

Year 10 and 11 French GCSE 2-year Scheme of Work - Higher

The following document is a Scheme of Work for Edexcel GCSE French (9-1) Higher using Pearson's coursebook- Studio Edexcel GCSE French (9-1) as a basis.

Year 10 – *Studio Edexcel GCSE Higher*

Half Term 1 & 2	Module 1 – <i>Qui suis-je?</i> (Identity and Culture)
Half Term 3 & 4	Module 2 – <i>Le temps des loisirs</i> (Identity and culture) Module 3 – <i>Jours ordinaires, jours de fêtes</i> (Identity and culture)
Half Term 5	Module 3 – <i>Jours ordinaires, jours de fêtes</i> (Identity and culture)
Half Term 6 & Half Term 1 Y11	Module 4 – De la ville à la campagne (<i>Local area, holiday and travel</i>)

Year 11 – *Studio Edexcel GCSE Higher*

Half Term 1	Module 4 – De la ville à la campagne (<i>Local area, holiday and travel</i>) Module 5 – <i>Le grand large</i> (Local area, holiday and travel)
Half Term 2	Module 5 – <i>Le grand large</i> (Local area, holiday and travel) Module 6 – <i>Au collège</i> (School)
Half Term 3	Module 6 – <i>Au collège</i> (School) Module 7 – <i>Bon travail</i> (Future aspirations, study and work)
Half Term 4	Module 7 – <i>Bon travail</i> (Future aspirations, study and work) Module 8 – <i>Un œil sur le monde</i> (International and global dimension)
Half Term 5 & 6	Revision and Assessment, Skills work, Exam-style practice

Year 10 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Retrieval & Recall Cultural Capital Futures	Vocabulary (examples)
Theme: Identity and culture					
Week 1 and 2	Who am I?: Revising family and describing people	Present tense <ul style="list-style-type: none"> regular -er verbs irregular verbs (<i>avoir, être</i>) Adjectival agreement Weekly phonics		Retrieval & Recall Family members Physical descriptions Adjectival agreements Regular -er verbs present tense Avoir/être Cultural Capital	<i>Le père de ma mère est mon...</i> <i>J'ai les cheveux longs...</i>
Week 7 (To be completed after relationships)	Who am I?: Revising places in town and activities Point de départ 2	Definite and indefinite articles Prepositions, including à Present tense <ul style="list-style-type: none"> irregular verb (<i>aller</i>) Weekly phonics		Retrieval & Recall Places in town Activities Aller in present tense Time Preposition à Definite and indefinite articles Cultural Capital Exploring French towns Futures Planning trips	<ul style="list-style-type: none"> <i>Où est le cinéma?</i> <i>Il est devant le bowling.</i> <i>Ce matin, à neuf heures et quart, je vais à la patinoire dans le centre commercial.</i>
Week 3	Who am I?: Talking about friends and what makes a good friend	Using irregular verbs in the present tense Abstract nouns Weekly phonics	Using opinion phrases	Retrieval & Recall Present tense of regular -er verbs and some irregular Adjectival endings Cultural Capital	<i>Un bon ami est sympa et gentil, mais aussi modeste.</i> <i>Je pense qu'un bon ami est une personne...</i>

				Making a video about qualities of a good friend to send to French school partner school Futures	
Week 4, 5, 6	Who am I?: Talking about family relationships	Possessive adjectives Using reflexive verbs in the present tense Emphatic pronouns Weekly phonics	Learning the correct preposition to use with reflexive verbs	Retrieval & Recall Possessive adjectives Family members Possessive pronouns Cultural Capital Making a video about qualities of a good friend to send to French school partner school Futures Video: Developing speaking skills, being interviewed in French	<i>... est le beau-père de ...</i> <i>Il se dispute avec sa famille.</i>
Week 8	Who am I?: Making arrangements to go out and	Using the near future tense Weekly phonics	Using different persons of the verb Giving opinions using <i>ça va être</i> + adjective	Retrieval & Recall Near future tense Arranging to meet Cultural Capital Travelling to Nice in France Cirque du soleil Futures Speaking skills, making arrangements to meet up Planning a trip to Nice	<i>Vendredi soir, je vais aller au bowling.</i> <i>Tu veux venir chez moi?</i>
Week 9,10	Who am I?: Describing a night out with friends	Using the perfect tense (both verbs with <i>avoir</i> and with <i>être</i>)	Using the correct auxiliary verb with the perfect tense and the	Retrieval & Recall Perfect tense with <i>avoir</i> and <i>être</i> Cultural Capital	<i>Nous sommes allés en ville</i>

