# KS4 Scheme of work

Introduction

This scheme of work for KS4 offers a two year example route through the new GCSE French 8652 course. It does not assume any prior knowledge of French and can therefore be used for *ab initio* groups. For students with more prior knowledge of French, as well as students looking to continue their language learning past GCSE, additional extension activities can be incorporated.

The scheme of work signposts teachers to the vocabulary that could be taught in every topic. Topics have been organised in a student-friendly way that takes account of learners’ interests and increasing levels of maturity as the course progresses. However, this scheme of work is by no means prescriptive and should be tailored to individual groups of students. In terms of specification coverage, following this scheme of work ensures that the entirety of the vocabulary expected to be learnt by students is covered. There is also a list of ‘general’ words which can be taught across any of the topics. [Vocabulary lists](https://filestore.aqa.org.uk/resources/french/AQA-8652-KS4-SOW-VOCAB.DOCX) to accompany each unit are provided separately as editable Word documents.

Care has been taken to allocate different points of grammar to topics where they can be taught naturally and seamlessly. Covering these points of grammar in this scheme of work will mean that there will be full coverage of the prescribed grammar contained in the specification. However, the grammar within the scheme of work should not replace the DfE subject content prescribed list of grammar set out the specification. It should be used alongside the specification for clarity on the grammar features learners should be familiar with, according to the tier of entry. It should be noted that there are aspects of the required grammar list that apply to Reading only. Please refer to the specification (section 3.2.1.6) for this information.

For every topic, a suggested retrieval list is included which contains a list of the grammar points which have been covered in the course so far. This column aims to serve as an *aide memoire* and to help teachers stay on track of the grammar students have previously encountered at different points of the course. It should also facilitate retrieval of these points of grammar, as it recognised that grammar and key language do not belong to specific topics and can be revisited in any topics. This approach to grammar should help students recognise that language is a system where the learner can create language by using different permutations of the vocabulary and grammar they are learning and adapting this to different contexts and topics. For every topic there is a list of key language that lends itself well to the topic and can support teaching of the suggested grammar points for that unit.

The example schemes of work across the three languages are intentionally not identical in order to demonstrate the flexibility and adaptability of approach. The schemes of work for French, German and Spanish are all editable, to allow you to adapt elements of one or more schemes as you wish to create a scheme of work best suited to your own school/college context.

The suggested schemes of work for KS3 and KS4 across French, German and Spanish have been devised and developed in collaboration with a group of experienced classroom practitioners.  We would like to thank our colleague Juliet Park for developing the French materials and for working with us so closely.

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## Unit 1: Identity and relationships with others

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Describe a person’s nationality, character, personality and physical appearance. Describe a person’s sexual orientation.Describe relationships with friends and family.Describe qualities of a good friend.Describe ideal partners and why.Describe different types of partnerships - pros and cons. | Je suis Je m’appelle, il/elle s’appelleJ’ai seize ansDans ma famille il y a 4/5 personnesJ’ai deux frèresJe m’entends… avecIl/elle me fait rire/contentJe voudrais avoir/êtreIl/elle aIl/elle est**Higher tier only**Il/elle seraitIl/elle aurait  | Formation of nouns (feminine/plural) Indefinite articles Definite articles Subject pronouns (je, il, elle)Avoir (present tense)Être (present tense)Expressing age Reflexive verbs in the present tense (je m’appelle, il/elle s’appelle, je m’entends bien avec, on s’entend bien)Conditional tense (je voudrais)Possessive adjectives (mon, ma, mes, ton, ta, tes)Adjectival agreementsAdjectival positioning (including more than one)Adverbs of intensityEmphatic pronouns (avec moi, toi)Negative (ne… pas)*De* after negativeCardinal numbers (1-30)Impersonal verb phrase (il y a)Interrogatives (comment…?)**Higher tier only**Emphatic pronouns (avec lui, elle, eux, elles)Conditional tense (il/elle aurait, ce serait) | silent final ‘d’eusilent final eè/ê/ai‘n’ liaisonon/om |

