

Scheme of work (3 years)

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.

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

| Term | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| Autumn half-term 1 | 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
 |
| Autumn half-term 2 | Local, national, international and global areas of interest | Home, town, neighbourhood and regionSee 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
 |
| Spring half-term 1 | 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
 |
| Spring half-term 2 | Identity and culture | Free-time activities* Music
* Cinema and TV

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)[Grammar in focus: negatives](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=16815) | * 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
* adverbs such as d’habitude/normalement
* clauses introduced by quand/lorsque and si
 |
| Summer half-term 1 | Identity and culture | Free-time activities* Food and eating out
* Sport

See resources:[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) | * perfect tense with avoir using regular and common irregular verbs (ce que j’ai fait hier soir/le weekend dernier) (see resources: [Worksheet](http://filestore.aqa.org.uk/resources/french/AQA-8658-16760-WKS-PERF-AVOIR.PDF))
* simple opinion statements to express how it was (illustration of the imperfect)
 |
| Summer half-term 2 | Identity and culture  | Customs and festivals in French-speaking countries/ communitiesSee 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))
 |

Year 2

| Term | Theme | Topic | Grammar  |
| --- | --- | --- | --- |
| Autumn half-term 1 | Current and future study and employment | Life at school/collegeSee 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))
* quantity words beaucoup/trop/assez/pas assez + de (including with plurals)
 |
| Autumn half-term 2 | Local, national, international and global areas of interest | Travel and tourismSee 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 tense
* extension of imperfect tense (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
 |
| Spring half-term 1 | Current and future study and employment | Education post-16See resource:[Les expressions idiomatiques](http://www.teachitlanguages.co.uk/ks4-french-topics?resource=23943) | * ce qui/ce que… c’est… sentence pattern
* future tense introduced for eg future study plans
* building on si clauses with present and future
* more complex two verb structures (avoir l’intention de/avoir envie de/avoir le droit de)
 |
| Spring half-term 2 | 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
* full explanation of imperfect tense to allow statements and opinions about previous health habits
 |
| Summer half-term 1 | Identity and culture  | Marriage/partnershipSee 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
 |
| Summer half-term 2 | 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
 |

Year 3

| Term | Theme | Topic | Grammar  |
| --- | --- | --- | --- |
| Autumn half-term 1 | 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)
* si clauses using imperfect and conditional
* si sentences revised for outlining consequences of actions
 |
| Autumn half-term 2 | 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))
 |
| Spring half-term 1 | Local, national, international and global areas of interest | Global issues* Homelessness/ poverty
 | * 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))
 |
| Spring half-term 2 | Current and future study and employment | Career choices and ambitionsSee 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
* pluperfect tense perspective
 |
| 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.