		Weekly phonics	correct form of the past participle	Dating Being a vegetarian in France Futures Speaking and acting skills – Reading a part/ using different voices. Introducing two different professions	
To be completed Week 1 Spring term (New tense to be taught later)	Who am I?: Talking about your life when you were younger	Using the imperfect tense Weekly phonics	Working out the meaning of new words	<u>Retrieval & Recall -er verbs</u> <u>Cultural Capital</u> Napoléon/Victor Hugo/ Marie-Antoinette PSG <u>Futures</u> Talking about different professions students wanted to do when younger	<i>Quand j'étais plus jeune,... J'habitais... J'avais...</i>
Week 11	Who am I?: Talking about role models	Using three tenses together (present, perfect, imperfect) Weekly phonics	Using questions to structure your writing	<u>Retrieval & Recall</u> <u>Present/ perfect/ imperfect</u> <u>Adjectives for descriptions</u> <u>Cultural Capital</u> Marc Lévy/ Andrée Peel (French Résistance)/ Olivier Rousteing/Stromae (Rwanda genocide)/ Malala Yousafzai (Taliban)/ Anne Frank/ Bradley Wiggins/	<i>Moi, j'admire ... parce qu'il a de la créativité.</i>

				JK Rowling/ Nelson Mandela (Apartheid) Futures Exploring different professions through the different celebrities	
Week 12	Recap and assessment	Speaking practice (conversation) Listening and Reading Foundation			
Week 14	Christmas activities			<u>Retrieval & Recall</u> Christmas vocabulary and traditions from KS3 <u>Cultural Capital</u> Christmas meals and traditions Manchester Christmas market <u>Futures</u> <u>Visiting France at Christmas</u>	
Year 10 Spring term	Theme and topic	Grammar coverage	Skills coverage	<u>Retrieval & Recall</u> <u>Cultural Capital</u> <u>Futures</u>	Vocabulary
Module 2 : Theme: Identity and culture					
To be completed Week 13 Autumn term	Cultural life: Revising sport and music	Difference between <i>jouer de</i> (to play + instrument) and <i>jouer à/au</i> (to play + sport)		<u>Retrieval & Recall</u> <u>Cultural Capital</u> <u>Learning about different French singers: Julien Doré, Louane</u>	<i>Je fais du footing. Je trouve ça génial.</i> <i>Mon chanteur préféré, c'est... car j'aime ses paroles.</i>

		Weekly phonics		Futures	
To be completed Week 5	Daily life, Cultural life: Revising technology, films and TV	Synonyms of to like/to dislike (j'adore/je suis fan de/ j'ai horreur de...) Weekly phonics		Retrieval & Recall Opinions and adjectives Cultural Capital Futures	J'ai une passion pour les films d'action, mais je n'aime pas les...
Week 2	Cultural life: Talking about sport	Using <i>depuis</i> + the present tense Relative pronouns • <i>qui</i> Weekly phonics	Changing verbs from the first to the third person to answer questions	Retrieval & Recall Sports from D1 M3 Cultural Capital Finding out about popular sports in France such as fencing or rugby in the Southwest Futures	Je joue au tennis depuis cinq ans. J'aime beaucoup ça car c'est... C'est un sport qui est bon pour...
Week 3	Daily life: Talking about your life online	Using the comparative Relative pronouns • <i>que</i> Weekly phonics	Manipulating verbs, pronouns and possessive adjectives in your answers	Retrieval & Recall D1M3 Cultural Capital Social media in France Futures	J'adore la musique depuis toujours. C'est ma passion! J'ai créé une station de radio qui s'appelle... L'été prochain, je vais travailler avec...
Week 4	Cultural life: Talking about books and reading	Imperfect tense Weekly phonics		Retrieval & Recall BD D1 M1 M5 Imperfect Studio M1 Cultural Capital Exploring comic books' popularity in France Futures	Quand j'avais x ans, je lisais... Maintenant, je lis... Je trouve que c'est bien.

