



Subject: French

Subject leader: Flo Vincent

**Subject Long Term Progression Plan 2019/20**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
	KS3		KS4 - GCSE			KS5 - A Level
Knowl edge  <u>To gain knowl edge of:</u>	<p><b>Grammar and vocabulary</b></p> <ul style="list-style-type: none"> <li>identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li> <li>use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</li> <li>use accurate grammar, spelling and punctuation.</li> </ul> <p><b>Range of topics:</b></p> <ul style="list-style-type: none"> <li>La rentrée</li> <li>En classe</li> <li>Mon temps libre</li> <li>Ma vie de famille</li> <li>En ville</li> </ul>		<p><b>Grammar and vocabulary</b></p> <p>Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.</p> <p>In the Foundation Tier, students will work on:</p> <ul style="list-style-type: none"> <li>Nouns (gender; singular and plural forms)</li> <li>Articles (definite, indefinite and partitive)</li> <li>Adjectives (agreement; position; comparative and superlative; demonstrative; indefinite; possessive; interrogative)</li> <li>Adverbs (comparative and superlative; regular; interrogative; adverbs of time and place; common adverbial phrases)</li> <li>Quantifiers/ intensifiers (<i>très, assez, beaucoup, peu, trop</i>)</li> <li>Pronouns (personal; reflexive; relative; object; position and order of object pronouns; disjunctive/emphatic; demonstrative; indefinite; interrogative; <i>y, en</i>)</li> <li>Verbs (regular and irregular verbs; negative and interrogative forms; <i>tu, vous</i>; impersonal verbs; verbs followed by infinitives; tenses)</li> </ul>			<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li><b>Social issues and Trends</b></li> </ul> <p>Students may study all sub-themes in relation to any French-speaking country or countries.</p> <p><i>Current trends –</i></p> <ul style="list-style-type: none"> <li>The changing nature of family (La famille en voie de changement)</li> <li>The 'cyber-society' (La « cyber-société »)</li> <li>The place of voluntary work (Le rôle du bénévolat)</li> </ul> <p><i>Current issues –</i></p> <ul style="list-style-type: none"> <li>Positive features of a diverse society (Les aspects positifs d'une société diverse)</li> <li>Life for the marginalised (Quelle vie pour les marginalisés ? )</li> <li>How criminals are treated (Comment on traite les criminels)</li> </ul>



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		<ul style="list-style-type: none"><li>• Prepositions (common and common compound prepositions)</li><li>• Conjunctions (coordinating and subordinating)</li><li>• Numbers, quantity, dates and time (<i>depuis</i> with present tense)</li></ul> <p>In the Higher Tier, students will be required to apply all grammar and structures listed for the Foundation Tier in addition to the grammar and structures listed below:</p> <ul style="list-style-type: none"><li>• Adjectives (comparative and superlative)</li><li>• Adverbs (comparative and superlative)</li><li>• Pronouns (relative; object; demonstrative; possessive)</li><li>• Verbs (all tenses; passive voice; perfect infinitive; present participle; subjunctive)</li><li>• Time (use of <i>depuis</i> with imperfect tense)</li></ul> <p>3 themes to be covered through KS4:</p> <ul style="list-style-type: none"><li>• Theme 1: Identity and culture (Me, my family and friends; Technology; Free-Time activities; Customs and Festivals in French speaking countries)</li><li>• Theme 2: Local, national, international and global areas of interest (Home, town, neighbourhood and region; Social issues; Global issues; Travel and Tourism)</li><li>• Theme 3: Current and future study and</li></ul>	<ul style="list-style-type: none"><li>▪ <b><u>Political and artistic culture</u></b> Culture:<ul style="list-style-type: none"><li>• A culture proud of its heritage (Une culture fière de son patrimoine)</li><li>• Contemporary francophone music (La musique francophone contemporaine)</li><li>• Cinema: the 7th art form (Cinéma : le septième art)</li></ul>Political:<ul style="list-style-type: none"><li>• Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</li><li>• Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ? )</li><li>• Politics and immigration (La politique et l'immigration)</li></ul></li><li>▪ <b><u>Literary texts or films</u></b> Students must study <b>either</b> one text and one film <b>or</b> two texts from the list (see website).</li><li>▪ <b><u>Individual Research Project</u></b> Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select</li></ul>
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		<p>employment (My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions)</p>	<p>relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment</p>
<p>Skills and processes</p>	<p><b>Linguistic competence</b></p> <ul style="list-style-type: none"> <li>▪ listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>▪ transcribe words and short sentences that they hear with increasing accuracy</li> <li>▪ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>▪ express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> <li>▪ speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> <li>▪ read and show comprehension of original and adapted materials from a range of</li> </ul>	<p><b>Listening:</b> Understanding and responding to different types of spoken language  <b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"> <li>• demonstrate general and specific understanding of different types of spoken language</li> <li>• follow and understand clear standard speech using familiar language across a range of specified contexts</li> <li>• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events</li> <li>• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes</li> </ul>	<p><b>Listening, Reading and Writing</b> - students are assessed on:</p> <ul style="list-style-type: none"> <li>• Aspects of French-speaking society: current trends</li> <li>• Aspects of French-speaking society: current issues</li> <li>• Artistic culture in the French-speaking world</li> <li>• Aspects of political life in the French-speaking world</li> <li>• Grammar</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• One text and one film or two texts from the list set in the specification</li> <li>• Grammar</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Individual research project</li> <li>• One of four themes (Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic</li> </ul>



