

	<b>KS3 National Curriculum prior learning</b>	<b>By the end of the term, students can:</b>	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3
<b>What we want our students to know and remember</b>	Students extend knowledge (vocabulary/structures) from the KS3 topics: <ul style="list-style-type: none"> <li>school</li> <li>hobbies</li> <li>family</li> <li>house</li> <li>town</li> <li>holidays</li> <li>festivals</li> <li>TV/film</li> <li>life at home</li> </ul> to consider these topics on a larger, & not just personal, scale. They also apply existing grammatical knowledge to new contexts & build on it.	Recall the key topic <b>vocabulary</b> :	<b>Me, My Family &amp; Friends</b> Family Relationships, Reasons why you do/don't get on with someone, Qualities of a good friend/partner, Future Relationship Plans & Beliefs. <b>Home, Town, Neighbourhood &amp; Region</b> Special Occasions Celebrated inside the Home, Describing Home & Area, Contrasting Homes and Regions in different geographical areas	<b>My Studies</b> School Subjects with Likes/Dislikes, Compulsory & Option Subjects, Relationships with Teachers. <b>Life at School/College</b> School Facilities, School Life in England and France, French Education System, School Rules/Uniform, Problems at School, Suggestions for Improvements. <b>Free-Time Activities</b> Leisure Activities, Expressions of Frequency, Money and Shopping, Food and Eating Out.	<b>Customs &amp; Festivals in French-Speaking Countries &amp; communities</b> Key Festivals in France and Francophone Countries & How They are Celebrated, Personal Festival Celebrations. <b>Travel and Tourism</b> Holiday Preferences, Weather, Describing a Past Holiday, Future Holiday Plans, Transport & Getting Around, Problems on Holiday.	<b>Education Post-16</b> Post-16 Choices & Plans <b>Career Choices &amp; Ambitions</b> Jobs, Qualities needed for Different Jobs, Pros/Cons of Different Jobs, Part-time Jobs & Work Experience, Job Applications, Future Job Plans. <b>Global Issues (Environment)</b> Pollution, Transport Problems, Litter, Global Environmental Issues, How to Protect the Environment, Recycling.  <b>Global Issues (Poverty/Homelessness)</b> Homelessness, Poverty, Unemployment, International Issues.	<b>Social Issues (Charity/Voluntary Work)</b> Charity/Volunteering & How to Help the Needy in Society. <b>Social Issues (Healthy/Unhealthy Living)</b> Diet & Exercise Habits, Well-being & Relaxation, How to Lead a Healthy Life, Reasons for & Consequences of Smoking, Drug & Alcohol Dependency.  <b>Technology in Everyday Life</b> New devices & their Uses, Expressions of Frequency, Social Media, Benefits & Dangers of Mobile Technology.	<b>Revision of All Topics &amp; Preparation for Assessment.</b>
	As the themes & the topics within them straddle both years, rather than taking the conventional approach of teaching each theme one by one in full, the grammar is transferrable so each unit builds on	Recall the <b>knowledge</b> :	<ol style="list-style-type: none"> <li>Reinforcing verb patterns - <i>avoir/être</i>.</li> <li>Using possessive adjectives with members of the family.</li> <li>Reinforcing adjective agreement rules &amp; using them correctly to describe others.</li> <li>Extending range of vocabulary with reflexive verbs (<i>se disputer/se fâcher/s'entendre avec</i>)</li> <li>Extending adjective use to include comparatives : <i>plus que/moins que</i>.</li> <li>Using adverbs of frequency.</li> </ol>	<ol style="list-style-type: none"> <li>Transferring <i>devoir/pouvoir/il faut/vouloir</i> to school rules context.</li> <li>Producing compound sentences with <i>si</i> clauses using imperfect &amp; conditional.</li> <li>Using quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals).</li> <li>Extending use of perfect tense with <i>avoir</i> to include common irregular verbs.</li> <li>Consolidating present tense including irregular</li> </ol>	<ol style="list-style-type: none"> <li>Reinforcing perfect tense of verbs with <i>être</i> + agreement rules &amp; extending to use reflexive verbs.</li> <li>Using perfect &amp; imperfect tenses together to describe a past event/festival, including actions &amp; opinions.