

Modern Foreign Languages



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Year 7

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Module 1 – <i>La Rentrée</i>	To get pupils introducing and talking about themselves.	<ul style="list-style-type: none"> This module also covers any content that pupils might have done in KS2 (numbers, days and months, alphabet, etc.) 	<ul style="list-style-type: none"> introduces pupils to key French sounds which are revisited throughout the year in Pronunciation features.
Module 2 – <i>En Classe</i>	To continue to develop what pupils can say about themselves and their use of verbs.	<ul style="list-style-type: none"> To allow pupils to express and justify their opinions using a range of opinion verbs. 	<ul style="list-style-type: none"> An opportunity for pupils to learn about schools in France as well as about Christmas in Francophone countries to coincide with the end of the autumn term.
Module 3 –	To continue to develop what pupils can say about themselves and their use of verbs and adjectives.	<ul style="list-style-type: none"> To allow pupils to express more opinions. More key French sounds are introduced. 	<ul style="list-style-type: none"> Pupils also have the opportunity to learn about different sports in Francophone countries.
Module 4 – <i>Ma vie de famille</i>	To expand pupils' use of verbs into the 3rd person singular and 1st person singular forms.	<ul style="list-style-type: none"> To expand pupils' use of verbs into the 3rd person singular and plural and 1st person plural forms. 	<ul style="list-style-type: none"> Pupils learn about home-life in Francophone countries as well as about Bastille Day celebrations.
Module 5 – <i>En ville</i>	To give pupils the opportunity to learn transactional language (in a café) and introduce the verb <i>aller</i> ahead of teaching the near future tense.	<ul style="list-style-type: none"> Pupils learn about popular French snacks and drinks, and they also have the opportunity to explore Paris. 	<ul style="list-style-type: none"> To give pupils the opportunity to learn transactional language (in a café).

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Year 8

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Module 1 – <i>Vive les vacances</i>	To allow pupils to talk about the summer they have just had	<ul style="list-style-type: none"> Present tense 	<ul style="list-style-type: none"> introduce them to the perfect tense and using the perfect and present tenses together.
Module 2 – <i>J'adore les fêtes</i>	To develop what pupils can say about their lives and their likes/dislikes.	<ul style="list-style-type: none"> expand their transactional language in context of buying food at a market. To allow them to revise the present and near future tenses and continue to practise the perfect tense 	<ul style="list-style-type: none"> Pupils learn about festivals and celebrations in the Francophone world and they are introduced to traditional French cuisine.
Module 3 – <i>A loisir</i>	To allow pupils to express their opinions around TV and digital technology	<ul style="list-style-type: none"> further develop their transactional language in the context of arranging to go out. 	<ul style="list-style-type: none"> To introduce pupils to using three tenses together. Pupils also learn about leisure activities in different Francophone countries.
Module 4 – <i>Le monde est petit</i>	To continue to develop what pupils can say about their lives and how they express and justify their opinions.	<ul style="list-style-type: none"> To develop their use of different persons of the verb and to introduce modal verbs as well as reflexive verbs in context of daily routine. Further practice with three tenses. 	<ul style="list-style-type: none"> Pupils learn about geographical aspects of France and Francophone countries as well as about famous French painters and their works of art.
Module 5 – <i>Le sport en direct</i>	Module 5: <i>Le sport en direct</i> To continue to develop what pupils can say about their lives and their likes/dislikes, including comparatives	<ul style="list-style-type: none"> Give further practice with transactional language in context of talking to the doctor 	<ul style="list-style-type: none"> To introduce the imperative for asking directions. Pupils also learn about some famous sportspeople in the Francophone world.