Week 4	Cultural life: Talking about television programmes	Using direct object pronouns • <i>le, la, les</i> Weekly phonics	Agreeing and disagreeing with opinions	Retrieval & Recall adjectives Cultural Capital French films/ TV programmes <u>Futures</u>	<i>Mon programme de télé préféré est un jeu télévisé qui s'appelle...</i> <i>Je le regarde tous les samedis.</i> <i>Je le trouve formidable.</i>
Week 5	Cultural life: Talking about actors and films Talking about music	Using superlative adjectives Weekly phonics		Retrieval & Recall Adjectives Moins/ plus Cultural Capital Writing about favourite actors Cannes festival Luc Besson/ Marion Cotillard <u>Futures</u> Actors/ directors	<i>Je suis fan de... depuis...</i> <i>C'est l'acteur le plus talentueux.</i> <i>J'adore ses films et je les recommande.</i>
Week 6	Assessment	Listening and Reading Module 2			
Year 10 Spring Term 2	Theme and topic	Grammar coverage	Skills coverage	Retrieval & Recall Cultural Capital <u>Futures</u>	Vocabulary
Module 3		Theme: Identity and culture			
Week 7	Daily life: Talking about food and meals	The partitive article Present tense		Retrieval & Recall D1 M4 M5 D2 M2 <u>Cultural Capital</u>	<i>D'habitude, pour le petit-déjeuner, je prends...</i>

		<ul style="list-style-type: none"> irregular verbs (<i>boire</i> and <i>prendre</i>) <p><i>il faut + infinitive</i></p>		markets/ shops in France Futures Living in France Speaking skills- Roleplay in a shop	<i>À midi, normalement, je mange... mais aujourd'hui, j'ai mangé... J'ai bu...</i>
Week 8, 9	Daily life: Discussing and shopping for clothes	Adjectives of colour <i>Porter</i> and <i>mettre</i> Subject and object pronouns		Retrieval & Recall Perfect tense and near future Clothes D1 M2 Cultural Capital Futures Speaking skills- Roleplay in a shop	<ul style="list-style-type: none"> <i>Qu'est-ce que tu portes normalement, le weekend?</i> <i>D'habitude, je porte un jean moulant avec...</i> <i>Je voudrais un tee-shirt, s'il vous plaît.</i> <i>Vous faites quelle taille?</i> <i>Une taille moyenne, je crois.</i>
Week 10, 11, 12	Daily life: Describing your daily life	Modal verbs • <i>pouvoir</i> and <i>devoir</i>	Listening carefully for negatives Asking questions	Retrieval & Recall School day routine D1 M2 Cultural Capital Mopeds in France School day in Senegal Futures	<i>J'ai cours tous les jours sauf...</i> <i>Je vais au lycée en scooter.</i> <i>Les jours d'école, je dois me lever tôt.</i>
Year 10 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Retrieval & Recall Cultural Capital Futures	Vocabulary
Week 1	Daily life, Cultural life: Talking about food for special occasions	Using the pronoun <i>en</i>		Retrieval & Recall Bastille Day/Christmas/ New Year's eve/ Candlemas knowledge from KS3 Cultural Capital Galette des Rois (Épiphanie)	<i>Ma fête préférée est Noël parce que j'adore...</i> <i>D'abord on mange... suivi(e) par...</i>