**Unit 1 retrieval opportunities**

No prior knowledge assumed

## Unit 2: Media, technology and celebrity culture

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages.Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. Give opinions and personal details on a variety of celebrities/famous people.Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.Give opinions about celebrities’ activities/influences on young people and wider society.Refer to events involving famous people eg music, film, TV, fashion, culture and technology.  | J’utilise mon… pour…Mon gadget préféré c’est mon…Je l’utilise pour…/j’ai utiliséJe l’adoreJe le/la trouveOn peut/on doitJ’ai regardé, écoutéÇa me fait peurÇa m’inquièteJe m’inquièteA l’avenir je vaisLe lundi je regarde…Il y a un risque de… Il existe le risque de…Days of the week **Higher tier only**Je les trouve Je ne peux pas vivre sansJ’ai toujours voulu avoir Quand j’étais petit(e), j’avais/j’utilisaisJe viens de  | Present tense (-ER regular verbs)Perfect tense (auxiliary of *avoir*, je + regular verbs)Modal verbs (je peux, on peut)Adverbs of frequency, timeComparatives (moins… que, plus… que, aussi… que)Negative (ne… jamais)Pour + infinitiveSans + infinitiveImpersonal verb phrases (il y a, il existe)Relative clauses using *qui*Preverbal singular direct object pronouns (le, la)Demonstrative adjectives (ce, cette, ces)Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)24 hour clock (à 18 heures)Possessive adjectives (son, sa, ses)Interrogatives (qui, quel…?)**Higher tier only**Time expressions (venir de, être en train de)Relative clauses using *que* and *quand*Preverbal plural direct object pronoun (les)Relative pronoun (quand)Modal verbs (pouvoir – full paradigm)  | silent seon/omquejth |

**Unit 2 retrieval opportunities**

* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity
* Avoir (present)
* Cardinal numbers (1-30)
* Conditional tense (je voudrais)
* *De* after negative
* Definite articles
* Emphatic pronouns (avec moi, toi)
* Être (present)
* Expressing age
* Formation of nouns (feminine/plural)
* Impersonal verb phrase (il y a)
* Indefinite articles
* Negative (ne… pas)
* Possessive adjectives (mon, ma, mes, ton, ta, tes)
* Reflexive verbs in the present tense (je m’appelle, il/elle s’appelle, je m’entends bien avec, on s’entend bien)
* Subject pronouns
* Interrogatives (comment…?)

**Higher tier only**

* Conditional tense (il/elle aurait, serait, ce serait)
* Emphatic pronouns (avec lui/elle/eux/elles)

## Unit 3: Free time activities

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Express positive and negative opinions about own and other people’s hobbies.Extend sentences with justified reasons. Add details regarding when, where, how often and who with. Use a variety of adverbs and connectives. Include opinions and justifications with preceding direct objects. Use comparatives to compare activities/give preference.Refer to past activities and future plans. Refer to sporting events and favourite sports personalities/teams. | J’aimeJ’adoreJe détesteJe préfèreD’habitude je joue au football/du pianoJ’adore faire du basket-ball car j’aime les sports d’équipe. Je joue au tennis depuis deux ans.Je suis allé/e …c’étaitje vais aller… je voudrais… j’ai lu, vu, on a lu, vuMes amis et moi allons au centre de loisir pour faire de la natation car c’est vraiment relaxant. Hier j’ai mangé du fromage parce que je le trouve bien.Demain je vais aller au cinéma pour voir un film avec mon frère car…Je voudrais essayer de faire du ski cependant ça coûte cher. **Higher tier only**Ce sera…Ce serait… | Present tense (-ER regular verbs)Jouer au, à la, à l’, aux + sports activitiesJouer du, de la, de l’, des + instrumentsAller (present)Partitive article with uncountable nouns (faire du, de la, de l’, des + hobbies)Perfect tense (with *avoir*, regular and irregular verbs: *je/on* form)Perfect tense (with *être* - je suis allé(e), on est allé)Imperfect (c’était)Periphrastic future (near future tense - je vais aller)Negatives (ne… personne)Modal verbs (je veux, on veut)Adverbs of time and frequency (demain, hier, d’habitude)Prepositions of place (à) with activity locations (eg sports centre, cinema, park)Pour + infinitiveComparatives (plus… que, moins… que, aussi…que)Interrogatives (avec qui, qu’est-ce que… ?)**Higher tier only**Regular superlative adjective and adverb structuresConditional (ce serait)Inflectional (simple) future (ce sera)Depuis | silent final consonant pé (-er, -ez)ain, in, aim, imquetions |

**Unit 3 retrieval opportunities**

* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time and frequency
* Avoir (present tense)
* Cardinal numbers (1-30)
* Comparatives
* Conditional tense (je voudrais)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (avec moi, toi)
* Être (present)
* Expressing age
* Formation of nouns (feminine/plural)
* Impersonal verb phrases  (il y a, il existe)
* Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
* Indefinite articles
* Interrogatives (comment, quel, qui… ?)
* Modal verbs (je peux, on peut)
* Negatives (ne… pas, ne… jamais)
* Perfect tense (auxiliary of *avoir*, je + regular verbs)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses)
* Pour + infinitive
* Present tense (-ER regular verbs)
* Preverbal singular direct object pronouns  (le, la)
* Reflexive verbs in the present tense (je m’appelle, il/elle s’appelle, je m’entends bien avec, on s’entend bien)
* Relative pronoun (qui)
* Sans + infinitive
* Subject pronouns