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Year 9

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Module 1 – <i>Ma vie sociale d'ado</i>	Pupils able to talk about their lives and their likes/dislikes using a wider variety of language.	<ul style="list-style-type: none"> Pupils revise all three main tenses (present, near future and perfect). 	<ul style="list-style-type: none"> A wider variety of language.
Module 2 – <i>Bien dans sa peau</i>	Pupils able to talk about their plans and hopes for the future.	<ul style="list-style-type: none"> asking and answering questions in context of an interview with French inventor, Bertin Nahum. 	<ul style="list-style-type: none"> Pupils are introduced to the (simple) future tense and go on to practise and consolidate their knowledge of three tenses
Module 3 – <i>À l'horizon</i>	To allow pupils to express their musical tastes, justifying their opinions with reasons.	<ul style="list-style-type: none"> Pupils consolidate their knowledge of the present, perfect and imperfect tenses. 	<ul style="list-style-type: none"> An introduction to the imperfect tense in context of comparing life past and present.
Module 4 – <i>Spécial vacances</i>	Pupils discuss creating a better world.	<ul style="list-style-type: none"> Pupils continue to develop their command of the present, perfect and imperfect tenses, as well as being introduced to the conditional in context 	<ul style="list-style-type: none"> Pupils are introduced to, and practise using, superlatives. Further practice with three time frames (present, past, conditional).
Module 5 – <i>Moi dans le monde</i>	(Grammaire) Further practice and consolidation of key grammatical structures and tenses. transactional language in the formal register.	<ul style="list-style-type: none"> Pupils operate in three time frames using a wide variety of tenses in context of travel and popular culture in the Francophone world. 	<ul style="list-style-type: none"> Also, an opportunity for pupils to practise transactional language in the formal register.

KS4 Courses Overview

Year 10

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Module 1 – <i>Qui suis-je?</i>	Identity and culture	<u>Who am I?</u> <ol style="list-style-type: none"> revising family & describing people revising places in town & activities talking about friends & what makes a good one talking about family relationships making arrangements to go out describing a night out with friends talking about your life when you were younger talking about role models 	<ol style="list-style-type: none"> Using irregular verbs in the present tense Reflexive verbs in the present tense Near future tense Perfect tense Imperfect tense Using the present, perfect and imperfect tense
Module 2 – <i>Le temps de loisirs</i>	Identity and culture	<u>Cultural and Daily Life:</u> <ol style="list-style-type: none"> revising sport & music revising technology, films & TV talking about sport talking about your life online talking about books & reading talking about TV programmes talking about actors & films 	<ol style="list-style-type: none"> Using depuis plus the present tense Using the comparative Practising the imperfect tense Direct object pronouns (le, la, les) Superlative adjectives
Module 3 – <i>Jours ordinaires, jours de fête</i>	Identity and culture	<u>Daily life:</u> <ol style="list-style-type: none"> talking about food & meals discussing & shopping for clothes describing your daily life talking about food for special occasions using polite language <u>Cultural life:</u> <ol style="list-style-type: none"> describing family celebrations describing festivals & traditions 	<ol style="list-style-type: none"> Using Pouvoir and Devoir Using the pronoun en Asking questions in 'tu and vous' using Venir de plus infinitive Using a combination of tenses

Module 4 – <i>De la ville à la campagne</i>	Local, national, international and global areas of interest	<u>Town, region & country:</u> <ol style="list-style-type: none"> 1. talking about where you live, weather and transport 2. describing a town and asking the way 3. describing a region 4. talking about your town, village or district 5. discussing what to see & do 6. discussing plans & weather 7. describing community projects 	<ol style="list-style-type: none"> 1. Using the pronoun 'y' 2. Using negatives 3. Asking questions using quel, quelle, quels and quelles 4. Using the future tense 5. Using the present, perfect and future tenses
Module 5 – <i>Le grand large...</i>	Local, national, international and global areas of interest	<u>Holidays:</u> <ol style="list-style-type: none"> 1. talking about what you normally do on holiday 2. talking about holidays (past & future) 3. talking about an ideal holiday <u>Holidays, Travel & tourist transactions:</u> <ol style="list-style-type: none"> 1. booking & reviewing hotels <u>Travel & tourist transactions:</u> <ol style="list-style-type: none"> 1. ordering in a restaurant 2. talking about travelling 3. buying souvenirs <u>Holidays:</u> <ol style="list-style-type: none"> 1. talking about holiday disasters 	<ol style="list-style-type: none"> 1. Using the conditional 2. Using reflexive verbs in the perfect tense 3. Using en plus present participle 4. Using avant de plus the infinitive 5. Using demonstrative adjectives and pronouns 6. Using the pluperfect tense

