

## Scheme of work: 2 years

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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	<p>Me, my family and friends</p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> </ul> <p>See resources:</p> <p><a href="#">Family relationships</a></p> <p><a href="#">The Simpsons family: reading and writing</a></p> <p><a href="#">Friendship</a></p> <p><a href="#">Photocard: family</a></p> <p><a href="#">Je cherche un correspondant en ligne</a></p> <p><a href="#">Ma routine du week-end dernier</a></p> <p><a href="#">Les verbes réguliers au présent</a></p> <p><a href="#">Direct object pronouns</a></p>	<ul style="list-style-type: none"> <li>avoir and être present tense</li> <li>possessive adjectives</li> <li>adjective agreement rules</li> <li>reflexive verbs</li> <li><i>se disputer/se fâcher/s'entendre avec</i></li> <li>comparatives <i>plus que/moins que</i></li> <li>adverbs of frequency</li> <li>regular verbs in present tense</li> <li>direct object pronouns</li> </ul>
October	Local, national, international and global areas of interest	<p>Home, town, neighbourhood and region</p> <p>See resources:</p> <p><a href="#">Where I live placemat</a></p> <p><a href="#">Ma ville</a></p> <p><a href="#">Ma ville: présent et imparfait</a></p> <p><a href="#">Jobs at home</a></p> <p><a href="#">Le ménage</a></p> <p><a href="#">Adjectifs et pronoms démonstratifs et interrogatifs</a></p>	<ul style="list-style-type: none"> <li>il y a</li> <li>on a</li> <li>c'est</li> <li>prepositions (see <a href="#">Prepositions – directions: Lesson activities</a> and <a href="#">Prepositions – directions: Slides</a>)</li> <li>plural partitive article and <i>de</i> after negative</li> <li><i>pouvoir</i> + infinitive (see <a href="#">Pouvoir: Teaching notes</a> and <a href="#">Pouvoir: Team game</a>)</li> <li>expressions of quantity</li> </ul>

Month	Theme	Topic	Grammar
			<ul style="list-style-type: none"> <li>irregular verbs <i>aller/faire</i> (see <a href="#">Irregular verbs: aller and faire: Teaching notes</a> and <a href="#">Irregular verbs: aller and faire: Presentation</a>)</li> <li><i>ceux qui</i> + verb</li> <li><i>s'intéresser à</i></li> <li>enhancing descriptions using <i>qui/que/dont</i> (see <a href="#">Enhancing descriptions: qui/que/dont: Presentation</a>)</li> <li>demonstrative adjectives <i>ce, cet, cette, ces</i></li> </ul>
November	Current and future study and employment	<p>My studies</p> <p>See resources:</p> <p><a href="#">Les matières scolaires</a></p> <p><a href="#">Mon établissement scolaire</a></p> <p><a href="#">Four in a row: school</a></p>	<ul style="list-style-type: none"> <li><i>devoir</i> + infinitive (see <a href="#">Mes études: Teaching notes</a> and <a href="#">Mes études: Presentation</a>)</li> <li><i>il faut</i> + infinitive (compulsory subjects)</li> <li><i>parce que/car</i> to express reasons</li> <li>perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) (see <a href="#">Mes options: Teaching notes</a> and <a href="#">Mes options: Presentation slides 4-5</a>)</li> <li>two verbs together eg <i>aimer/aimer mieux/préférer</i></li> <li>comparative and superlative in expressing opinions about subjects (see <a href="#">Mes options: Teaching notes</a> and <a href="#">Mes options: Presentation slides 6-8</a>)</li> <li>use of <i>tu</i> and <i>vous</i> in informal/formal exchanges</li> </ul>

Month	Theme	Topic	Grammar
December	Identity and culture	<p>Free-time activities</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p>See resources:</p> <p><a href="#">My favourite hobbies</a></p> <p><a href="#">My hobbies placemat</a></p> <p><a href="#">Un portrait de Vanessa Paradis</a></p> <p><a href="#">Critiques des internautes</a></p> <p><a href="#">Les Minions: bande-annonce</a></p> <p><a href="#">Voir, regarder, aller, aimer</a></p> <p><a href="#">Au restaurant et au snack: pair work</a></p> <p><a href="#">Un portrait de Didier Drogba</a></p> <p><a href="#">Alain Robert</a></p> <p><a href="#">Grammar in focus: negatives</a></p> <p><a href="#">Revision of future tenses</a></p>	<ul style="list-style-type: none"> <li>• consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see <a href="#">Present tense revision: Worksheet</a>)</li> <li>• extend range of two verbs together</li> <li>• future tense introduced for eg weekend plans</li> <li>• adverbs such as <i>d'habitude/normalement</i></li> <li>• clauses introduced by <i>quand/lorsque</i> and <i>si</i></li> <li>•</li> </ul>
January	Local, national, international and global areas of interest	<p>Social issues</p> <ul style="list-style-type: none"> <li>• Healthy/unhealthy living</li> </ul> <p>See resources:</p> <p><a href="#">Sorting foods</a></p> <p><a href="#">Vocab starters: la santé</a></p> <p><a href="#">C'est bon pour la santé</a></p> <p><a href="#">Docteur: j'ai un problème</a></p> <p><a href="#">Les jeunes et l'alcool</a></p> <p><a href="#">Phrasing questions</a></p>	<ul style="list-style-type: none"> <li>• partitive articles with food items</li> <li>• recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative</li> <li>• <i>il vaut mieux/il vaudrait mieux</i></li> <li>• negative <i>ne...jamais</i></li> <li>• previous health habits using imperfect tense</li> </ul>