**Higher tier only**

* Conditional tense (il/elle aurait, ce serait)
* Emphatic pronouns (avec lui/elle/eux/elles)
* Modal verbs (pouvoir)
* Preverbal plural direct object pronoun (les)
* Relative clauses using *que* and *quand*
* Relative pronoun (quand)
* Time expressions (venir de, être en train de)

**Unit 4: Customs, festivals and celebrations**

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Learn about local and national festivals in the UK and in French-speaking countries/communities. Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events. Refer to food on special occasions and at celebrations.Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).Country traditions/customs focus, eg Senegal, Morocco. | Je célèbre/on célèbre (festivals)Je suis/on est (religion)On va… (places of worship/celebration)C’est le (event) de (person) On mange/donne/organise/ prépare/cache/achète/s’amuseOn croit/voit/boit/reçoit/écrit…Je suis allé(e)/on est allé(e)/nous sommes allé(e)sOn a vu, bu, reçu, écrit, ouvertJ’étais, c’était, on était…Je voudrais, on voudrait…Il (ne) faut (pas)il ne faut jamaisJe vais, nous allons + infinitiveTimes of year, months, dates**Higher tier only**Ce serait…Çe sera… J’ai toujours voulu | Present tense (-ER/-IR/-RE regular verbs - full paradigm)Present tense (high frequency irregular verbs in 1st, 2nd, 3rd person singular)Perfect tense (with *avoir* and *être*, regular and irregular verbs)Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - aller, faire, être, avoir)Periphrastic future (near future tense - aller + infinitive)Conditional tense (je/tu voudrais, il/elle/on voudrait)Impersonal verb (il faut, including negatives)Modal verbs (pouvoir, vouloir – present tense + activities)Possessive adjectives (notre, votre, nos, leur(s))Interrogatives (quand, quelle… ?)Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s’amuser)Contraction of pronouns (m 🡪 m’, te 🡪 t’, le/la 🡪 l’, se 🡪 s’) Word order with *de* to indicate possession (eg l’anniversaire de mon père)Emphatic pronouns (moi, toi)**Higher tier only**Preverbal plural indirect object pronouns (nous, vous, leur)Imperfect tense (singular and plural)Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)Conditional tense (ce serait) | silent 't'i/yau/eau/close o, ôuè, ê, aiien |

**Unit 4 retrieval opportunities**

* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time and frequency
* Aller (present tense)
* Avoir (present tense)
* Cardinal numbers (1-30)
* Comparatives (plus… que/moins… que, aussi… que)
* Conditional tense (je voudrais)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (avec moi/toi)
* Être (present tense)
* Expressing age
* Formation of nouns (feminine/plural)
* Imperfect tense (c’était)
* Impersonal verb phrases  (il y a, il existe)
* Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
* Indefinite articles
* Interrogatives (comment, quel, qui, avec qui, qu’est-ce que… ?)
* Jouer au, à la, à l', aux + sports activities
* Jouer du, de la, de l’, des + instruments
* Modal verbs (je peux, on peut, je veux, on veut)
* Negatives (ne… pas, ne… jamais, ne... personne)
* Partitive article with uncountable nouns (faire du, de la, de l’, des + hobbies)
* Periphrastic future (near future tense - je vais aller)
* Perfect tense (with *avoir*, regular and irregular verbs - je/on form)
* Perfect tense (with *être* - je suis allé(e), on est allé)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses)
* Pour + infinitive
* Prepositions of place (à) with activity locations (eg sports centre, cinema, park)
* Present tense (-ER regular verbs)
* Preverbal singular direct object pronouns  (le, la)
* Reflexive verbs in the present tense (je m’appelle, il/elle s’appelle, je m’entends bien avec, on s’entend bien)
* Relative clauses using *qui*
* Sans + infinitive
* Subject pronouns

**Higher tier only**

* Conditional tense (il/elle aurait, ce serait)
* Depuis
* Emphatic pronouns (avec lui/elle/eux/elles)
* Inflectional (simple) future (ce sera)
* Modal verbs (pouvoir)
* Preverbal plural direct object pronoun (les)
* Regular superlative adjective and adverb structures
* Relative clauses using *que* and *quand*
* Relative pronouns (que, quand)
* Time expressions (venir de, être en train de)

