

Scheme of work: 2 years

The new GCSE French specification is a linear two-year 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.

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 scheme of work below, the themes (column two) and the topics within them (column three) straddle both 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.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

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

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Identity and culture | Me, my family and friends   * Relationships with family and friends   See resources:  [Family relationships](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25707)  [The Simpsons family: reading and writing](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16758)  [Friendship](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=17368)  [Photocard: family](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25520)  [Je cherche un correspondant en ligne](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16538)  [Ma routine du week-end dernier](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16496)  [Les verbes réguliers au présent](http://www.teachitlanguages.co.uk/ks3-french-skills?resource=16762)  [Direct object pronouns](http://www.teachitlanguages.co.uk/ks4-french-skills?resource=23713) | * avoir and être present tense * possessive adjectives * adjective agreement rules * reflexive verbs * se disputer/se fâcher/s’entendre avec * comparatives plus que/moins que * adverbs of frequency * regular verbs in present tense * direct object pronouns |
| October | Local, national, international and global areas of interest | Home, town, neighbourhood and region  See resources:  [Where I live placemat](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16145)  [Ma ville](http://www.teachitlanguages.co.uk/?CurrMenu=2972&resource=24752)  [Ma ville: présent et imparfait](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25067)  [Jobs at home](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=22197)  [Le ménage](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=24325)  [Adjectifs et pronoms démonstratifs et interrogatifs](http://www.teachitlanguages.co.uk/ks4-french-skills?resource=16690) | * il y a * on a * c’est * prepositions (see [Prepositions – directions: Lesson activities](http://filestore.aqa.org.uk/resources/french/AQA-8658-22401-ACT-PREP-DR.PDF) and [Prepositions – directions: Slides](http://filestore.aqa.org.uk/resources/french/AQA-8658-22401-ACT-PREP-DR.PPTX)) * plural partitive article and de after negative * pouvoir + infinitive (see [Pouvoir: Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-24219-POUVOIR.PDF) and [Pouvoir: Team game](http://filestore.aqa.org.uk/resources/french/AQA-8658-24219-POUVOIR.PPTX)) * expressions of quantity * irregular verbs aller/faire (see [Irregular verbs: aller and faire: Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-24216-ALLER-FAIRE.PDF) and [Irregular verbs: aller and faire: Presentation](http://filestore.aqa.org.uk/resources/french/AQA-8658-24216-ALLER-FAIRE.PPTX)) * ceux qui + verb * s’intéresser à * enhancing descriptions using qui/que/dont (see [Enhancing descriptions: qui/que/dont: Presentation](http://filestore.aqa.org.uk/resources/french/AQA-8658-24222-QUI-QUE-DONT.PPTX)) * demonstrative adjectives ce, cet, cette, ces |
| November | Current and future study and employment | My studies  See resources:  [Les matières scolaires](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16493)  [Mon établissement scolaire](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16536)  [Four in a row: school](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25620) | * devoir + infinitive (see [Mes études: Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-24363-MES-ETUDES.PDF) and [Mes études: Presentation](http://filestore.aqa.org.uk/resources/french/AQA-8658-24363-MES-ETUDES.PPTX)) * il faut + infinitive (compulsory subjects) * parce que/car to express reasons * perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options)(see [Mes options: Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-24364-MES-OPTIONS.PDF) and [Mes options: Presentation](http://filestore.aqa.org.uk/resources/french/AQA-8658-24364-MES-OPTIONS.PPTX) slides 4-5) * two verbs together eg aimer/aimer mieux/préférer * comparative and superlative in expressing opinions about subjects (see[Mes options: Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-24364-MES-OPTIONS.PDF) and [Mes options: Presentation](http://filestore.aqa.org.uk/resources/french/AQA-8658-24364-MES-OPTIONS.PPTX) slides 6-8) * use of tu and vous in informal/formal exchanges |
| December | Identity and culture | Free-time activities   * Music * Cinema and TV * Food and eating out * Sport   See resources:  [My favourite hobbies](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=17369)  [My hobbies placemat](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16144)  [Un portrait de Vanessa Paradis](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16489)  [Critiques des internautes](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16397)  [Les Minions: bande-annonce](http://www.teachitlanguages.co.uk/ks4-french-skills?resource=26040)  [Voir, regarder, aller, aimer](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16658)  [Au restaurant et au snack: pair work](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=17770)  [Un portrait de Didier Drogba](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16488)  [Alain Robert](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16459)  [Grammar in focus: negatives](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16815)  [Revision of future tenses](http://www.teachitlanguages.co.uk/searchresults?resource=16306) | * consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir (see [Present tense revision: Worksheet](http://filestore.aqa.org.uk/resources/french/AQA-8658-16814-WKS-PRES.PDF)) * extend range of two verbs together * future tense introduced for eg weekend plans * adverbs such as d’habitude/normalement * clauses introduced by quand/lorsque and si |
| January | Local, national, international and global areas of interest | Social issues   * Healthy/ unhealthy living   See resources:  [Sorting foods](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=20534)  [Vocab starters: la santé](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=23464)  [C’est bon pour la santé](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=20029)  [Docteur: j’ai un problème](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16494)  [Les jeunes et l’alcool](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16490)  [Phrasing questions](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16634)  [Verbs that take infinitives](http://www.teachitlanguages.co.uk/searchresults?resource=20082)  [Symptômes et prescriptions](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25819) | * partitive articles with food items * recap on devoir/il faut and introduce conditional forms – affirmative and negative * il vaut mieux/il vaudrait mieux * negative ne…jamais * previous health habits using imperfect tense |
| February | Current and future study and employment | Life at school/ college  See resources:  [La vie au lycée: pressions et problèmes](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=23280)  [Four in a row: school](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25620) | * transfer devoir/pouvoir/il faut/vouloir to school rules context (see [Le règlement: Worksheet and Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-24365-REGLEMENT.PDF)) * si clauses using imperfect and conditional * quantity words beaucoup/trop/assez/pas assez + de (including with plurals) * perfect tense with avoir using regular and common irregular verbs (ce que j’ai fait comme devoirs) (see [Perfect tense (avoir) – revision: Worksheet](http://filestore.aqa.org.uk/resources/french/AQA-8658-16760-WKS-PERF-AVOIR.PDF)) |
| March | Identity and culture | Customs and festivals in French-speaking countries/ communities  See resources:  [Les festivités](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25818)  [A tradition in Guadaloupe](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=18071)  [Food in Guadeloupe and England](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=17367) | * perfect of verbs with être + agreement rules (see [Perfect tense (être)-revision: Worksheet](http://filestore.aqa.org.uk/resources/french/AQA-8658-16760-WKS-PERF-ETRE.PDF)) * reflexive verbs in perfect; perfect and imperfect tenses together * describing a past event/festival; actions and opinions (see [Le Festival de Sakifo: Worksheet and Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-25416-FESTIVAL.PDF)) |
| April | Local, national, international and global areas of interest | Travel and tourism  See resources:  [Vocab crunch: holidays](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=23126)  [Inference grids: holidays](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=22298)  [Holiday writing stimulus](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=20506)  [GCSE writing guide: holidays](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16759)  [Lydia’s holiday](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=17786)  [Les vacances cauchemardeques de M. Bean](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16737)  [Four in a row: holidays](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25731)  [Visite de Paris](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25822) | * consolidation of perfect and imperfect tenses(see resources: [Imperfect tense – Vacances d’enfance: Lesson activities](http://filestore.aqa.org.uk/resources/french/AQA-8658-23279-ACT-IMP-VC.PDF), [Imperfect tense –Vacances d’enfance: Presentation](http://filestore.aqa.org.uk/resources/french/AQA-8658-23279-PRE-IMP-VC.PPTX) and [Imperfect tense – Vacances d’enfance: Practice](http://filestore.aqa.org.uk/resources/french/AQA-8658-23279-PRA-IMP-VC.PPTX)) * sequencing words, expressions and phrases * avant de/après avoir etc/pendant que/depuis/venir de * developing greater complexity in spoken and written accounts of past events or experiences * weather expressions with faire |
| May | Current and future study and employment | Education post-16  See resource:  [Les expressions idiomatiques](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=23943) | * ce qui/ce que … c’est… sentence pattern * building on si clauses with present and future * more complex two verb structures (avoir l’intention de/avoir envie de/avoir le droit de) |
| June |  | Year-end assessments |  |
| June, July | Identity and culture | Transition to Year 2:  Me, my family and friends   * Marriage/ partnership   See resources:  [Je voudrais me marier](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=23285)  [Le courrier du cœur](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16395)  [Revision of future tenses](http://www.teachitlanguages.co.uk/searchresults?resource=16306)  [Direct object pronouns](http://www.teachitlanguages.co.uk/ks4-french-skills?resource=23713)  [Indirect object pronouns](http://www.teachitlanguages.co.uk/ks4-french-skills?resource=23714) | * revisiting adjectives to describe and use of qui, que, dont to describe ideal partner and enhance descriptions * en + present participle * revision of future tense to outline future plans * direct and indirect object pronouns |