</li> <li>Using sequencing words, expressions &amp; phrases.</li> <li>Using a greater range of Higher Level structures: <i>avant de/après avoir/pendant que/depuis/venir de/tandis que</i>.</li> </ol>	<ol style="list-style-type: none"> <li>Using a greater range of Higher Level structures: <i>ce qui/ce que ... c'est ...</i> sentence pattern.</li> <li>Extending <i>si</i> clauses with present &amp; future tenses.</li> <li>Using more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>).</li> <li>Using modal verbs linked to behaviours (must do/can do/should do/could do etc).</li> <li>Reinforcing past tense for effects of behaviours on environment.</li> </ol>	<ol style="list-style-type: none"> <li>Reinforcing <i>vouloir</i> + infinitive.</li> <li>Extending range of Higher Level structures: <i>vouloir que</i> + subjunctive/<i>il est possible que</i> + subjunctive.</li> <li>Reinforcing past tenses to recount how social media have been used; or life before technology.</li> <li>Using prepositions: <i>grâce à/sans/avec</i>.</li> <li>Producing enhanced statements of possibility including <i>permettre de</i></li> <li>Extending range of subjunctive phrases :</li> </ol>	

	the previous one, and the structures & grammar that students learn can be constantly reused & recycled by transferring them to other topics & eventually feeding through into KS5.		<div>7. Reinforcing verb patterns with regular verbs in present tense.</div> <div>8. Using direct object pronouns.</div> <div>9. Revisiting adjectives to describe &amp; use of <i>qui, que, dont</i> to describe ideal partner &amp; enhance descriptions.</div> <div>10. Incorporating Higher Level structures: <i>en</i> + present participle.</div> <div>11. Revisiting future tense to outline future plans.</div> <div>12. Using direct &amp; indirect object pronouns.</div> <div>13. Using prepositions.</div> <div>14. Using the plural partitive article and <i>de</i> after negative to increase accuracy.</div> <div>15. Reinforcing verb patterns with irregular verbs in present tense : <i>pouvoir</i> + infinitive.</div> <div>16. Using expressions of quantity.</div> <div>17. Using <i>ceux qui</i> + verb.</div> <div>18. Extending range of vocabulary with <i>s'intéresser à</i>.</div> <div>19. Enhancing descriptions using <i>qui/que/dont</i>.</div> <div>20. Using demonstrative adjectives <i>ce, cet, cette, ces</i>.</div> <div>21. Reinforcing verb patterns with irregular verbs in present tense : <i>devoir</i> + infinitive</div> <div>22. Using <i>il faut</i> + infinitive (compulsory subjects)</div> <div>23. Reinforcing the importance of giving reasons for opinions, using <i>parce que/car</i>.</div> <div>24. Extending range of vocabulary with the perfect tense of regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options).</div> <div>25. Using two verbs together eg <i>aimer/aimer mieux/préférer</i>.</div> <div>26. Using the comparative and superlative in</div>	<div>verbs <i>sortir, prendre, mettre, voir, vouloir</i>.</div> <div>6. Extend range of two verbs used together.</div> <div>7. Reinforcing future tense in the context of weekend plans.</div> <div>8. Extending use of adverbs: <i>d'habitude/normalement</i></div> <div>9. Extending range of clauses used in compound sentences: using <i>quand/lorsque</i>.</div> <div>10. Using partitive articles with food items.</div> <div>11. Reinforcing <i>devoir/il faut</i> &amp; introducing conditional forms - affirmative and negative.</div> <div>12. Incorporating Higher Level structures <i>il vaut mieux/il vaudrait mieux</i>.</div> <div>13. Extending negative forms with <i>ne ... jamais/ne ...plus</i>.</div> <div>14. Introducing the imperfect tense to discuss previous health habits.</div>	<div>5. Developing greater complexity in spoken &amp; written accounts of past events or experiences.</div> <div>6. Describing the weather in 3 tenses.</div>	<div>6. Revising <i>si</i> sentences for outlining consequences of actions.</div> <div>7. Introducing pluperfect tense.</div>	<div><i>il est possible que</i> + subjunctive.</div>	
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			expressing opinions about subjects (Higher Level structures) 27. Using tu/vous correctly in informal/formal exchanges.					
