



YEAR	TOPICS	TERMLY INDEPENDENT WORK
7	<ol style="list-style-type: none"><li>1. Two-week carousel: Pets &amp; colours<ol style="list-style-type: none"><li>a. Gender &amp; possessive (1<sup>st</sup>/2<sup>nd</sup> person)</li></ol></li><li>2. Introductions, descriptions:</li><li>3. name, age, birthday, domicile, pencil case/classroom items + colours,</li><li>4. Self, family and friends:</li><li>5. European countries, nationalities, home location.</li><li>6. Physical appearance and personality</li><li>7. Brothers and sisters, pets, family members &amp; friends</li><li>8. Likes and dislikes, sport, hobbies and reasons</li><li>9. Present tense</li><li>10. Weather:</li><li>11. Weather descriptions for own region and Francophone countries</li><li>12. What they do in different weathers</li></ol> <p>Classroom target language throughout</p>	<ol style="list-style-type: none"><li>1) Describe their family tree</li><li>2) Create a montage with information about their likes and dislikes</li><li>3) Produce a wanted poster (Focus on appearance, personality and key verbs)</li><li>4) Present their own weather forecast</li><li>5) Independent consolidation &amp; vocabulary learning</li></ol>
8	<ol style="list-style-type: none"><li>1. House &amp; home:<ol style="list-style-type: none"><li>a. House &amp; bedroom, including location, rooms, adjectives and prepositions, opinions.</li><li>b. Daily routine + time</li></ol></li><li>2. Holidays:<ol style="list-style-type: none"><li>a. Perfect tense</li><li>b. Countries; methods of transport, places to stay, weather</li><li>c. Perfect tense, holiday in the past</li><li>d. Directions for use on a holiday</li></ol></li><li>3. School:<ol style="list-style-type: none"><li>a. Description of school/opinions of school subjects</li><li>b. Typical school day in the past tense</li></ol></li></ol>	<ol style="list-style-type: none"><li>1) Design your dream / actual house or that of a famous person</li><li>2) Design your ideal bedroom</li><li>3) Plan an ideal / nightmare day in terms of what happens when and at which time</li><li>4) Produce a description of what Mr Topsy Turvy did yesterday at school</li><li>5) Produce a presentation on a previous holiday</li><li>6) Independent consolidation &amp; vocabulary learning</li></ol>



	Classroom target language throughout	
9	<p>1. Fashion</p> <p>a. Clothes, descriptions, school uniform, likes/dislikes/preferences and reasons</p> <p>b. Shopping for clothes</p> <p>c. Immediate future tense and making plans for what to wear for a special event</p> <p>2. World of work</p> <p>a. Occupations, qualities and characteristics required for occupations</p> <p>b. Describe occupations of people they know</p> <p>c. Describe personal ambitions for careers in the future and say why.</p> <p>3. Media</p> <p>a. Give opinions of different types of film/tv programme</p> <p>b. Describe a recent visit to the cinema</p> <p>c. Mobile phone advantages/disadvantages</p> <p>d. Uses for the computer</p> <p>e. Opinions of social media</p> <p>f. What will media be like in the future?</p> <p>Classroom target language throughout</p>	<p>1) Compare school uniform with what I wear at the weekend</p> <p>2) Role plays in a clothing store</p> <p>3) Plan a wardrobe/what you will wear for a party, wedding, holiday.</p> <p>4) Presentation about future plans</p> <p>5) Presentation on film and tv programmes likes/dislikes and reasons</p> <p>6) Independent consolidation &amp; vocabulary learning</p>
10	<p>1. Free time:</p> <p>a. Free time activities in the past, present, future including extreme sports with implicit use of the conditional tense and extended opinions and justifications</p> <p>b. Imperfect tense and comparison with life when they were younger and nowadays.</p> <p>2. Family Life:</p> <p>a. Discuss pocket money, part time jobs, rights and responsibilities at home, house rules with modal verbs</p> <p>b. Relationship with parents and siblings.</p> <p>c. Importance of friendship, qualities of a good friend</p>	<p>1) Produce a presentation on their free time activities</p> <p>2) Describe activities P had as a child, as compared to those of a teenager.</p> <p>3) Describe worse possible house rules for a teenager</p> <p>4) Research 3 cultural events in a French speaking country and say which they prefer and why</p> <p>5) Presentation on a recent family celebration</p> <p>6) Produce vision of their own town in the future</p> <p>7) Write a manifesto of what they would change on their town if they were elected as an MP</p> <p>8) Presentation of their greatest environmental concern and how they help, will help in the future</p>



	<ul style="list-style-type: none"> <li>d. Cultural festivals and celebrations in French speaking countries</li> <li>e. Previous celebration e.g. birthday in the past tense</li> <li>f. Future tense and plans (marriage, children, ideal partners)</li> </ul> <p>3. Home life, town and local area:</p> <ul style="list-style-type: none"> <li>a. Where you live, house, places in a town and advantages and disadvantages of local area</li> <li>b. Directions</li> <li>c. Learn comparatives and superlatives</li> <li>d. Town of the future an ideal town</li> </ul> <p>4. Environment:</p> <ul style="list-style-type: none"> <li>a. problems with the environment and global solutions</li> <li>b. own impact on the environment past, present and future in local area</li> </ul> <p>5. Healthy Living:</p> <ul style="list-style-type: none"> <li>a. Food, healthy and unhealthy eating and their own habits</li> <li>b. Biggest youth problems</li> <li>c. Smoking, drugs and alcohol: reasons, risks and advice</li> </ul> <p>Classroom target language throughout</p>	<ul style="list-style-type: none"> <li>9) Presentation on youth issues and which they believe to be the greatest and what we can do to help others in school</li> <li>10) Independent consolidation &amp; vocabulary learning</li> <li>11) Independent preparation of exam preparation oral practice with role plays stimulus cards, role-plays and conversation</li> </ul>
<p>11</p>	<ul style="list-style-type: none"> <li>1. Holidays: <ul style="list-style-type: none"> <li>a. Holidays in the past, present, future and conditional. Include opinions about destinations, accommodation, transport, activities, and holiday companions.</li> <li>b. Pluperfect and conditional perfect tenses</li> </ul> </li> <li>2. School Life <ul style="list-style-type: none"> <li>a. School subjects, extended opinions and comparisons, uniform, advantages / disadvantages and primary school experience</li> <li>b. School rules and ideal school</li> <li>c. Young people's problems at school and solutions</li> </ul> </li> <li>3. Media:</li> </ul>	<p>1)</p>



	<p>a. Own television and film and viewing habits, opinions, comparisons and preferences and dislikes now and in the past</p> <p>b. Own use of new technologies, advantages and dangers, phones, computers and social media</p> <p>c. Technology in the future</p> <p>4. World of Work</p> <p>a. Jobs, part time jobs and places of work, opinions and advantages and disadvantages, qualities needed for jobs</p> <p>b. Problems at work</p> <p>c. Work experience in past tense and future tense</p> <p>d. Ambitions for the future</p> <p style="text-align: right;">Classroom target language throughout</p>	
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**PLEASE NOTE:**

- This overview sets out a general summary of the basic curriculum taught. It is not an exhaustive list of what may be taught, and subject teachers may follow the above in a different order. Further details may be obtained from the Head of Department, if required.
- With the first teaching of the new GCSE starting in September 2024, we will be updating and amending our KS3 and KS4 curriculum over the course of the year, as appropriate, to reflect the topics and styles of questions in the new GCSE exams.
- The Independent Work indicated represents core, headline tasks per term; weekly/fortnightly independent/homework is set in all subject areas, and details are noted in Teams.