



Key Stage : Curriculum Information for French

Our vision: “mutual understanding, a sense of global citizenship and personal fulfillment...increasing confidence, independence and creativity” /Linguistic Competence /Knowledge of language and the ability to manipulate it / Creativity and imagination /Inter-cultural understanding: **see the world through someone else’s eyes**

Year	Autumn Term		Spring Term		Summer Term
<u>Y 12</u>	Topic Area 1 – Youth Matters - Family relationships and friendships - Peer pressure and role models - Music and fashion - Technology and communication Grammar content: Gender of nouns Singular and plural of nouns Definite, indefinite and partitive articles Co-ordinating conjunctions (e.g. et, ou, mais)	Topic Area 2: Lifestyle, health and fitness - Food and diet - Sport and exercise - Health issues - Urban and rural life Grammar content: Interrogative forms of verbs Interrogative pronouns (e.g. qui, que, quoi) Interrogative adjective (quel) Interrogative adverbs	Topic Area 3: Environment and travel: - Tourism, travel and transport - Natural disasters and weather - Climate change and its impact - Energy, pollution and recycling Grammar Content: Direct object pronouns Indirect object pronouns (e.g. lui, y, en) Position and order of object pronouns Preceding direct	Education and employment: - Education systems and types of schooling - Pupil/student life - Volunteering and internships - Jobs and unemployment Grammar Content Simple relative pronouns (e.g. qui, que, dont, ce qui, ce que) Demonstrative pronouns (e.g. celui, celle, ceux, celles and celui-ci/celui-là etc.)	

	<p>Subordinating conjunctions (e.g. puisque, parce que, comme, jusqu'à ce que)</p> <p>Simple prepositions (e.g. sous, sur)</p> <p>Discourse markers (e.g. au contraire, en fait)</p> <p>Fillers (e.g. par exemple, alors, bon, allez, quand même)</p> <p>Personal subject pronouns, including on</p> <p>Modes of address (i.e. tu, vous)</p> <p>Present tense of verbs (regular -er, -ir and -re verbs, modal verbs, principal irregular verbs, reflexive verbs)</p> <p>Use of negative articles (e.g. ne...pas, ne...personne, ne...que)more...</p>	<p>(including combien (de), comment, où, pourquoi, quand)</p> <p>Inversion of verbs in interrogation, including with nouns</p> <p>Cardinal numbers</p> <p>Ordinal numbers</p> <p>Numerals in expressions of time and date</p> <p>Perfect tense of verbs (including past participle agreement with être verbs)</p> <p>Verb forms used as adjectives (e.g. fatigué, intéressant).....more</p>	<p>object agreement</p> <p>Use of il y a (ago)</p> <p>Present and imperfect tense use with depuis</p> <p>Use of venir de</p> <p>Reflexive pronouns</p> <p>Disjunctive or emphatic pronouns as subject or object (e.g. moi, moi-même, etc.)</p> <p>Impersonal verbs</p> <p>Perfect infinitive</p> <p>Passive voice in the present tense</p>	<p>Subjunctive mood in the present tense</p> <p>Common uses of the subjunctive mood</p> <p>Use of the infinitive, present participle (e.g. en arrivant) and past participle...more</p>	
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Grammar is taught and reviewed as an on-going priority in lessons. The new IGCSE has a strong focus on grammar so students need to be well prepared. Throughout our teaching and learning we will be reinforcing grammar as well as vocabulary. Each unit of work is approximately 40minutes, based on 4 and half lessons per week basis. IT IS IMPORTANT TO NOTICE THAT THIS IS JUST A CURRICULUM OVERVIEW NOT THE ENTIRE SCHEME OF WORK)