<b>What we want our students to do</b>	The KS3 course embeds key language-learning skills, such as decoding, translation & describing a picture and has a clear grammatical progression, thus equipping students for the challenges of KS4.	Demonstrate excellence in these <b>skills</b> :	<ol style="list-style-type: none"> <li>Describe your relationship with members of your family, saying why you do/don't get on &amp; understand information about other people's relationships.</li> <li>Describe your future family plans, including your opinion on marriage and understand other people's future relationship plans.</li> <li>Describe the qualities of a good/bad friend &amp; your ideal partner and understand details about other people's relationships.</li> <li>Describe your daily routine &amp; understand details about other people's daily routine.</li> <li>Describe what you do to help around the house &amp; how often and understand what other people do.</li> <li>Describe a celebration at home and understand details of other people's celebrations.</li> <li>Describe your house &amp; the area in which it is situated and understand details about where other people live.</li> <li>Describe what you can do in the town/region you live in and understand what there is to do in areas that other people live in.</li> <li>Compare different geographical regions and understand details about</li> </ol>	<ol style="list-style-type: none"> <li>Describe your school &amp; give your opinion on it and understand details about other people's schools.</li> <li>Compare the education systems and school life in England and France and understand other people's views on the pros and cons of each system.</li> <li>Describe your school uniform &amp; the pros/cons for wearing one and understand other people's descriptions of what they wear for school &amp; their opinion on it.</li> <li>Describe the rules in your school &amp; if you agree with them or not and understand other people's views on their school rules.</li> <li>Outline how your school could be improved &amp; understand other people's suggestions for improving their school.</li> <li>Describe your leisure habits inside &amp; outside the home and understand details about other people's hobbies.</li> <li>Describe your shopping habits &amp; how you fund them and understand details about other people's shopping trips.</li> <li>Outline issues relating to fashion and understand other people discussing them.</li> <li>Describe your favourite type of food &amp; how often you eat out and</li> </ol>	<ol style="list-style-type: none"> <li>Understand the main Francophone festivals &amp; how they are celebrated.</li> <li>Describe what festivals &amp; traditions are important to you and understand details about other people's traditions and beliefs.</li> <li>Describe how you celebrate specific festivals and understand details about other people's celebrations.</li> <li>Describe holiday preference &amp; understand other people's holiday likes &amp; dislikes.</li> <li>Describe a past holiday &amp; understand details about other people's past holidays.</li> <li>Compare holidays from childhood to current &amp; future holiday plans and understand other people's comparisons.</li> <li>Understand other people describing problems on holiday &amp; describe any disasters/problems of your own.</li> <li>Describe your ideal holiday &amp; understand details about other people's dream holidays.</li> <li>Describe journeys to &amp; from holiday destinations and understand details about other people's journeys.</li> </ol>	<ol style="list-style-type: none"> <li>Describe what you are going to after GCSEs and understand other people's choices &amp; decisions.</li> <li>Describe your future career plans &amp; the qualities needed for different jobs and understand other people's career ambitions.</li> <li>Describe the advantages &amp; disadvantages of different jobs and understand other people's opinions on specific jobs.</li> <li>Describe a part-time job (if you have one) and understand details of other people's.</li> <li>Describe your work experience &amp; understand information about other people's work placements.</li> <li>Understand details of job adverts &amp; interviews and prepare your answers to typical interview questions.</li> <li>Compare university &amp; apprenticeships and understand other people's reasons for choosing a particular pathway.