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<p>different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <ul style="list-style-type: none"><li>▪ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</li><li>▪ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li></ul>	<ul style="list-style-type: none"><li>• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</li></ul> <p><b>Speaking:</b> Communicating and interacting effectively in speech for a variety of purposes <b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts</li><li>• take part in a short conversation, asking and answering questions, and exchanging opinions</li><li>• convey information and narrate events coherently and confidently, using and adapting language for new purposes</li><li>• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</li><li>• initiate and develop conversations and discussion, producing extended sequences of speech</li><li>• make appropriate and accurate use of a variety of vocabulary and grammatical</li></ul>	<p>culture in the French-speaking world, Aspects of political life in the French-speaking world)</p> <p><b>Students following this specification will develop their language knowledge, understanding and skills through:</b></p> <ul style="list-style-type: none"><li>• using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French</li><li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification</li><li>• using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies</li><li>• listening and responding to spoken passages including some extended passages from a range of different</li></ul>
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		<p>structures, including some more complex forms, with reference to past, present and future events</p> <ul style="list-style-type: none"><li>• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view</li><li>• use accurate pronunciation and intonation to be understood by a native speaker.</li></ul> <p><b>Reading:</b> Understanding and responding to different types of written language</p> <p><b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• understand and respond to different types of written language</li><li>• understand general and specific details within texts using high frequency familiar language across a range of contexts</li><li>• identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events</li><li>• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes</li></ul>	<p>contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers</p> <ul style="list-style-type: none"><li>• reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li><li>• understanding the main points, gist and detail from spoken and written material</li><li>• inferring meaning from complex spoken and written material, including factual and abstract content</li><li>• assimilating and using information from spoken and written sources, including material from online media</li><li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li><li>• translating an unseen passage from French into English</li><li>• translating an unseen passage from</li></ul>
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		<ul style="list-style-type: none"><li>• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</li><li>• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</li><li>• translate a short passage from French into English.</li></ul> <p><b>Writing:</b> Communicating effectively in writing for a variety of purposes</p> <p><b>Students are expected to be able to:</b></p> <ul style="list-style-type: none"><li>• communicate effectively in writing for a variety of purposes across a range of specified contexts</li><li>• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li><li>• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li><li>• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past,</li></ul>	English into French.
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		<p>present and future events</p> <ul style="list-style-type: none"><li>• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li><li>• make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</li><li>• translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li></ul>	
<p><b>Literacy</b> is part of every lesson as students are looking at old and new words; listening, reading and writing are skills used almost every lesson and the specific focus on grammar makes it a necessity.</p> <p><b>Numeracy</b> students learn numbers to be able to cope with language skills in a variety of contexts (meeting someone, buying something, exchanging your details with friends/employers/ companies, booking holidays, using transport...)</p>			
<p><b><u>Long-term learning over performance</u></b></p> <p>There are strong links between KS3 and KS4 as many topics will be studied one year and revisited the following year. Students start learning basic vocabulary and grammar and are able to build on that year on year. They are then able to express themselves in fuller, better detailed and constructed sentences using a range of tenses.</p> <p>At KS5, the A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity,</p>			



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	which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree
	<b><u>Being work ready</u></b>
	<b><u>High challenge leading to social mobility</u></b>
	<b><u>The human over the subject</u></b>