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Year 11

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Module 6 – <i>Au collège</i>	Current and future study and employment	<ol style="list-style-type: none"> 1. what school is like 2. revising school subjects 3. talking about your school 4. comparing school in the UK and French speaking countries 5. discussing school rules 6. talking about getting the best out of school 7. talking about a school exchange 	<ol style="list-style-type: none"> 1. Using the pronouns il and elle 2. Using the pronouns ils and elle 3. Using il faut, and il est interdit de 4. Using the imperative 5. Using the present and future tense 6. Using past, present and future time phrases
Module 7 – <i>Bon travail!</i>	Current and future study and employment	<ol style="list-style-type: none"> 1. discussing jobs and work preferences 2. discussing career choices 3. talking about plans, hopes & wishes 4. discussing the importance of languages 5. applying for jobs <p><u>Work:</u></p> <ol style="list-style-type: none"> 6. understanding case studies 	<ol style="list-style-type: none"> 1. Saying comparatives/superlatives 2. Understanding the subjunctive 3. Using direct object pronouns in the perfect tense 4. Using verbs followed by a or de
Module 8 – <i>Un œil sur le monde</i>	Local, national, international and global areas of interest	<ol style="list-style-type: none"> 1. talking about what makes you tick 2. talking about problems facing the world 3. talking about protecting the environment 4. talking about ethical shopping 5. talking about volunteering 6. talking about big events 	<ol style="list-style-type: none"> 1. Making connections between word types 2. Using the modal verbs pouvoir and devoir in the conditional 3. Using the passive 4. Using indirect object pronouns
Exam prep	Skills work/exam-style practice	No new vocabulary	

KS5 Courses Overview

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French.

The choice of works (literary texts and films) offers opportunities to link with the themes so that for example Life for the marginalised is studied in conjunction with the book No et moi whilst aspects of Politics and immigration are reflected in the film La Haine.

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Year 12

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
1.1 La vie de couple: nouvelles tendances	Describe and discuss trends in marriage and other forms of partnership	Form and use the imperfect tense	Skim texts for gist
1.2 Monoparentalité, homoparentalité, familles recomposées	Consider and discuss the merits and problems of different family structures	Form and use the perfect tense	Translate into French
1.3 Grands-parents, parents et enfants: soucis et problèmes	Consider relationships between the generations and discuss problems that can arise	Recognise and understand the past historic tense	Use a bilingual dictionary
2.1 Comment la technologie facilite la vie quotidienne	Describe and discuss how technology has transformed everyday life	Understand and use infinitive constructions	Express opinions
2.2 Quels dangers la cyber-société pose-t-elle?	Consider and discuss the dangers of digital technology	Understand and use object pronouns	Use strategies to broaden range of vocabulary
2.3 Qui sont les cybernautes?	Consider the different users of digital technology and discuss possible future developments	Form the present tense of regular and irregular verbs	Answer questions in French
3.1 Qui sont et que font les bénévoles?	Examine the voluntary sector in France and the range of work volunteers provide	Use connectives – temporal and causal	Interpret and explain figures and statistics
3.2 Le bénévolat: quelle valeur pour ceux qui sont aidés?	Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help	Use conditional and <i>si</i> sentences (Imperfect and conditional)	Summarise from reading and listening
3.3 Le bénévolat: quelle valeur pour ceux qui aident?	Look at the benefits of voluntary work for those that do it and for society as a whole	Form and use the future tense	Translate into English

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4.1 Le patrimoine sur le plan national, régional et local	Understand the notion of heritage and heritage preservation on a regional and national scale	Use adjective agreements, comparatives and superlatives	Develop extended answers
4.2 Le patrimoine et le tourisme	Consider the ways in which some of the country's most famous heritage sites market themselves	Use <i>si</i> sentences (present and future)	Avoid repetition
4.3 Comment le patrimoine reflète la culture	Comprehend how heritage impacts upon and is guided by culture in society	Use the subjunctive with expressions of doubt, uncertainty or necessity	Interpret pictures
5.1 La diversité de la musique francophone contemporaine	Consider the popularity of contemporary francophone music and its diversity of genre and style	Use question forms and command forms	Listen for detail
5.2 Qui écoute et apprécie la musique francophone contemporaine?	Consider who listens to contemporary francophone music, how often and by what means	Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction	Justify opinions
5.3 Comment sauvegarder la musique francophone contemporaine?	Consider and discuss the threats to contemporary francophone music and how it might be safeguarded	Use the conditional	Express doubt and uncertainty
6.1 Pourquoi le septième art?	Consider a variety of aspects of French cinema	Use infinitive constructions	Summarise from listening
6.2 Evolution du cinéma: les grandes lignes	Consider the major developments in the evolution of French cinema from its beginnings until the present day	Use <i>si</i> sentences (Pluperfect/Past Conditional)	Use persuasive language
6.3 Le cinéma: une passion nationale	Consider the continuing popularity of French cinema and film festivals	Use connectives followed by the subjunctive	Write with a purpose