				<p>Chandeleur (Candlemas) Crêperies</p> <p>Bastille Day and Christmas and New year's eve celebrations</p> <p>Futures Visiting during important events</p>	
Week 2	Daily life: Using polite language	Asking questions in the <i>tu</i> and <i>vous</i> forms	Understanding figures in French	<p>Retrieval & Recall Tu/ vous Cultural Capital Mealtimes in France Being inviting for a meal at someone's house</p> <p>Futures Speaking skills through roleplay/ acting out</p>	<p><i>Je peux vous aider?</i> <i>Tu peux me tutoyer si tu veux.</i></p>
Week 3,4	Cultural life: Describing family celebrations	Using <i>venir de</i> + infinitive Using <i>il y a</i>		<p>Retrieval & Recall Family members Cultural Capital PACS, different sexual orientations and family structures</p> <p>Civil/ religious wedding Weddings in France</p> <p>Futures Attending weddings in France</p>	<p><i>Key language Je suis né(e)</i> <i>en... Je viens de fêter...</i> <i>Ils</i> <i>viennent de se marier. Il y a</i> <i>beaucoup d'invités. Il y a</i> <i>(trois) mois, j'ai fêté...</i> <i>Il y</i> <i>avait de nombreux plats.</i> <i>C'était mon quatorzième /</i> <i>quinzième anniversaire... J'ai</i> <i>reçu beaucoup de... J'ai</i> <i>invité... à un/une... fête chez</i> <i>moi. Je suis allé(e) au</i> <i>mariage (de mon cousin) à la</i> <i>mairie avec toute ma famille.</i> <i>On a mangé / écouté / dansé</i> <i>/ joué / fait / vu... C'était une</i> <i>excellente soirée! Pour fêter</i> <i>mon prochain</i></p>

Week 5	Cultural life: Describing festivals and traditions Family celebrations	Using a combination of tenses	Giving dates	Retrieval & Recall Celebrations in France D1 M4 D2 M2 Nice Carnaval Guadeloupe D2 M1 Cultural Capital Carnaval in Guadeloupe April's fool Futures Attending celebrations in France	<i>Le cinq novembre, c'est... Chez nous, à Pâques, on... On fête la fin de l'année... C'est l'occasion de... Il y a...</i>
Week 6 ?	Mock Orals?				
Year 10 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Retrieval & Recall Cultural Capital Futures	Vocabulary
Module 4 - Theme: Local area, holiday and travel					
Week 7	Town, region and country: Talking about where you live, weather and transport	Using different prepositions to say 'in'		Retrieval & Recall Weather D1 M3 Places in town D1 M5 Studio M1 Cultural Capital Describing weather in different areas : Strasbourg/ Dieppe/ Marseille/ Paris/ Bordeaux/ Morocco/ Guadeloupe Futures Future travels	<i>J'habite dans un petit village... Dans ma région, il y a... On peut... Ici, le climat est...</i>
Week 7,8	Town, region and country, Travel and tourist transactions: Describing a	<i>il y a</i> and <i>il n'y a pas de</i> Using the imperative		Retrieval & Recall Places in town Aller in present tense	<ul style="list-style-type: none"> ○ <i>Qu'est-ce qu'il y a dans ta ville?</i> ○ <i>Il y a..., mais il n'y a pas de...</i>

	town and asking the way			Time Preposition à Definite and indefinite articles <u>Cultural Capital</u> <u>Exploring French towns</u> <u>Futures</u> <u>Planning trips</u>	<ul style="list-style-type: none"> ○ <i>Où est le...?</i> ○ <i>Tourne à droite,...</i>
Week 8 and 9	Town, region and country: Describing a region	Using the pronoun <i>y</i>		<u>Retrieval & Recall</u> Places in town weather <u>Cultural Capital</u> <u>Exploring different touristic French areas: Brittany/Provence</u> <u>Futures</u> <u>Planning trips</u>	<i>Une région que je connais bien, c'est l'Aquitaine, dans le.... J'y habite depuis....</i>
Week 10 and 11	Town, region and country: Talking about your town, village or district	Using negatives: <ul style="list-style-type: none"> • <i>ne ... pas, ne ... rien, ne ... personne.</i> <i>ne ... jamais, ne ... plus, ne ... que,</i> <i>ne ... aucun, ne ... ni ... ni...</i> 	Listening for synonyms and negatives	<u>Retrieval & Recall</u> Places in town weather <u>Cultural Capital</u> <u>Exploring different French-speaking areas: Montréal</u> <u>Futures</u> Issues in town Consequences of unemployment/ Environmental issues	<i>Dans la ville où j'habite, il y a plusieurs... mais il y a trop de.... Il n'y a plus de...</i>
Week 12	Town, region and country:	Asking questions using <i>quel/quelle/quels/quelles</i>	Making your speaking sound more authentic	<u>Retrieval & Recall</u> Places in town	<ul style="list-style-type: none"> ○ <i>Qu'est-ce qu'on va faire à Dinan?</i> ○ <i>Je veux absolument visiter...</i>