## Unit 5: Healthy living and lifestyle

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit.Compare past and present lifestyle choices and future intentions. | Je suis en forme/en mauvaise formeJe joue/fais/regarde/mange/je bois/je prends/lis/coursSi j’ai soif/faimJ’ai joué/fait/regardé/mangé/bu/pris/ lu/couruJe passe le temps Je le/la/les trouveÇa me fait peurÇa m’inquiète/je m’inquièteIl/elle m’intéresse, ça m’intéresseOn peut/on doitQuand j’étais petit(e)/plus jeune, j’étais/ je menais une vie (mal)saineJe jouais/faisais/ mangeais/prenais/lisaisJe serai/ferai, j’aurai/j’iraiIl me fautÇa peut te tuer/ te faire malPour devenir...**Higher tier only**En faisant plus d’exercice, je voudrais être en forme… | Present tenseImperfect tense (1st, 2nd, 3rd person singular)Perfect tense (with *avoir* and *être*)Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)Negatives (ne… rien)Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s’inquiéter de, s’intéresser…)*Avoir* phrases (j’ai faim/soif)Imperatives (2nd person singular and plural, including *aller* and *faire*)Impersonal verb forms (il me faut)Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n’est pas bon pour la santé…)Preverbal singular direct object pronouns (me, te, vous, le, la)Pour + infinitive **Higher tier only**Aucun(e)Negative (ne… ni… (ni… ))Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)Preposition *en* + present participle (regular verbs + faire)Imperative (être: sois, soyez) Inflectional (simple) future (ce sera, je serai)Preverbal plural direct object pronouns (nous, vous, les)Present participle of regular (*-er,* and the nine ‘anchor’ verb patterns) verbs after *en*, including adjectival use where relevant | zunropen eu/oeuqu |

**Unit 5 retrieval opportunities**

* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time and frequency
* Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular)
* Avoir (present, perfect tense, imperfect: 1st, 2nd, 3rd person singular)
* Cardinal numbers (1-30)
* Comparatives (plus… que/moins… que, aussi… que)
* Conditional tense (je/tu voudrais, il/elle/on voudrait)
* Contraction of pronouns (*me* to *m’*, *te* to *t’*, *le/la* to *l’*, *se* to *s’*)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (moi, toi)
* Être (present tense)
* Expressing age
* Formation of nouns (feminine/plural)
* Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
* Impersonal verbs (il y a, il existe, il faut, including negatives)
* Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
* Indefinite articles
* Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle… ?)
* Jouer au/à la/à l'/aux + sports activities
* Jouer du/de la/ de l’/des + instruments
* Modal verbs (pouvoir, vouloir – present tense + activities)
* Negatives (ne… pas, ne… jamais, ne... personne)
* Partitive article with uncountable nouns (faire du/de la/ de l’/des + hobbies)
* Perfect tense (with *avoir* and *être*, regular and irregular verbs)
* Periphrastic future (near future tense)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, votre, nos, leur(s))
* Pour + infinitive
* Prepositions of place (à) with activity locations (eg sports centre, cinema, park)
* Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)
* Preverbal singular direct object pronouns  (le, la)
* Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s’amuser, s'appeler, s'entendre)
* Relative clauses using *qui*
* Relative pronoun (qui)
* Sans + infinitive
* Subject pronouns
* Word order with *de* to indicate possession (eg l’anniversaire de mon père)

**Higher tier only**

* Conditional tense (il/elle aurait, ce serait)
* Depuis
* Emphatic pronouns (avec lui/elle/eux/elles)
* Inflectional (simple) future (ce sera)
* Imperfect tense (singular and plural)
* Modal verbs (pouvoir)
* Preverbal plural direct object pronoun (les)
* Preverbal plural indirect object pronouns (nous, vous, leur)
* Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)
* Regular superlative adjective and adverb structures
* Relative clauses using *que* and *quand*
* Relative pronouns (que, quand)
* Time expressions (venir de, être en train de)

## Unit 6: Education and work

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Express opinions about school subjects, homework, school rules, uniform, exams and teachers.Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.Refer to primary school days.Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities, qualifications.Refer to ideal job/personal ambitions and skills required.Recognise opportunities to work abroad/use language skills and give opinions. | J’ai/j’étudie + subjectsJe suis fort/faible enJe porte…Je me lève, me lave, pars, rentre, commence, termine/finis, me coucheHier j’ai vu, bu, lu, étudié, faitC’était…On doit (school rules)On peut (school rules)Il est interdit/essentiel/important deIl est + timeIl (ne) faut (pas)Il y a/il n’y pas deJe voudrais être/devenir/travailler comme …J’ai toujours voulu/rêvé deSi j’avais la chance, je voudrais…Si j’avais l’occasion de le faire, je voudrais…Je serais, il seraitJ’auraisÇa m’est égalÇa ne m’a jamais intéresséMon père est… Jobs (without article)**Higher tier only**Avant de + infinitive Après avoir + past participle (Après avoir fini/terminé)Quand j’étais petit(e)/jeune, j’étais, allais, avais, je faisais/voulais devenirQuand je serai plus âgé(e), je serai, ce sera  | Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future))Present tensePerfect tense Modal verbs revision (present tense)Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher)Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n’y a pas de) Impersonal verbs (il est + time)Imperfect tense (1st, 2nd, 3rd person singular)Preverbal singular direct object pronouns (me, te, vous, le, la)Adverbs of sequenceConditional (je voudrais, il/elle/on voudrait)*Avoir* phrases (avoir l’occasion de…)Interrogatives (pourquoi… ?)**Higher tier only**Prepositions (avant de + infinitive, après avoir + past participle)Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être)Inflectional (simple) future (je serai, ce sera)Present participle of irregular verbs (étant, ayant, faisant)Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir) | aoi/oychç (and soft c)open othaill/ail |

