

Half Term	What do students learn?	Justification Why is this knowledge taught here? How does this build on prior learning within the year and across years?	Skills Developed? How do these build with time and across years?	Threshold Concepts	Reading, vocabulary and oracy Digital Literacy	Assessment	Curriculum Knowledge and Catholic Social Teaching
1	Travel and tourism	It is part of the AQA GCSE specification. This topic is taught in Y8 and this is an opportunity for knowledge retrieval and for students to learn more complex vocabulary on this topic (thereby working on a higher grade)	All 4 skills are developed with particular emphasis on Writing in preparation for the KA. All 4 skills (reading, listening, speaking, writing) are developed. Building up on knowledge from previous years, the texts are longer and more complex, both for understanding and for production. Translation skills are also developed.	- Language: -Saying where one normally goes on holidays -Talking about holiday preferences - Talking about recent holidays - Saying how one travelled - Saying where one stayed - Saying where one will go in the future - Grammar: - consolidation of perfect/preterite tense -extension of imperfect tense -sequencing words, expressions and phrases -consolidation of the infinitive -conditional tense -consolidation of the near future and simple future tenses	Vocabulary: - Holiday destinations - Countries - Modes of transport - Types of accommodation <i>Digital learning resources:</i> Quizlet Live, Kahoot, Blooket, Wordwall and Memrise <i>Reading</i> comprehension texts <i>Translations</i> from and into target language <i>Oracy opportunities:</i> speaking exam-style tasks (roleplay, photocard discussion and general conversation)		Dignity: cultural acceptance and caring for ourselves in the module of holidays The common good - looking at places of interest in the world which belong to all

2	Life at school/college	It is part of the AQA GCSE specification. This topic is taught in Y7 and in Y9. This is an opportunity for knowledge retrieval and for students to learn more complex vocabulary on this topic (thereby working on a higher grade)	All 4 skills (reading, listening, speaking, writing) are developed. Building up on knowledge from previous years, the texts are longer and more complex, both for understanding and for production. Translation skills are also developed.	● Language: -Describing my school (using 'c'est' and 'il y a') - Giving an opinion on school subjects - Giving at least 3 school rules (using 'on peut/ 'on ne peut pas' or 'il faut/ il ne faut pas') - Giving one's opinion on school rules ('c'est + adjective') - Giving one's opinion on the school uniform ('c'est + adjective') - Describing one's school routine - Describing one's school in the past - Saying at least 2 activities done in school recently ● Grammar: - Adverbs - Impersonal structures (on peut, il faut) - Modal verbs (pouvoir, vouloir, devoir) - Consolidation of the imperfect tense, 1st person, regular verbs - Consolidation of the perfect tense/preterite tense, 1st person, regular verbs	Vocabulary: ● School facilities ● School rules ● Clothes (related to the uniform) ● School subjects ● Time in French ● Activities (related to school) ● <i>Digital learning resources:</i> Quizlet Live, Kahoot, Blooket, Wordwall and Memrise ● <i>Reading</i> comprehension texts ● <i>Translations</i> from and into target language ● <i>Oracy opportunities:</i> speaking exam-style tasks (roleplay, photocard discussion and general conversation)	KA1 - Writing and translation	The dignity of worker and participation - in the module of life al school. The common good - our school is a space to share and belongs to all Solidarity
---	------------------------	--	--	--	---	-------------------------------	---

3	Education post-16	It is part of the AQA GCSE specification. Some aspects of this topic are taught in Y8 and in Y9. This is an opportunity for knowledge retrieval and for students to learn more complex vocabulary on this topic (thereby working on a higher grade)	All 4 skills (reading, listening, speaking, writing) are developed. Building up on knowledge from previous years, the texts are longer and more complex, both for understanding and for production. Translation skills are also developed.	• Language: - Saying what one wants to do in the future - Talking about one's qualities and weaknesses - Talking about post A-level plans - Saying which career interests us - Saying whether one wants to go to university or do an apprenticeship - Giving one's opinion on a gap year • Grammar: - Modal verbs (using 1st person) - Near future (consolidation, using 1st person with regular verbs) - Simple future (consolidation, using 1st person with regular verbs) - If clauses	Vocabulary: • Exams • Pathways • Personal qualities • Jobs • Work experience • Interviews • <i>Digital learning resources:</i> Quizlet Live, Kahoot, Blooket, Wordwall and Memrise • <i>Reading</i> comprehension texts • <i>Translations</i> from and into target language • <i>Oracy opportunities:</i> speaking exam-style tasks (roleplay, photocard discussion and general conversation)	KA2 - Reading and listening	The dignity of worker and participation- in the module of higher education and how jobs contribute to society The common good Solidarity
---	-------------------	--	---	--	---	-----------------------------	---