	Discussing what to see and do			Times Prices D1 M5 <u>Cultural Capital</u> Exploring different areas: Dinan <u>Futures</u> Future visits to France Speaking skills, roleplays	<ul style="list-style-type: none"> ○ Ça ne me dit rien. Je veux...
Year 11 Autumn Term	Theme and topic	Grammar coverage	Skills coverage	Retrieval & Recall <u>Cultural Capital</u> <u>Futures</u>	Vocabulary
Theme: Local area, holiday and travel					
Week 1	Town, region and country: Discussing plans and weather	Using the future tense	Using questions to help you understand challenging texts	Retrieval & Recall <u>Weather</u> Environment vocabulary D1 M5 <u>Cultural Capital</u> Climatic change and consequences for ski resorts and Pacific islands <u>Futures</u> Environmental issues	<ul style="list-style-type: none"> ○ Quel temps fera-t-il lundi? ○ Selon la météo, il y aura du soleil. ○ Qu'est-ce que tu feras, alors? ○ J'irai à la plage...
Week 2 and 3	Town, region and country: Describing community projects	Using the present, perfect and future tenses		Retrieval & Recall <u>Tenses</u> Environment vocabulary D1 M5 <u>Cultural Capital</u> Service civique	<i>Il n'y avait rien pour les jeunes dans mon village, donc mes amis et moi avons décidé de créer un foyer pour les jeunes dans un vieux bâtiment.</i>

				Futures Volunteering Creating petitions	
Week 4	Holidays: Talking about what you normally do on holiday	Using reflexive verbs		Retrieval & Recall Countries and holidays D2 M1 Cultural Capital Flags and countries Futures Future holidays	<i>Normalement, je passe mes vacances en Italie. Je voyage en train et je loge dans un camping. J'adore ça! Je vais au bord de la mer avec ma famille.</i>
Week 5	Holidays: Talking about holidays (past and future)	Using the present, perfect and near future tenses	Listening for time expressions and tenses	Retrieval & Recall Café, Paris D1 M5 Holidays D2 M1 Cultural Capital Paris sights Café culture Futures Future travel Speaking skills, roleplays	<i>Tous les ans, je fais du camping. L'année dernière, j'ai fait ... L'année prochaine, je vais faire...</i>
Week 6	Holidays: Talking about an ideal holiday	Using the conditional	Making your speaking sound more authentic	Retrieval & Recall Weather D1 M3 vocabulary D1 M5 Cultural Capital Holidays abroad, different types of holiday accommodation Futures Travelling	<i>Je logerais dans une chambre d'hôte et je regarderais le coucher du soleil. Ce serait pittoresque.</i>
Week 6,7	Holidays, Travel and tourist transactions:	Using reflexive verbs in the perfect tense		Retrieval & Recall Weather	<i>Nous avons passé x jours dans cet hôtel/cette chambre d'hôte. Ça s'est très bien passé.</i>