Month	Theme	Topic	Grammar
		<a href="#">Verbs that take infinitives</a> <a href="#">Symptômes et prescriptions</a>	
February	Current and future study and employment	Life at school/ college See resources: <a href="#">La vie au lycée: pressions et problèmes</a> <a href="#">Four in a row: school</a>	<ul style="list-style-type: none"> <li>transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see <a href="#">Le règlement: Worksheet and Teaching notes</a>)</li> <li><i>si</i> clauses using imperfect and conditional</li> <li>quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</li> <li>perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait comme devoirs</i>) (see <a href="#">Perfect tense (avoir) – revision: Worksheet</a>)</li> </ul>
March	Identity and culture	Customs and festivals in French-speaking countries/ communities See resources: <a href="#">Les festivités</a> <a href="#">A tradition in Guadeloupe</a> <a href="#">Food in Guadeloupe and England</a>	<ul style="list-style-type: none"> <li>perfect of verbs with <i>être</i> + agreement rules (see <a href="#">Perfect tense (être)-revision: Worksheet</a>)</li> <li>reflexive verbs in perfect; perfect and imperfect tenses together</li> <li>describing a past event/festival; actions and opinions (see <a href="#">Le Festival de Sakifo: Worksheet and Teaching notes</a>)</li> </ul>
April	Local, national, international and global areas of interest	Travel and tourism See resources: <a href="#">Vocab crunch: holidays</a> <a href="#">Inference grids: holidays</a> <a href="#">Holiday writing stimulus</a>	<ul style="list-style-type: none"> <li>consolidation of perfect and imperfect tenses (see resources: <a href="#">Imperfect tense – Vacances d'enfance: Lesson activities</a>, <a href="#">Imperfect tense – Vacances d'enfance: Presentation</a> and <a href="#">Imperfect</a>)</li> </ul>

Month	Theme	Topic	Grammar
		<a href="#">GCSE writing guide: holidays</a> <a href="#">Lydia's holiday</a> <a href="#">Les vacances cauchemardeques de M. Bean</a> <a href="#">Four in a row: holidays</a> <a href="#">Visite de Paris</a>	<a href="#">tense – Vacances d'enfance: Practice</a> ) <ul style="list-style-type: none"> <li>sequencing words, expressions and phrases</li> <li><i>avant de/après avoir</i> etc/<i>pendant que/depuis/venir de</i></li> <li>developing greater complexity in spoken and written accounts of past events or experiences</li> <li>weather expressions with <i>faire</i></li> </ul>
May	Current and future study and employment	Education post-16  See resource: <a href="#">Les expressions idiomatiques</a>	<ul style="list-style-type: none"> <li><i>ce qui/ce que ... c'est...</i> sentence pattern</li> <li>building on <i>si</i> clauses with present and future</li> <li>more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)</li> </ul>
June		Year-end assessments	
June, July	Identity and culture	Transition to Year 2: Me, my family and friends <ul style="list-style-type: none"> <li>Marriage/partnership</li> </ul> See resources: <a href="#">Je voudrais me marier</a> <a href="#">Le courrier du cœur</a> <a href="#">Revision of future tenses</a> <a href="#">Direct object pronouns</a> <a href="#">Indirect object pronouns</a>	<ul style="list-style-type: none"> <li>revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions</li> <li><i>en</i> + present participle</li> <li>revision of future tense to outline future plans</li> <li>direct and indirect object pronouns</li> </ul>

## Year 2

Month	Theme	Topic	Grammar
September	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>The environment</li> </ul> See resources: <a href="#">Environment: last one standing</a> <a href="#">Environment: read and draw</a> <a href="#">Des gestes pour sauver la planète</a>	<ul style="list-style-type: none"> <li>modal verbs linked to behaviours (must do/can do/should do/could do etc)</li> <li>past tense for effects of behaviours on environment</li> <li><i>si</i> sentences revised for outlining consequences of actions</li> <li>pluperfect tense perspective</li> </ul>
October	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> <li>Charity/ voluntary work</li> </ul>	<ul style="list-style-type: none"> <li><i>vouloir</i> + infinitive</li> <li><i>vouloir que</i> + subjunctive</li> <li><i>il est possible que</i> + subjunctive (see <a href="#">Travailler comme bénévole: Worksheet and Teaching notes</a>)</li> </ul>
November	Current and future study and employment	Career choices and ambitions See resources: <a href="#">Starter on jobs</a> <a href="#">Les emplois</a> <a href="#">Work experience: last one standing</a> <a href="#">Mon stage en entreprise</a>	<ul style="list-style-type: none"> <li>enhanced statements of possibility including <i>permettre de</i></li> </ul>

Month	Theme	Topic	Grammar
		<a href="#">Encore une fois: mon stage en entreprise</a>	
December, January	Identity and culture	Technology in everyday life <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> See resource: <a href="#">Talking about the technology we use</a>	<ul style="list-style-type: none"> <li>• revision of past tenses to recount how social media have been used; or life before technology</li> <li>• <i>grâce à/sans/avec</i></li> <li>• enhanced statements of possibility including <i>permettre de</i></li> <li>• <i>il est possible que</i> + subjunctive</li> </ul>
December, January		Mock examination/assessment	
February	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>• Poverty/homelessness</li> </ul>	<ul style="list-style-type: none"> <li>• <i>si j'étais ...</i></li> <li>• <i>à la place de ...</i> with conditional completions</li> <li>• <i>il faut + infinitive</i> and <i>il faut que</i> + subjunctive (see <a href="#">Combattre la pauvreté: Worksheet and Teaching notes</a>)</li> </ul>
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.