</li> <li>Understand and describe the causes &amp; consequences of environmental issues on a local &amp; global scale.</li> <li>Describe what you do to help protect the environment and understand what other people do to look after the planet.</li> <li>Explain what should be done to protect the environment on a local &amp;</li> </ol>	<ol style="list-style-type: none"> <li>Understand and describe the causes of poverty &amp; homelessness on a local &amp; global scale.</li> <li>Understand and describe what individuals &amp; organisations do to help the poor &amp; needy.</li> <li>Describe what you do to help others &amp; for charity and understand what others do.</li> <li>Describe how often &amp; for what purpose you use new technology in everyday life and understand other people's habits &amp; preferences.</li> <li>Compare older and newer forms of technology and understand other people's opinions on them.</li> <li>Analyse the pros &amp; cons of social media and understand other people's opinions on it.</li> <li>Analyse the benefits &amp; dangers of the Internet and other mobile technologies and understand other people's views on this.</li> </ol>	

			<p>different francophone countries.</p> <p>10. Describe where you would like to live in the future and understand other people's plans.</p> <p>11. Give your opinion on different school subjects, including why you have chosen certain subjects, and understand other people's opinions on school subjects.</p>	<p>understand other people's descriptions of meals in a restaurant.</p> <p>10. Describe your diet &amp; exercise regime and understand details about other people's lifestyle choices.</p> <p>11. Explain why people smoke/drink alcohol and understand other people's reasons for doing so.</p> <p>12. Explain how you could be healthier &amp; what people should do to be fit and healthy and understand other people's health objectives.</p>		<p>global scale and understand other people's views on the subject.</p>		
<b>Key assessment questions:</b>			<p>Exam-style &amp; Past Paper Questions in all 4 skills:</p> <p>Sample essay questions:</p> <p><u>Foundation:</u> Vous décrivez votre famille. Mentionnez:</p> <ul style="list-style-type: none"><li>• les différents membres de votre famille</li><li>• comment vous vous entendez avec eux</li><li>• les loisirs le week-end prochain</li><li>• un incident récent</li></ul> <p><u>Higher:</u> Vous décrivez vos rapports avec vos amis. Mentionnez:</p> <ul style="list-style-type: none"><li>• vos amis et le rôle qu'ils/ells jouent dans votre vie</li><li>• votre opinion sur l'idée d'avoir un(e) petit(e) ami(e)</li></ul> <p><u>Foundation:</u> Vous décrivez où vous habitez. Mentionnez:</p> <ul style="list-style-type: none"><li>• votre maison</li><li>• votre ville</li><li>• les activités dans votre région</li><li>• une fête que vous avez célébrée dans votre maison</li></ul>	<p>Exam-style &amp; Past Paper Questions in all 4 skills:</p> <p>Sample essay questions:</p> <p><u>Foundation:</u> Vous décrivez vos matières. Mentionnez:</p> <ul style="list-style-type: none"><li>• les matières obligatoires</li><li>• les matières facultatives</li><li>• votre opinion de chaque matière</li><li>• quelles matières vous allez étudier dans l'avenir</li></ul> <p><u>Higher:</u> Vous écrivez un article sur le collège en Grande-Bretagne pour un magazine français. Décrivez:</p> <ul style="list-style-type: none"><li>• les différences entre le système scolaire en Grande-Bretagne et celui en France</li><li>• comment améliorer votre collège</li></ul> <p><u>Foundation</u> Vous décrivez vos passe-temps: Mentionnez:</p> <ul style="list-style-type: none"><li>• le sport</li><li>• la télévision et le cinéma</li><li>• les activités du week-end dernier</li><li>• vos projets de loisirs pour le week-end prochain</li></ul>	<p>Exam-style &amp; Past Paper Questions in all 4 skills:</p> <p>Sample essay questions:</p> <p><u>Foundation</u> Vous décrivez votre fête/festival préférée. Décrivez:</p> <ul style="list-style-type: none"><li>• la fête ou le festival que vous préférez et pourquoi</li><li>• comment vous célébrez normalement</li><li>• ce que vous avez fait cette année</li><li>• comment vous allez célébrer l'année prochaine</li></ul> <p><u>Higher:</u> Vous écrivez votre blog sur les festivals et les fêtes. Décrivez:</p> <ul style="list-style-type: none"><li>• les avantages et inconvénients des fêtes et des festivals</li><li>• une fête que vous avez célébrée ou