**Unit 6 retrieval opportunities**

* Avoir (present, perfect, imperfect: 1st, 2nd, 3rd person singular)
* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time and frequency
* Aller (present, perfect tense, imperfect (1st, 2nd, 3rd person singular)
* *Avoir* phrases  (eg j’ai faim/soif)
* Cardinal numbers (1-30)
* Comparatives (plus… que/moins… que, aussi… que)
* Conditional tense (je/tu voudrais, il/elle/on voudrait)
* Contraction of pronouns (me to m’, te to t’, le/la to l’, se to s’)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (moi, toi)
* Être (present, perfect, imperfect: 1st, 2nd, 3rd person singular, c’était, periphrastic (near) future)
* Expressing age
* Formation of nouns (feminine/plural)
* Imperatives (2nd person singular and plural, including *aller* and *faire*)
* Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
* Impersonal verb forms  (il y a, il existe, il faut, il me faut, including negatives)
* Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
* Indefinite articles
* Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English (eg vapoter n’est pas bon pour la santé…)
* Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle… ?)
* Jouer au/à la/ à l'/aux + sports activities
* Jouer du/de la/de l’/des + instruments
* Modal verbs (present tense: pouvoir, vouloir, savoir, devoir)
* Negatives (ne… pas, ne… jamais, ne... personne, ne… rien)
* Partitive article with uncountable nouns (faire du/de la/de l’/des + hobbies)
* Periphrastic (near future) tense
* Perfect tense (with *avoir* and *être* - regular and irregular verbs)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, votre, nos, leur(s))
* Pour + infinitive
* Prepositions of place (à) with activity locations (eg sports centre, cinema, park)
* Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)
* Preverbal singular direct object pronouns  (me, te, vous, le, la)
* Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect tense - eg s’inquiéter de)
* Relative clauses using *qui*
* Relative pronoun (qui)
* Sans + infinitive
* Subject pronouns
* Word order with *de* to indicate possession (eg l’anniversaire de mon père)

**Higher tier only**

* Aucun(e)
* Conditional tense (il/elle aurait, ce serait)
* Depuis
* Emphatic pronouns (avec lui/elle/eux/elles)
* Imperative (être: sois, soyez)
* Imperfect tense (singular and plural)
* Inflectional (simple) future (je serai, ce sera)
* Modal verbs (perfect tense: pouvoir, vouloir, savoir, devoir)
* Modal verbs (pouvoir)
* Negative (ne… ni… (ni… ))
* Preposition *en* + present participle (regular verbs + faire)
* Present participle of regular (-er, and the nine ‘anchor’ verb patterns) verbs after *en*, including adjectival use where relevant
* Preverbal plural direct object pronouns (nous, vous, les)
* Preverbal plural indirect object pronouns (nous, vous, leur)
* Regular superlative adjective and adverb structures
* Relative clauses using *que* and *quand*
* Relative pronouns (que, quand)
* Time expressions (venir de, être en train de)

## Unit 7: Where people live

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Describe town/village/neighbourhood of residence.Refer to period of time in residence.Describe local area, buildings. Describe activities and facilities in area.Give opinions including advantages/disadvantages for young people/tourists.Describe an ideal home and area, future intentions on where to live with reasons.Understanding/giving directions | HabiterIl y a …Il n’y a pas de …Dans ma ville il y avait …Je pense que… est Pour… infinitiveOpinion + allerJe le/la/les trouveC’est/il se trouve/il est situéJe voudrais J’habite à/en… depuis… ans/moisA l’avenir, je voudrais vivre/habiterSi j’avais l’argent/le choix, je voudraisChez nous/vous**Higher tier only**…où je peux + infinitive | Aller (present, perfect, near future)Faire (present, perfect, near future)Être (present, past, near future)Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)Adverbs of place (loin/près)Imperatives (eg allez, tournez, prenez, continuez) Imperfect (il y avait) Interrogatives (où… ?)**Higher tier only**DepuisIl y en a, il y en avaitNegatives (ne…plus, ne… ni… (ni…), ne… pas encore, ne que)Impersonal verbs (Il manque)Inflectional (simple) future (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être)Être (inflectional (simple) future - ce sera, conditional - ce serait)Emphatic pronouns (chez nous, vous)Relative pronoun (où) | ous-liaisont-liaisonn-liaisongnill/ille |

