

	Term 1a 7 weeks	Term 1b 3 weeks	Term 1c 4 weeks	Term 2a 6 weeks	Term 2b 6 weeks	Term 3a 3 weeks	Term 3b 3 weeks
Focus	Topic 1.2 Technology	Speaking preparation + y10 Revision	Topic 3.10 Further Education Topic 3.11 Careers	Topic 2.6 Social Issues Topic 2.7 Global Issues	Topic 2.8 Travel and Tourism	Speaking preparation GCSE Speaking exam	Revision
Unit title and overview	New technology gadgets The use of social media and mobile tech Dangers and online safety	Revision Mock	Education post 16 (After my exams) Apprenticeship and work experience Gap year and uni Jobs and career choices	Charity and voluntary work Healthy and unhealthy living Social issues (poverty, unemployment) Environment - dangers and solutions	Going on a trip Past holidays Tourism	Exam preparation. Speaking exam window	Exam preparation
Objectives	Describe use of gadgets, internet and social media. Express and justify opinions. Use the future and past timeframes. Give advice. Longer written answers.	Review and practice all 3 tasks for Speaking exam. Revise all topics covered in y10.	Describe the choices of path post 16, apprenticeships. Compare work experiences. Express intentions. Describe people's jobs. Express ambitions and future plans.	Describe social and global issues faced in modern society. Express and justify opinions. Suggest solutions.	Describe destination, weather, accommodation, and transport. Compare usual holidays with past trips. Practise roleplay speaking tasks based on Theme 2 topics. Completing written tasks.	Review and practice all 3 tasks for Speaking exam. How to succeed in GCSE speaking exams	Revise all topics covered. How to prepare for GCSE listening, reading and writing exams
Assessment opportunities	Mid unit assessment: Vocab testing to ensure retention of core vocab using Quizlet for retrieval practice	Mid unit assessment: Theme 1 assessment on Listening, Reading and Writing skills.	Mid unit assessment: Self-assessment of core skills Vocab testing to ensure retention of core vocab	Mid unit assessment: Teacher assessment of core skills - listening, reading, speaking, writing. Vocab testing to ensure retention of core vocab.	Mid unit assessment: Teacher assessment of core skills - listening, reading, speaking, writing.	Assessment: Peer and teacher assessment opportunity for speaking.	Assessment: Past paper practice and self-evaluation with marking scheme.

	End of unit assessment: Reading, Translation and Writing GCSE style assessment	End of unit assessment: Peer assessment Speaking Mock exam	End of unit assessment: Writing GCSE style assessment.	End of unit assessment: Reading and Listening GCSE style assessment.	Vocab testing to ensure retention of core vocab End of unit assessment: Writing & speaking GCSE style assessment	EXAM	EXAM Listening Reading Writing
Common verbs and vocabulary structures	Technology (nouns) Use of media (verbs) Comparatives and superlatives Future tenses Perfect Past tense Modal verbs	Remembering key phrases. Memorising General Conversation answers.	Jobs (nouns) Future tenses Conditional Revision of school and studies topics	Social Issues (nouns) Actions (verbs) Advice (impersonal phrases) Gerund Past and current habits. Conditional If clauses and future	Holidays (nouns, verbs) Weather phrases Prepositions Tenses revision and practice (present tense, perfect with avoir and être, imperfect tense)	Celebrations (nouns) Comparatives and superlatives Development of grade 8-9 structures.	Focus on remembering question forms and opinions. Development of grade 8-9 structures.
Wider knowledge opportunities	Cultural knowledge opportunities such as: Online safety		Understanding the differences in education and work paths.	Cultural knowledge opportunities such as: Climate change French NGO	Cultural knowledge opportunities such as: Sports and hobbies played by French people. Typical food in France. Celebrities in France.	Cultural knowledge opportunities such as: Knowing more about different traditions and customs in French speaking countries.	

Extra-Curricular

Students are provided with websites and resources to use to develop their learning independently.
Students are encouraged to take part in targeted interventions.