

## Scheme of work (3 years)

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The new GCSE French specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

### Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

## Year 1

Term	Theme	Topic	Grammar
Autumn half-term 1	Identity and culture	Me, my family and friends <ul style="list-style-type: none"> <li>Relationships with family and friends</li> </ul>	<ul style="list-style-type: none"> <li><i>avoir</i> and <i>être</i> present tense</li> <li>possessive adjectives</li> <li>adjective agreement rules</li> <li>reflexive verbs</li> <li><i>se disputer/se fâcher/s'entendre avec</i></li> <li>comparatives <i>plus que/moins que</i></li> <li>adverbs of frequency</li> <li>regular verbs in present tense</li> <li>direct object pronouns</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	Home, town, neighbourhood and region	<ul style="list-style-type: none"> <li><i>il y a</i></li> <li><i>on a</i></li> <li><i>c'est</i></li> <li>prepositions</li> <li>plural partitive article and <i>de</i> after negative</li> <li><i>pouvoir</i> + infinitive</li> <li>expressions of quantity</li> <li>irregular verbs <i>aller/faire</i></li> <li><i>ceux qui</i> + verb</li> <li><i>s'intéresser à</i></li> <li>enhancing descriptions</li> </ul>

			<p>using <i>qui/que/dont</i></p> <ul style="list-style-type: none"> <li>demonstrative adjectives <i>ce, cet, cette, ces</i></li> </ul>
Spring half-term 1	Current and future study and employment	My studies	<ul style="list-style-type: none"> <li><i>devoir</i> + infinitive</li> <li><i>il faut</i> + infinitive (compulsory subjects)</li> <li><i>parce que/car</i> to express reasons</li> <li>perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options )</li> <li>two verbs together eg <i>aimer/aimer mieux/préférer</i></li> <li>comparative and superlative in expressing opinions about subjects</li> <li>use of <i>tu</i> and <i>vous</i> in informal/formal exchanges</li> </ul>
Spring half-term 2	Identity and culture	Free-time activities <ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> </ul>	<ul style="list-style-type: none"> <li>consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i></li> <li>extend range of two verbs together</li> <li>adverbs such as <i>d'habitude/normalement</i></li> <li>clauses introduced by <i>quand/lorsque</i> and <i>si</i></li> </ul>
Summer half-term 1	Identity and culture	Free-time activities <ul style="list-style-type: none"> <li>Food and eating out</li> <li>Sport</li> </ul>	<ul style="list-style-type: none"> <li>perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait hier soir/le weekend dernier</i>)</li> <li>simple opinion statements to express how it was (illustration</li> </ul>

			of the imperfect)
Summer half-term 2	Identity and culture	Customs and festivals in French-speaking countries/communities	<ul style="list-style-type: none"> <li>perfect of verbs with <i>être</i> + agreement rules</li> <li>reflexive verbs in perfect; perfect and imperfect tenses together</li> <li>describing a past event/festival; actions and opinions</li> </ul>

## Year 2

Term	Theme	Topic	Grammar
Autumn half-term 1	Current and future study and employment	Life at school/college	<ul style="list-style-type: none"> <li>transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context</li> <li>quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	Travel and tourism	<ul style="list-style-type: none"> <li>consolidation of perfect tense</li> <li>extension of imperfect tense</li> <li>sequencing words, expressions and phrases</li> <li><i>avant de/après avoir etc/pendant que/depuis/venir de</i></li> <li>developing greater complexity in spoken and written accounts of past events or experiences</li> <li>weather expressions with <i>faire</i></li> </ul>
Spring half-term 1	Current and future study and employment	Education post-16	<ul style="list-style-type: none"> <li><i>ce qui/ce que... c'est...</i> sentence pattern</li> <li>future tense introduced for eg future study plans</li> </ul>

			<ul style="list-style-type: none"> <li>• building on <i>si</i> clauses with present and future</li> <li>• more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)</li> </ul>
Spring half-term 2	Local, national, international and global areas of interest	<p>Social issues</p> <ul style="list-style-type: none"> <li>• Healthy/unhealthy living</li> </ul>	<ul style="list-style-type: none"> <li>• partitive articles with food items</li> <li>• recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative</li> <li>• <i>il vaut mieux/il vaudrait mieux</i></li> <li>• negative <i>ne...jamais</i></li> <li>• full explanation of imperfect tense to allow statements and opinions about previous health habits</li> </ul>
Summer half-term 1	Identity and culture	Marriage/partnership	<ul style="list-style-type: none"> <li>• revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions</li> <li>• <i>en</i> + present participle</li> <li>• revision of future tense to outline future plans</li> <li>• direct and indirect object pronouns</li> </ul>
Summer half-term 2	Identity and culture	<p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul>	<ul style="list-style-type: none"> <li>• revision of past tenses to recount how social media have been used; or life before technology</li> <li>• <i>grâce à/sans/avec</i></li> <li>• enhanced statements of possibility including <i>permettre de</i></li> </ul>

			<ul style="list-style-type: none"> <li>• <i>il est possible que</i> + subjunctive</li> </ul>
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### Year 3

Term	Theme	Topic	Grammar
Autumn half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>• The environment</li> </ul>	<ul style="list-style-type: none"> <li>• modal verbs linked to behaviours (must do/can do/should do/could do etc)</li> <li>• <i>si</i> clauses using imperfect and conditional</li> <li>• <i>si</i> sentences revised for outlining consequences of actions</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>• <i>vouloir</i> + infinitive</li> <li>• <i>vouloir que</i> + subjunctive</li> <li>• <i>il est possible que</i> + subjunctive</li> </ul>
Spring half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>• Homelessness/poverty</li> </ul>	<ul style="list-style-type: none"> <li>• <i>si j'étais...</i></li> <li>• <i>à la place de...</i> with conditional completions</li> <li>• <i>il faut</i> + infinitive and <i>il faut que</i> + subjunctive</li> </ul>
Spring half-term 2	Current and future study and employment	Career choices and ambitions	<ul style="list-style-type: none"> <li>• enhanced statements of possibility including <i>permettre de</i></li> <li>• pluperfect tense perspective</li> </ul>
Summer half-term 1	End of course examination focus		
Summer half-term 2	End of course examination focus		

## Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (*je peux, on peut...*) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.