**Unit 7 retrieval opportunities**

* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time, sequence and frequency
* Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular)
* Avoir (present, perfect, imperfect: 1st, 2nd, 3rd person singular)
* *Avoir* phrases (eg j'ai faim/soif)
* Cardinal numbers (1-30)
* Comparatives (plus…que/moins…que, aussi…que)
* Conditional tense (je/tu voudrais, il/elle/on voudrait)
* Contraction of pronouns (*me* to *m’*, *te* to *t’*, *le/la* to *l’*, *se* to *s’*)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (moi, toi)
* Être (present tense)
* Expressing age
* Formation of nouns (feminine/plural)
* Imperatives (2nd person singular and plural, including *aller* and *faire*)
* Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
* Impersonal verbs (il est + time)
* Impersonal verbs  (il y a, il existe, il faut, il me faut, il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n’y a pas de)
* Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
* Indefinite articles
* Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English (eg vapoter n’est pas bon pour la santé…)
* Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle, pourquoi… ?)
* Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near) future)
* Jouer au, à la, à l', aux + sports activities
* Jouer du, de la, de l’, des + instruments
* Modal verbs (present tense: pouvoir, vouloir, savoir, devoir)
* Negatives (ne… pas, ne… jamais, ne... personne, ne… rien)
* Partitive article with uncountable nouns (faire du, de la, de l’, des + hobbies)
* Periphrastic future (near future tense)
* Perfect tense (with *avoir* and *être* - regular and irregular verbs)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, leur(s))
* Pour + infinitive
* Prepositions of place (à) with activity locations (eg sports centre, cinema, park)
* Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)
* Preverbal singular direct object pronouns  (me, te, vous, le, la)
* Reflexive verbs (1st, 2nd, 3rd person singular present, perfect and imperfect)
* Relative clauses using *qui*
* Relative pronoun (qui)
* Sans + infinitive
* Subject pronouns
* Word order with *de* to indicate possession (eg l’anniversaire de mon père)

**Higher tier only**

* Aucun(e)
* Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)
* Depuis
* Emphatic pronouns (avec lui, elle, eux, elles)
* Imperative (être: sois, soyez)
* Imperfect tense (singular and plural)
* Inflectional (simple) future (1st, 2nd, 3rd person singular, regular and irregular verbs: avoir, faire, être)
* Modal verbs (perfect tense: pouvoir, vouloir, savoir, devoir)
* Modal verbs (pouvoir)
* Negative (ne… ni… (ni… ))
* Preposition *en* + present participle (regular verbs + faire)
* Prepositions (avant de + infinitive, après avoir + past participle)
* Present participle of irregular verbs (étant, ayant, faisant)
* Present participle of regular (-er, and the nine ‘anchor’ verb patterns) verbs after *en*, including adjectival use where relevant
* Preverbal plural direct object pronouns (nous, vous, les)
* Preverbal plural indirect object pronouns (nous, vous, leur)
* Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)
* Regular superlative adjective and adverb structures
* Relative clauses using *que* and *quand*
* Relative pronouns (que, quand)
* Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, all verbs)
* Time expressions (venir de, être en train de)

## Unit 8: Travel and tourism, including places of interest

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Refer to and give opinions on:* holiday destinations
* holiday locations
* means of transport for holidays
* weather
* holiday activities
* holiday accommodation.

Refer to recent and future holidays.Places of interest locally and elsewhere, including descriptions and preferences.**NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays eg ideal locations, activities and accommodation.** | Je vais au/aux + masculine countriesEn + feminine countriesEn/à + forms of transportEn/au + seasons/time of yearAvec + travel companionsNous restons + accommodationWeather phrases (il fait chaud/froid etc)L’année dernière je suis allé(e)C’était..Il y avait/il n’y avait pas de…Tous les jours j’allais/je jouais/je faisais…Cette année, je vais aller/ voyagerJe voudrais aller**Higher tier only** Ce seraCe serait Quand j’étais jeune, j’allais…Tous les jours, nous allions/nous jouions/nous faisions…. | Present tense Perfect tense Imperfect tense Periphrastic future (near future tense)Reflexive verbs (1st, 2nd, 3rd person singular perfect tense – daily routine)Modal verbs (present tense)Faire + activities (past, perfect)Faire + weather phrasesPrepositions (countries) - *à* with masculine and plural countries, *en* with feminine countriesPrepositions (en + transport)Use of article with *dans*; omission of article with *en* (eg dans les Alpes/en France)Position of adverbs of time (l’année dernière, tous les jours)Position of adverbs of manner (lentement, facilement, vite, rapidement)Pronoun (y)Interrogatives: que…?Impersonal verbs (il fait + adjective for weather)**Higher tier only** Inflectional (simple) future tense (ce sera)Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural) | i/yen, an, em, amx-liaisonhoy |

