; talking about food for special occasions; asking questions in tu & vous form; describing family celebrations; describing festivals & traditions</p>	NO INFORMATION

YEAR 10 - FRENCH

TOPIC	De la ville à la campagne (From the town to the countryside)	Le grand large (Holidays)	Au collège (At school)
EXPLANATION	<p>This topic revisits the topic of town as seen in year 8 French.</p> <p>We continue to use common vocabulary seen in previous years around weather, directions and places in a town.</p> <p>We build on this knowledge to expand their vocabulary and cultural understanding by introducing how we can help in our community.</p> <p>We start adding in more complex grammar such as indirect object pronouns, complex negative constructions, and the simple future tense. This is important at this stage of year 10 as they should already be confident in using present, perfect imperfect and conditional tenses which have been met in KS3.</p>	<p>This topic retrieves knowledge on the topic of holidays which was first introduced in year 8.</p> <p>The parallel text builds on the grammar they have learnt and introduces two new tenses: pluperfect and conditional perfect.</p> <p>These tenses are very complex but should build on previous grammatical knowledge from the perfect tense.</p> <p>This module also branches out to look at French speaking countries such as Morocco.</p> <p>The Parallel Text continues to build on the 20 Keys by including different examples of the subjunctive mood, the present participle, idioms and a range of tenses. .</p>	<p>The school topic is first introduced in year 7 with the parallel text looking at subjects, food and timetables.</p> <p>In year 10 we retrieve this knowledge and build on this. We introduce school rules with modal verbs.</p> <p>We look at school trips, events and exchanges in a range of tenses building on the use of the pluperfect and conditional perfect tense from the previous module.</p> <p>In this topic we also compare schools in England to schools in France widening the students' global understanding.</p>

YEAR 11 - FRENCH

TOPIC	Bon travail (Good work).	Un oeil sur la monde (An eye on the world)	Revision & Speaking exams
EXPLANATION	<p>This is a brand new topic for our students.</p> <p>We introduce vocabulary around the world of work and whilst continuing to build on our 20 Keys.</p> <p>We look at a range of different future choices including college, apprenticeships, gap years and how they can all be valuable to us.</p> <p>The topic also ventures further into the future and looks at marriage, kids and living with a partner.</p> <p>Our parallel text introduces new idiomatic language and continues to challenge students to use a range of tenses as well as a wide variety of vocabulary.</p> <p>The topic and parallel text look at how learning a language is an advantage in the world of work and can help them in their career.</p>	<p>This topic looks at international and global dimensions.</p> <p>We start by looking at environmental problems happening around the world today.</p> <p>We then look at a range of solutions and how we are trying to solve the environmental crisis the world is in today.</p> <p>We then study international and Global events such as the Olympic Games.</p> <p>We look at how these events can bring cohesion and money to a country or area.</p> <p>We also study the human and environmental cost of these events with workers' being maltreated and badly paid and the carbon footprint left by many festivals and sporting events.</p> <p>This is a challenging, new topic for our students using a lot of complex vocabulary.</p> <p>We build on grammatical knowledge of modal verbs but challenge them to use them in a range of tenses.</p> <p>We continue to build on our 20 Keys including using the subjunctive mood with a complex negative phrase.</p>	<p>Revision, recap and speaking exams</p>

YEAR 12 - FRENCH

TOPIC	<p align="center">Theme 1 Changes in French society “Les changements dans la société française”</p>	<p align="center">Theme 2 The political and artistic culture in the French speaking world “La culture politique et artistique dans les pays francophones”</p>	<p align="center">Literary and cinematic work : Les Choristes</p>
EXPLANATION	<p>Students will study 3 main stars in depth. Module 1 : Family Module 2 : Education Module 3 : The World of work</p> <p>Modules 1 and 2, in particular, extend and develop work done at GCSE but focus more on developments surrounding the family and education in recent years in France. Module 3 deals with the specific area of strikes and industrial unrest in France, building on very simple and superficial GCSE work on jobs. Throughout these modules, students re-discover and extend the grammatical areas they have encountered at GCSE, and specifically start to use the subjunctive mode as an advanced means of expression</p>	<p>Students will study 3 main stars in depth. Module 4 : Music Module 5 : Media Module 6 : Festivals</p> <p>These 3 modules extend study beyond mainland France to French-speaking areas around the world. Students study issues of international importance, such as the influence of music in the lives of young people in particular, the issues around freedom of expression and its limits in French-speaking countries, with particular focus on the Charlie Hebdo attacks in Paris in 2015. Students are now being much more able to use advanced grammar and tenses and to express themselves in a variety of styles.</p>	<p>Students will study the film in depth, focussing on Themes, Character, the setting / historical context and the cinematic devices. They will learnt the skills of writing essays about the film, using appropriate language and structure.</p>

YEAR 13 - FRENCH

TOPIC	<p style="text-align: center;">Theme 3 Immigration and the French multi-cultural society Module 7 : Immigration Module 8 : Integration Module 9 : The Far Right</p>	<p style="text-align: center;">Theme 4 (Historical) The Occupation and the Resistance Module 10 : The Occupation Module 11 : The Vichy regime Module 12 : The Resistance</p>	<p style="text-align: center;">Literature and Cinematic work : Un Sac de Billes</p>
EXPLANATION	<p>These 3 modules explore political challenges within France with particular reference to immigration and integration. Students are now well-equipped to deal with topics of this nature, having completed the first 6 modules of the course in Y12, where some of these issues were briefly touched upon. The logical progression from terrorist attacks on the freedom of expression (Module 5) is the examination of migrant groups in France and how well they are integrated into their communities (or not). The Far Right policies of Marine Le Pen regarding protection of France's borders are a subtle way of ending this series of topics.</p>	<p>These are 3 stand-alone modules which are historical and explore the fascinating history of France during World War 2. The issue of the Occupation of France by the Germans, the installation of a pro-German regime in Vichy and the ensuing resistance by the French are matters of great historical significance, unlikely to be covered anywhere else in the curriculum, and especially useful for students of History.</p>	<p>.Students will study this novel in depth - it is chosen specifically because it is set in France during World War 2 and has very strong links with the 3 modules studied in the previous term.</p> <p>Students hone their essay writing skills and cover areas of Themes, Characters, Setting and Literary devices.</p>