	Booking and reviewing hotels			Environment vocabulary D1 M5 <u>Cultural Capital</u> Holidays abroad <u>Futures</u> Writing a review Speaking skills, roleplay as a hotel receptionist	<ul style="list-style-type: none"> ○ Avez-vous une chambre de libre, s'il vous plaît? ○ Quelle sorte de chambre voulez-vous? ○ Une chambre pour une personne avec salle de bains et un lit simple...
Week 7	Travel and tourist transactions: Ordering in a restaurant	Using <i>en</i> + present participle		<u>Retrieval & Recall</u> Food, specialities D2 M2 <u>Cultural Capital</u> Holidays abroad, restaurant menus, French and Vietnamese specialities <u>Futures</u> Speaking skills, roleplay as a waiter/waitress	<ul style="list-style-type: none"> ○ Vous avez fait votre choix? ○ Pour commencer, je vais prendre... et ensuite je voudrais le plat du jour. ○ Et comme boisson? ○ Nous voudrions...
Week 8	Travel and tourist transactions: Talking about travelling	Using <i>avant de</i> + infinitive	Using <i>si</i> + imperfect + conditional to impress in your writing	<u>Retrieval & Recall</u> Transport D2 M1 <u>Cultural Capital</u> Holidays abroad, trains in France <u>Futures</u> Speaking skills, roleplay on a train	<i>Si j'avais le choix, pour aller au Sénégal je voyagerais en avion car c'est rapide.</i>
Week 9	Travel and tourist transactions: Buying souvenirs	Using demonstrative adjectives and pronouns		<u>Retrieval & Recall</u> Food, specialities D2 M2	<ul style="list-style-type: none"> ○ Bonjour, monsieur, c'est combien pour ce sac? ○ Celui-là... 55 dirhams, madame.

				Prices <u>Cultural Capital</u> Holidays abroad: New York, Tahiti, Marocco (Souk) Madagascar, Milan Futures Haggling, negotiating prices	<ul style="list-style-type: none"> ○ 55 dirhams! Ça ne m'intéresse pas à ce prix, c'est beaucoup trop cher. Je suis prête à payer 30 dirhams...
Week 10	Holidays: Talking about holiday disasters	Using the pluperfect tense	Developing your writing skills	Retrieval & Recall Holiday disasters D2 M1 <u>Cultural Capital</u> Holidays abroad, Driving/ travel documents requirements Futures Future travels	<i>Avant de partir, j'avais réservé... Mais... Alors j'ai dû aller au commissariat. Quelle catastrophe !</i>
Week 11-12 Mock papers					
Module 6		Theme: School			
Week 13	What school is like: Revising school subjects	Using the definite article		Retrieval & Recall School topic D1 M2 <u>Cultural Capital</u> School in France Futures Studying in France	<ul style="list-style-type: none"> ○ Qu'est-ce que tu as, le lundi? ○ Lundi matin, à 9 heures, j'ai anglais. Puis,... <i>Ma matière préférée est la biologie parce que c'est fascinant et...</i>
Week 13,14	What school is like: Talking about your school	Using comparatives Using the present tense • Third person singular	Working out the meaning of new words	Retrieval & Recall School topic D1 M2 <u>Cultural Capital</u> Lycée Charles de Gaulle, Londres	<i>Mon collège s'appelle... C'est un collège mixte pour les élèves de 11 à 16 ans. Les cours commencent à 8h30. La récré est à...</i>

				Comparing schools in France and in the UK Futures Studying in France	
Week 14	What school is like: Comparing school in the UK and French-speaking countries	Using the present tense • Third person plural	Using sound-spelling links to work out the meaning of new words	Retrieval & Recall School topic D1 M2 Cultural Capital Schools in Canada and Mali Comparing schools in French-speaking world and in the UK Futures Studying abroad Understanding different school systems	<i>En Angleterre on va à l'école de... ans à... ans mais en France ils vont En Angleterre l'école commence à...h et finit à....h...</i>
Year 11 Spring term	Theme and topic	Grammar coverage	Skills coverage		Vocabulary
Week 1	What school is like: Discussing school rules	Using <i>il faut</i> and <i>il est interdit de</i>	Listening to see if somebody agrees or disagrees	Retrieval & Recall School topic D1 M2 Cultural Capital School rules Comparing schools in France and in the UK Futures Studying in France	<i>Dans cette école, il est interdit de... Je trouve ça juste car l'école, c'est pour apprendre.</i>
Week 1,2	What school is like: Talking about getting the best out of school	Using the imperative • Regular verbs • Reflexive verbs • Irregular verbs (<i>avoir</i> and <i>être</i>) Using the future tense	Making your translations sound natural	Retrieval & Recall School topic D1 M2 Cultural Capital Extra-curricular activities Futures	<ul style="list-style-type: none"> ○ <i>Quels sont tes plus grands accomplissements au collège, et pourquoi?</i> ○ <i>Un de mes plus grands accomplissements, c'est que je fais partie d'un groupe de théâtre.</i>