**Unit 8 retrieval opportunities**

* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time and frequency, sequence and place
* Aller (present, perfect (all forms), imperfect (1st, 2nd, 3rd person singular), periphrastic future (near future)
* Avoir (present, perfect (all forms), imperfect (1st, 2nd, 3rd person singular))
* *Avoir* phrases (eg j'ai faim/soif)
* Cardinal numbers (1-30)
* Comparatives (plus… que/moins… que, aussi… que)
* Conditional tense (je/tu voudrais, il/elle/on voudrait)
* Contraction of pronouns (*me* to *m’*, *te* to *t’*, *le/la* to *l’*, *se* to *s’*)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (moi, toi)
* Être (present, past, periphrastic (near) future)
* Expressing age
* Faire (present, perfect, periphrastic (near) future)
* Formation of nouns (feminine/plural)
* Imperatives (2nd person singular and plural, including aller and faire)
* Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
* Imperfect tense (il y avait)
* Impersonal verbs (il est + time)
* Impersonal verbs (il y a, il existe, il faut, il me faut, il est interdit/essentiel/important de, il (ne) faut (pas), il y a/il n’y a pas de)
* Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
* Indefinite articles
* Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English (eg vapoter n’est pas bon pour la santé…)
* Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle, pourquoi, où… ?)
* Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, near future)
* Jouer au/à la/à l'/aux + sports activities
* Jouer du/de la/de l’/des + instruments
* Modal verbs (present tense: pouvoir, vouloir, savoir, devoir)
* Negatives (ne… pas, ne… jamais, ne... personne, ne… rien)
* Partitive article with uncountable nouns (faire du/de la/de l’/des + hobbies)
* Periphrastic (near) future tense
* Perfect tense (with *avoir* and *être* - regular and irregular verbs)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, votre, nos, leur(s))
* Pour + infinitive
* Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)
* Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)
* Preverbal singular direct object pronouns  (me, te, vous, le, la)
* Reflexive verbs (1st, 2nd, 3rd person singular present, perfect and imperfect)
* Relative clauses using *qui*
* Relative pronoun (qui)
* Sans + infinitive
* Subject pronouns
* Word order with *de* to indicate possession (eg l’anniversaire de mon père)

**Higher tier only**

* Aucun (e)
* Conditional tense  (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)
* Depuis
* Emphatic pronouns (avec lui, elle, eux, elles)
* Emphatic pronouns (chez nous, vous)
* Être (simple future - ce sera, condtional - ce serait)
* Imperative (être: sois, soyez)
* Imperfect tense (singular and plural)
* Impersonal verbs (il y en a, il y en avait, Il manque)
* Impersonal verbs with adjectives (Il est difficile de… /il est facile de… /il est interdit de…)
* Inflectional (simple) future (regular verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs: aller, avoir, faire, être)
* Modal verbs (perfect tense: pouvoir, vouloir, savoir, devoir)
* Modal verbs (pouvoir)
* Negatives (ne…plus, ne… ni… (ni…), ne… pas encore, ne que)
* Preposition en + present participle (regular verbs  + faire)
* Prepositions (avant de + infinitive, après avoir + past participle)
* Present participle of irregular verbs (étant, ayant, faisant)
* Present participle of regular (-ER, and the nine ‘anchor’ verb patterns) verbs after *en*, including adjectival use where relevant
* Preverbal plural direct object pronouns (nous, vous, les)
* Preverbal plural indirect object pronouns (nous, vous, leur)
* Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)
* Regular superlative adjective and adverb structures
* Relative clauses using *que* and *quand*
* Relative pronouns (que, quand, où)
* Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, all verbs)
* Time expressions (venir de, être en train de)

## Unit 9: The environment

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Describe local environment, including environmental issues.Refer to activities to help/protect local area/environment in the past, present and future. Refer to and express opinions on wider global issues eg climate change, environmental damage. | Dans ma ville il y a un problème avec…… est un (grave) problème … est une menace àAvant, il y avaitJe m’inquiète, ça m’inquièteJe me suis toujours inquiété(e)Ça me fait peurÇa m’a toujours fait peurJe vais + infinitiveIl fautNous devons, nous pouvonsSi j’avais l’occasion de le faire, je…**Higher tier only**Il nous faut… est menacé(e)/sont menacé(e)(s) par… | Conditional tense (vouloir – 1st, 2nd, 3rd person singular)Present tensePerfect tenseImperfect tenseNegatives Periphrastic future (near future tense) Reflexive verbs (1st, 2nd, 3rd person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future)Modal verbs Imperative (2nd person singular and plural, including *aller* and *faire*)Impersonal verb forms (il faut)Preverbal singular indirect object pronouns (me, te, vous, lui)Pour + infinitive Plus de, moins de + nounInterrogatives (quoi…?)**Higher tier only**Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular: aller, avoir, faire, être)Inflectional (simple) future (regular verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs: aller, avoir, faire, être)Impersonal verbs (Il y en aura)Negatives (personne ne + verb, rien ne… verb)Passive form (present tense)Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)Time phrases (venir de + verb)Imperative (1st person plural regular verbs including *aller* eg *allons-y*)Reflexive verbs (1st, 2nd, 3rd person singular and plural, present, perfect, imperfect revision + introduction of periphrastic (near) future) | Silent consonant ‘z’é (-er, -ez)en, an, em, amain, in, aim, imopen o |