un festival où vous êtes allé</li></ul> <p><u>Foundation</u> Vous décrivez les vacances. Mentionnez:</p> <ul style="list-style-type: none"><li>• où vous passez les vacances normalement</li><li>• ce que vous aimez faire pendant les vacances</li></ul>	<p>Exam-style &amp; Past Paper Questions in all 4 skills:</p> <p>Sample essay questions:</p> <p><u>Foundation:</u> Vous décrivez votre travail idéal pour votre blog. Mentionnez:</p> <ul style="list-style-type: none"><li>• le travail que vous voudriez faire</li><li>• pourquoi ce travail vous intéresse</li><li>• quelles qualités sont nécessaires pour faire ce travail</li><li>• un stage que vous avez fait</li></ul> <p><u>Higher:</u> Vous écrivez un article sur votre stage pratique. Décrivez:</p> <ul style="list-style-type: none"><li>• les avantages et désavantages de ce stage</li><li>• un événement mémorable pendant le stage</li></ul> <p><u>Foundation:</u> Vous décrivez les problèmes de l'environnement dans votre région. Mentionnez:</p> <ul style="list-style-type: none"><li>• les problèmes principaux</li><li>• ce que vous pensez de ces problèmes</li><li>• ce que vous avez fait pour aider l'environnement</li></ul>	<p>Exam-style &amp; Past Paper Questions in all 4 skills:</p> <p>Sample essay questions:</p> <p><u>Foundation:</u> Vous décrivez votre travail bénévole. Mentionnez:</p> <ul style="list-style-type: none"><li>• pour quelle association vous travaillez</li><li>• quand vous travaillez</li><li>• ce que vous avez fait la dernière fois</li><li>• si vous allez continuer et pourquoi</li></ul> <p><u>Higher:</u> Vous écrivez un article sur l'importance des associations caritatives. Décrivez:</p> <ul style="list-style-type: none"><li>• pourquoi on a besoin des associations caritatives</li><li>• quels services offre des telles associations</li></ul> <p><u>Foundation:</u> Vous décrivez comment vous utilisez la technologie dans votre vie. Mentionnez:</p> <ul style="list-style-type: none"><li>• votre technologie préférée</li><li>• les avantages et inconvénients d'Internet</li><li>• qu'avez-vous fait sur internet le weekend dernier</li></ul>	<p><u>Paper 1: Listening</u> 25% Foundation 35 mins Higher 45 mins Questions/Answers in English &amp; French</p> <p><u>Paper 2: Speaking</u> 25% Foundation 7-9 mins Higher 10-12 mins (+ preparation time) Role-play, photo card, general conversation</p> <p><u>Paper 3: Reading</u> 25% Foundation 45 mins Higher 1 hr Questions/Answers in English &amp; French, including French-English translation</p> <p><u>Paper 4: Writing</u> 25% Foundation 1 hr Higher 1hr 15 mins Short &amp; extended writing tasks, including English-French translation</p>

			<p><u>Higher:</u> Vous décrivez votre ville. Mentionnez:</p> <ul style="list-style-type: none"><li>ce qu'il y a à faire</li><li>ce que vous avez fait récemment en ville</li></ul>	<p><u>Higher:</u> Vous écrivez un article sur les sports extrêmes. Décrivez:</p> <ul style="list-style-type: none"><li>les avantages et inconvénients des sports extremes</li><li>une experience sportive que vous avez eue</li></ul> <p><u>Foundation</u> Vous décrivez votre mode de vie. Mentionnez:</p> <ul style="list-style-type: none"><li>votre régime alimentaire</li><li>l'activité physique</li><li>ce que vous avez fait la semaine dernière pour rester en forme</li><li>comment vous pouvez améliorer votre santé dans l'avenir</li></ul> <p><u>Higher</u> Vous décrivez votre mode de vie. Mentionnez:</p> <ul style="list-style-type: none"><li>ce que vous faites pour rester en forme</li><li>ce que vous aimeriez faire pour améliorer votre santé</li></ul>	<ul style="list-style-type: none"><li>où vous avez passé les vacances de l'année dernière</li><li>votre destination de vacances idéale et pourquoi</li></ul> <p><u>Higher</u> Vous écrivez un article sur les vacances pour un magazine français. Décrivez:</p> <ul style="list-style-type: none"><li>les meilleures vacances que vous avez passées</li><li>l'importance des vacances</li></ul>	<ul style="list-style-type: none"><li>ce que vous allez faire pour aider plus</li></ul> <p><u>Higher:</u> Vous écrivez un article sur l'environnement. Décrivez</p> <ul style="list-style-type: none"><li>les problems principaux de l'environnement dans le monde</li><li>les solutions possibles à l'avenir</li></ul>	<ul style="list-style-type: none"><li>l'appareil de technologie que vous aimeriez acheter à l'avenir</li></ul> <p><u>Higher:</u> Ecrivez une réponse au mail de votre ami(e) française. Décrivez:</p> <ul style="list-style-type: none"><li>comment vous utilisez Internet</li><li>ce qu'en sont les bienfaits et les dangers</li></ul>	