				Extra-curricular activities Giving advice to new teachers Hopes for the future	
Week 2,3	School activities: Talking about a school exchange	Using the pronoun <i>on</i> Using past, present and future timeframes		Retrieval & Recall Cultural Capital Holiday actitivites Futures Comparing schools in France and in the UK Meeting foreign students	<i>Mon correspondant anglais est arrivé vendredi soir. On a passé le premier weekend en famille et c'était super sympa...</i>
Module 7		Theme: Future aspirations, study and work			
Week 3	Work: Discussing jobs and work preferences	Consolidation of the conditional	Using job nouns	Retrieval & Recall Cultural Capital Prejudice/ stereotyping Futures Challenging gender specific jobs. Stereotypes/ Prejudice.	<i>Ma mère est secrétaire, mais moi, je voudrais être journaliste parce que je suis fort en anglais et que j'aime écrire des articles.</i>
Week 4	Work: Discussing career choices	Saying 'better', 'worse', 'the best thing', and 'the worst thing'		Retrieval & Recall Cultural Capital Prejudice/ stereotyping Futures Challenging gender specific jobs. Prejudice/ stereotyping	<ul style="list-style-type: none"> ○ <i>Quelle orientation professionnelle t'attire le plus?</i> ○ <i>Mon ambition est de travailler dans...</i>

				Different job sectors/ careers	
Week 5, 6	Ambitions: Talking about plans, hopes and wishes	Using the perfect infinitive Understanding the subjunctive	Expressing wishes, thoughts, possibility or necessity	Retrieval & Recall <u>Studio M3</u> <u>Cultural Capital</u> Sabbaticals Civil partnerships/ marriage <u>Futures</u> Apprenticeships Volunteering/ gap year Social responsibility	<ul style="list-style-type: none"> ○ <i>Qu'est-ce que tu voudrais faire plus tard?</i> ○ <i>Après avoir terminé mes études, j'aimerais...</i>
Week 6,7	Using languages beyond the classroom: Discussing the importance of languages	Using adverbs <i>En</i> + present participle	Looking for paraphrasing	Retrieval & Recall <u>Cultural Capital</u> Prejudice/ stereotyping <u>Futures</u> Challenging gender specific jobs. Using languages for specific jobs	<ul style="list-style-type: none"> ○ <i>Tu parles quelles langues?</i> ○ <i>Je parle bien allemand. Ma mère se débrouille en...</i>
Week 7	Work: Applying for jobs	Using direct object pronouns in the perfect tense	Predicting what you will hear	Retrieval & Recall <u>Cultural Capital</u> BAFA, students jobs, group leaders <u>Futures</u> Applying for jobs. Understanding job adverts Job interviews	<i>J'ai déjà un peu d'expérience de ce genre de travail. Je parle assez bien l'espagnol, car je l'étudie depuis le collège et j'ai déjà visité l'Espagne: j'y suis allé en échange scolaire l'année dernière.</i>