**Unit 9 retrieval opportunities**

* 24 hour clock (à 18 heures)
* Adjectival agreements
* Adjectival positioning (including more than one)
* Adverbs of intensity, time and frequency, sequence and place
* Aller (present, perfect , imperfect (1st, 2nd, 3rd person singular), periphrastic (near) future)
* Avoir (present, perfect, imperfect: 1st, 2nd, 3rd person singular)
* *Avoir* phrases (eg j'ai faim/soif)
* Cardinal numbers (1-30)
* Comparatives (plus… que/moins… que, aussi… que)
* Conditional tense (je/tu voudrais, il/elle/on voudrait)
* Contraction of pronouns (*me* to *m’*, *te* to *t’*, *le/la* to *l’*, *se* to *s’*)
* *De* after negative
* Definite articles
* Demonstrative adjectives (ce, cette, ces)
* Emphatic pronouns (moi, toi)
* Être (present, past, periphrastic (near) future)
* Expressing age
* Faire (present, perfect, periphrastic (near) future)
* Faire + activities (past, perfect)
* Faire + weather phrases
* Formation of nouns (feminine/plural)
* Imperatives (2nd person singular and plural, including *aller* and *faire*)
* Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
* Impersonal verbs (il est + time, il fait + adjective for weather)
* Impersonal verbs  (il y a, il y avait, il existe, il faut, il me faut, il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n’y a pas de)
* Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle, pourquoi, où, que… ?)
* Jouer au, à la, à l', aux + sports activities
* Jouer du, de la, de l’, des + instruments
* Modal verbs (conditional tense - je voudrais)
* Modal verbs (present tense: pouvoir, vouloir, savoir, devoir)
* Negatives (ne… pas, ne… jamais, ne... personne, ne… rien)
* Partitive article with uncountable nouns (faire du, de la, de l’, des + hobbies)
* Periphrastic future (near future tense)
* Perfect tense (with *avoir* and *être* - regular and irregular verbs)
* Position of adverbs of manner (lentement, facilement, vite, rapidement)
* Position of adverbs of time (l’année dernière, tous les jours)
* Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, votre, nos, leur(s))
* Pour + infinitive
* Prepositions (countries) - *à* with masculine and plural countries, *en* with feminine countries
* Prepositions (en + transport)
* Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)
* Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)
* Preverbal singular direct object pronouns (me, te, vous, le, la)
* Pronoun (y)
* Reflexive verbs (1st, 2nd, 3rd person singular present, perfect and imperfect)
* Relative clauses using *qui*
* Relative pronoun (qui)
* Sans + infinitive
* Subject pronouns
* Use of article with dans; omission of article with *en* (eg dans les Alpes/en France)
* Word order with *de* to indicate possession (eg l’anniversaire de mon père)

**Higher tier only**

* Aucun(e)
* Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)
* Depuis
* Emphatic pronouns (avec lui, elle, eux, elles)
* Emphatic pronouns (chez nous, vous)
* Être (inflectional (simple) future - ce sera, conditional - ce serait)
* Imperative (être: sois, soyez)
* Imperfect tense (singular and plural)
* Impersonal verbs (il y en a, il y en avait, il manque)
* Impersonal verbs with adjectives (Il est difficile de… /il est facile de… /il est interdit de…)
* Inflectional (simple) future (regular verbs, 1st, 2nd, 3rd singular and plural, irregular verbs: aller, avoir, faire, être)
* Modal verbs (perfect tense: pouvoir, vouloir, savoir, devoir)
* Modal verbs (pouvoir)
* Negatives (ne… plus, ne… ni… (ni… ), ne… pas encore, ne… que)
* Prepositions (avant de + infinitive, après avoir + past participle)
* Present participle of regular (-ER, and the nine ‘anchor’ verb patterns) verbs after *en*, including adjectival use where relevant
* Preverbal plural direct object pronouns (nous, vous, les)
* Preverbal plural indirect object pronouns (nous, vous, leur)
* Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)
* Reflexive verbs in the conditional tense and inflectional (simple) future (regular -ER verbs in 1st, 2nd, 3rd person singular and plural)
* Regular superlative adjective and adverb structures
* Relative clauses using *que* and *quand*
* Relative pronouns (que, quand, où)
* Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, all verbs)
* Time expressions (venir de, être en train de)