<b>Disciplinary Rigour</b>		<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?</p>	<p>AQA Themes 1, 2 &amp; 3</p> <p>Students will:</p> <ul style="list-style-type: none"><li>develop their ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</li><li>express and develop thoughts and ideas spontaneously and fluently</li><li>listen to and understand clearly articulated, standard speech at near normal speed</li><li>deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts</li></ul>	<p>AQA Themes 1, 2 &amp; 3</p> <p>Students will:</p> <ul style="list-style-type: none"><li>develop their ability to communicate confidently and coherently with in speech and writing, conveying what they want to say with increasing accuracy</li><li>express and develop thoughts and ideas spontaneously and fluently</li><li>listen to and understand clearly articulated, standard speech at near normal speed</li><li>deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts</li></ul>	<p>AQA Themes 1 &amp; 2</p> <p>Students will:</p> <ul style="list-style-type: none"><li>develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li><li>express and develop thoughts and ideas spontaneously and fluently</li><li>listen to and understand clearly articulated, standard speech at near normal speed</li><li>deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended</li></ul>	<p>AQA Themes 2 &amp; 3</p> <p>Students will:</p> <ul style="list-style-type: none"><li>develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li><li>express and develop thoughts and ideas spontaneously and fluently</li><li>listen to and understand clearly articulated, standard speech at near normal speed</li><li>deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended</li></ul>	<p>AQA Themes 1 &amp; 2</p> <p>Students will:</p> <ul style="list-style-type: none"><li>develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li><li>express and develop thoughts and ideas spontaneously and fluently</li><li>listen to and understand clearly articulated, standard speech at near normal speed</li><li>deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended</li></ul>	

			<ul style="list-style-type: none"> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>	<ul style="list-style-type: none"> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge</li> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>	language in a wide range of contexts <ul style="list-style-type: none"> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>	language in a wide range of contexts <ul style="list-style-type: none"> <li>• be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge</li> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>	language in a wide range of contexts <ul style="list-style-type: none"> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>	
<b>Numeracy</b>			Ages Dates and Years	Money Prices	Dates Transport Timetables	Phone Numbers Percentages/Statistics	Percentages/Statistics	
<b>Literacy</b>			Range of Vocabulary/Structures Comparative/Superlative Compound Sentences Past Tense	Modal Verbs Compound Sentences Future Tense Conditional Tense Negative Forms	Combining Tenses Sequencers Higher Level Structures Complexity in Language Production	More Higher Level Structures Pluperfect Tense	Subjunctive Mood Prepositions	
<b>Cultural &amp; Cross Curricular Links</b>			Different Family Formations in Francophone Countries. Practising of Religion, specifically marriage, in France & Francophone Countries. Views on Marriage. Cultural/religious celebrations & traditions. Geographical Regions of France. Levels of Development in Francophone Countries.	Comparison between Schools in France & UK. Secularisation in French Education. Leisure Activities in Francophone countries. Healthy/unhealthy lifestyles.	Key Francophone Festivals & How they are celebrated. Holiday preferences of the French. Key French Holiday Regions.	Environmental Issues & How to Protect the Environment. Environmental Issues in Francophone Countries.	Social issues. Charity & charitable organisations in France.	
<b>Catholic Values</b>			Call to Family, Community and Participation Solidarity	Rights and Responsibilities		Care for God’s creation Dignity of work	Option for the Poor and Vulnerable	