Week 7	Using languages beyond the classroom, Work: Understanding case studies	Using verbs followed by <i>à</i> or <i>de</i> Complex sentences with the future tense		<u>Retrieval & Recall</u> <u>Cultural Capital</u> <u>Futures</u> Looking at jobs in the tourism sector Interviewing people about their jobs, e,g equestrian journalist	<ul style="list-style-type: none"> ○ <i>En quoi consiste votre travail ?</i> ○ <i>Actuellement, mon travail consiste à accueillir les clients et...</i> ○ <i>Quels sont les avantages et les inconvénients de votre travail ?</i> ○ <i>Le seul inconvénient de mon métier, c'est que les horaires sont assez chargés, surtout pendant l'été.</i>
Module 8		Theme: International and global dimension			
Week 8	Environmental issues: Talking about what makes you tick	Relative pronouns		<u>Retrieval & Recall</u> <u>Cultural Capital</u> Values Rights of children <u>Futures</u> Being aware of what matters to you	<ul style="list-style-type: none"> ○ <i>Qu'est-ce qui est important pour toi dans la vie?</i> ○ <i>Ce qui est important pour moi, c'est d'abord ma famille. Et toi, qu'est-ce qui te préoccupe dans la vie?</i> ○ <i>Ce qui me préoccupe, c'est l'état de la Terre.</i>
Week 8	Environmental issues: Talking about problems facing the world		Making connections between word types	<u>Retrieval & Recall</u> D1 M5, Studio M4 <u>Cultural Capital</u> Understanding global/ (environmental) issues <u>Futures</u> Challenges faced by humankind Social responsibility Environmental issues, looking after the planet Empathy	<ul style="list-style-type: none"> ○ <i>À ton avis, quel est le plus grand problème pour la planète, et pourquoi?</i> ○ <i>...la population de la terre n'arrête pas d'augmenter...</i>

Week 9	Environmental issues: Talking about protecting the environment	Using modal verbs in the conditional Using a combination of tenses	Learning new verbs in the infinitive form	<u>Retrieval & Recall</u> D1 M5, Studio M4 <u>Cultural Capital</u> Environmental issues Saving energy Being green <u>Futures</u> Challenges faced by the planet Social responsibility Environmental issues, looking after the planet, being green	<ul style="list-style-type: none"> ○ Que pourrais-tu faire pour mieux protéger notre planète? ○ Actuellement, je ne fais pas grand-chose pour protéger l'environnement, mais je pourrais trier les déchets et faire du compost à la maison.
Week 9, 10	Bringing the world together: Talking about ethical shopping	Using the passive		<u>Retrieval & Recall</u> <u>Cultural Capital</u> Ethical shopping Environmental impact of fast fashion <u>Futures</u> Social responsibility Environmental issues, looking after the planet Empathy	<ul style="list-style-type: none"> ○ Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables. ○ Je suis d'accord. Trop de travailleurs sont exploités ou exposés à des risques.
Week 11	Bringing the world together: Talking about volunteering	Using indirect object pronouns	Manipulating language to make it your own	<u>Retrieval & Recall</u> Studio M4, M7 <u>Cultural Capital</u> Oxfam Human rights <u>Futures</u> Challenges faced by the homeless Social responsibility Empathy	Je travaille dans un refuge avec les animaux trois soirs par semaine après le lycée. Mon travail consiste à aider les animaux qui ont été abandonnés.

Week 12	Bringing the world together: Talking about big events		Giving arguments for and against	<u>Retrieval & Recall</u> D2 M2, Studio M1, M2 <u>Cultural Capital</u> Big events, Olympic games, festivals, Tour de France, World cup, Nice festival, Avignon festival <u>Futures</u> Social responsibility Environmental issues Carbon footprint Tourism	<i>D'un côté, ça unit les gens... D'un autre côté, les ouvriers qui construisent les stades sont souvent exploités. Je trouve que...</i>		
Year 11 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary			
Remaining weeks Spring term	Focus on Speaking skills						
Summer term	Revision and Assessment, Skills work, Exam-style practice						

Notes

Rows in grey represent recapping grammar and vocabulary from KS3.

Any additional weeks in the term can be spent practising exam-style questions and/or doing extra skills work.

* Please note: this Scheme of Work shows one of a number of possible orders of topics and approaches to grammar coverage.