Year 2

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest | Global issues   * The environment   See resources:  [Environment: last one standing](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=24779)  [Environment: read and draw](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=24780)  [Des gestes pour sauver la planète](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16461) | * modal verbs linked to behaviours (must do/can do/should do/could do etc) * past tense for effects of behaviours on environment * si sentences revised for outlining consequences of actions * pluperfect tense perspective |
| October | Local, national, international and global areas of interest | Social issues   * Charity/ voluntary work | * vouloir + infinitive * vouloir que + subjunctive * il est possible que + subjunctive (see [Travailler comme bénévole: Worksheet and Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-25417-VOLUNTEERING.PDF)) |
| November | Current and future study and employment | Career choices and ambitions  See resources:  [Starter on jobs](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16736)  [Les emplois](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=24469)  [Work experience: last one standing](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=24761)  [Mon stage en entreprise](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25272)  [Encore une fois: mon stage en entreprise](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=25271) | * enhanced statements of possibility including permettre de |
| December, January | Identity and culture | Technology in everyday life   * Social media * Mobile technology   See resource:  [Talking about the technology we use](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16071) | * revision of past tenses to recount how social media have been used; or life before technology * grâce à/sans/avec * enhanced statements of possibility including permettre de * il est possible que + subjunctive |
| December, January |  | Mock examination/ assessment |  |
| February | Local, national, international and global areas of interest | Global issues   * Poverty/ homelessness | * si j’étais … * à la place de … with conditional completions * il faut + infinitive and il faut que + subjunctive (see [Combattre la pauvreté: Worksheet and Teaching notes](http://filestore.aqa.org.uk/resources/french/AQA-8658-25418-POVERTY.PDF)) |
| March, April, May |  | Revision and preparation for assessment |  |
| May, June |  | Assessment |  |

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.