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Dossier Cinéma: l'étude d'un film	<ul style="list-style-type: none">• Discussing theme, character, social and cultural context in film• A case study of <i>La Haine</i>		<p>Discussing the vocabulary of cinema, the plot, characters, themes, social environment, and techniques and style.</p> <p>A case study of <i>La Haine</i></p>
Dossier Littérature: l'étude d'un texte littéraire	<ul style="list-style-type: none">• Discussing theme, character, social and cultural context in literature• A case study of <i>No et moi</i>		<p>Studying the vocabulary of literature, the story, themes, characters, author techniques and style, and social environment.</p> <p>A case study of <i>No et moi</i></p>

Year 13

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
1.1 L'enrichissement dû à la mixité ethnique	Consider the benefits of living in an ethnically diverse society	Form and use the present tense	Use dictionary skills
1.2 Diversité, tolérance et respect	Consider the need for tolerance and respect of diversity	Form and use the future tense	Use strategies for gist comprehension
1.3 Diversité – un apprentissage pour la vie	Consider how we can promote diversity to create a richer world	Form and use the conditional	Pronounce loanwords
2.1 Qui sont les marginalisés?	Examine different groups who are socially marginalised	Form and use the imperfect tense	Respond to a stimulus
2.2 Quelle aide pour les marginalisés?	Discuss measures to help those who are marginalised	Form and use the perfect tense	Express approval and disapproval
2.3 Quelles attitudes envers les marginalisés?	Consider contrasting attitudes to people who are marginalised	Form and use the pluperfect tense	Vary vocabulary by using synonyms
3.1 Quelles attitudes envers la criminalité?	Examine different attitudes to crime	Recognise and understand the past historic tense	Express obligation
3.2 La prison – échec ou succès?	Discuss prison and its merits and problems	Use different tenses with <i>si</i>	Ask questions and create a dialogue
3.3 D'autres sanctions	Consider alternative forms of punishment	Use infinitive constructions	Summarise a reading text

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4.1 Pour ou contre le droit de vote?	Discuss arguments relating to the vote and examine the French political system and its evolution	Form and use the passive voice	Avoid the passive
4.2 Les ados et l'engagement politique – motivés ou démotivés?	Discuss engagement levels of young people and their influence on politics	Form and use the subjunctive mood	Talk about data and trends
4.3 Quel avenir pour la politique?	Discuss the future of politics and political engagement	Use the subjunctive mood	Express doubt and uncertainty
5.1 Le pouvoir des syndicats	Understand the important role of unions	Understand and use subject and object pronouns	Translate the English gerund into French
5.2 Manifestations et grèves – sont-elles efficaces?	Talk about strikes and protests and consider different methods of protesting	Understand and use relative pronouns	Use language to promote a cause
5.3 Attitudes différentes envers ces tensions politiques	Discuss different attitudes towards strikes, protests and other political tensions	Understand and use demonstrative adjectives and pronouns	Talk about priorities
6.1 Solutions politiques à la question de l'immigration	Discuss some of the political issues concerning immigration in francophone countries	Form and use combination tenses: imperfect and perfect	Use language for describing change
6.2 L'immigration et les partis politiques	Consider the viewpoints of political parties regarding immigration	Form and use the future perfect and the conditional perfect	Summarise from listening
6.3 L'engagement politique chez les immigrés	Consider immigration from the standpoint of immigrants, as well as aspects of racism	Choose the right tenses	Disagree tactfully