4	Social issues Healthy/unhealthy living	It is part of the AQA GCSE specification. Some aspects of this topic are taught in Y8 and in Y9. This is an opportunity for knowledge retrieval and for students to learn more complex vocabulary on this topic (thereby working on a higher grade) and cover other aspects of this theme.	All 4 skills are developed with particular emphasis on Speaking in preparation for the Speaking PPE and on exam-technique (answering exam-style questions) in preparation for the PPE 1.	• Language: - Saying what you normally eat - Saying you have eaten recently - Talking about smoking - Talking about drugs - Talking about alcohol - Talking about stress and bad sleep • Grammar: - Modal verbs + infinitive (je dois, on doit, on peut, il faut) - Present tense (consolidation, 1st person, regular verbs) - Imperfect tense (consolidation, 1st person, regular verbs) - Preterite/perfect tense (consolidation, 1st person, regular verbs)	Vocabulary: • Food • Types of diet • Sports • Smoking • Drugs • Alcohol • Stress • Time markers • <i>Digital learning resources:</i> Quizlet Live, Kahoot, Blooket, Wordwall and Memrise • <i>Reading</i> comprehension texts • <i>Translations</i> from and into target language • <i>Oracy opportunities:</i> speaking exam-style tasks (roleplay, photocard discussion and general conversation) •	Speaking PPE	Dignity: caring for ourselves in the module of food, sports, the effects of drugs and alcohol abuse .
---	---	--	--	---	---	--------------	---

5	Marriage/partnership	This is a sub-theme in the AQA GCSE specification. A few elements are introduced in Y8 as part of the future plans topic but the main content of this sub-theme is taught in Y10.	All 4 skills (reading, listening, speaking, writing) are developed. Building up on knowledge from previous years, the texts are longer and more complex, both for understanding and for production. Translation skills are also developed.	• Language: - Describing one's family using personality traits - Saying whether or not one gets on with their family - Explaining what makes a good friend - Giving one's opinion on marriage - Saying whether or not one would like to get married - Describing one's ideal partner - Giving one's opinion on the different types of families • Grammar: - Reflexive verbs - Conditional tense (consolidation, 1st person and 3rd person regular verbs) - Future simple (consolidation,	<i>Vocabulary:</i> • Personality traits • Civil status • Personal relationships • Family members • Marriage • Engagement • Civil partnership • Live-in partnership • Divorce • <i>Digital learning resources:</i> Quizlet Live, Kahoot, Blooket, Wordwall and Memrise • <i>Reading</i> comprehension texts • <i>Translations</i> from and into target language • <i>Oracy opportunities:</i> speaking exam-style tasks (roleplay, photocard discussion and general conversation)	Reading, Writing, Listening PPE	Dignity: Acknowledge that everyone and all types of family are as valuable and important.
---	----------------------	---	--	---	--	---------------------------------	---

				1st person, regular verbs)			
6	Technology in everyday life Social media Mobile technology	It is part of the AQA GCSE specification. Some aspects of this topic are taught in Y8. This is an opportunity for knowledge retrieval and for students to learn more complex vocabulary on this topic (thereby working on a higher grade) and cover other aspects of this theme.	All 4 skills (reading, listening, speaking, writing) are developed. Building up on knowledge from previous years, the texts are longer and more complex, both for understanding and for production. Translation skills are also developed.	• Language: - Saying how one normally uses technology - Saying how one used technology in the past - Giving one's opinion on new technology - Talking about the advantages and disadvantages of new technologies • Grammar: - Present tense (consolidation, 1st person, regular verbs)	<i>Vocabulary:</i> • Types of new technologies • Verbs related to new technologies • Uses of new technologies • Uses of social media • Adjectives (related to new technologies) • <i>Digital learning resources:</i> Quizlet Live, Kahoot, Blooket, Wordwall and Memrise • <i>Reading</i> comprehension texts • <i>Translations</i> from and into target language • <i>Oracy</i> <i>opportunities:</i> speaking exam-style tasks (roleplay, photocard discussion and general conversation)	Reading and Listening - LST	