**The KING’S Medium Term Plan - FRENCH**

**Y7 LC3 Programme – 2015-2016**

<table>
<thead>
<tr>
<th>Module</th>
<th>This module is about school. Pupils will learn about a variety of different aspects of school life, provide opinions and reasons on these different facets and describe what their ideal school would be like. This unit will also enable pupils to explore the history of education in France and its influence on society both at home and across the Francophone world. All pupils will cover all objectives but only those working towards GP 3 - 4 will be expected to cover ‘Progress Objectives’ that are indicated below. Key objectives are taken from the AQA GCSE Specification 8658 for the new curriculum.</th>
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<tbody>
<tr>
<td>Building on prior learning</td>
<td>In LC1, pupils established their knowledge and understanding of a few present verbs in order to be able to describe themselves (physical appearance and personality) and/or others. In LC2 students learnt how to describe the place and area they live in using indicative and negative mood. In this learning cycle, they will learn to express opinion about school subjects, school's equipment, uniform and teachers. They will then apply their present tense knowledge and understanding from LC1 &amp;LC2 to analyse a variety of listening and reading texts discussing this topic. Future learning then requires the creation of their own and/or others likes and dislikes of school and everything that relates to the topic of school.</td>
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<tr>
<td>Overarching Challenge question</td>
<td><em>How has society been influenced in the past?</em></td>
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| Lines of Enquiry | **Week 1:** What sentence elements need to be included to discuss school subjects?  
**Week 2:** How do negative structures and discussing what you ideally want improve your work?  
**Week 3:** What specific grammar elements do you need to think about when describing your uniform?  
**Week 4:** What is the importance of the 12 and 24 hour clock?  
**Week 5:** The purpose of a teacher is simply to teach.  
**Week 6-7:** Revision and assessment followed by gap teaching – from assessment analysis. |
| Exam board links: Topic Progress Statement | **Weeks’ 1-5: Life in school and opinions (AQA 8658: 2.1.3 Current and Future Study and Employment)**  
In this unit, pupils will study the present tense of verb ‘avoir’ and how this structure is used to describe what lessons pupils have and don’t have on a particular day, what is their uniform like and what are their teachers like. Students will apply their understanding of the positive and negative sentence structure of a few verbs (avoir/être/porter etc…) and expressing opinions about these in order to analyse and evaluate information in a series of reading and listening texts of people describing their own school and school day. Students will then apply their understanding of other subject pronouns to describe the school day of others.  
Pupils study the structures for telling time using 12 and 24 hour clock and can apply their knowledge to relate what lessons they have and at what time. Pupils evaluate their understanding of sentence structures learnt in the LC3 and expand it by using a series of different subject pronouns. Pupils then build upon this to describe what would their ideal uniform and teacher be like. Pupils working towards a GP 1-3 analyse and create using subject pronouns je/il/elle whilst pupils working towards a GP 3-4 extend further incorporating a wider variety of subject pronouns and analysing texts with this variety built in. |
**Week 1**
3 hours of lessons plus 1 hour of home learning each week

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<tr>
<th><strong>Line of Enquiry - Week 1:</strong> What sentence elements need to be included to discuss school subjects?</th>
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**Learning intentions in order of delivery:**

- Understand and provide information about content and contexts relating to school subjects and analyse and evaluate information from that of other people including those in other countries/communities where French is spoken.

**Students will learn to:**

1. Recall names of different school subjects
2. Understand how to form a positive and negative sentences structure with verb ‘avoir’
3. Apply understanding of school subjects to a sentence structure to describe what you study
4. Compose a variety of spoken and written structures giving basic opinion structures about school subjects

**Weekly success criteria across 3 lessons:**

GP 1/2 = Students will learn names of school subjects
GP 2 = Students will identify the pattern for using indicative and positive form of verb ‘avoir’ in the present tense.
GP 3 = Students will understand the skills needed to accurately analyse and evaluate information on school subjects
RGP 4 (REACH) = Students will apply understanding of different forms of verb ‘avoir’ across the different subject pronouns to write a series of structures eg. Il a les maths. Elle n’a pas de sciences. etc... They will also express opinions and give reasons of their and/or other people’s likes or dislikes of school subjects.

**Lesson Hypotheses:**

Hypothesis 1 – School subjects in French are easy to recognise.

Hypothesis 2 – Positive and negative sentences structures add value to my work.

Hypothesis 3 – An opinion with a reason is better than just an opinion.

**Home Learning:**

This week’s home learning requires students to incorporate everything they have learnt to produce an extended written structure giving example of school subjects they study and offering a variety of positive and negative higher level opinions and reasons about them.

Additional learning support: [www.linguascope.com](http://www.linguascope.com) / [www.duolingo.com](http://www.duolingo.com) / [www.languagesonline.co.uk](http://www.languagesonline.co.uk) / [www.wordreference.com](http://www.wordreference.com)

**REACH:** (Research; Explore; Analyse; Create and Hypothesise)
Students investigate the similarities and differences between school subjects studied in France and Britain. Students provide evaluative responses to their research.

**Line of Enquiry - Week 2: How do negative structures and discussing what you ideally want improve your work?**

**Learning intentions in order of delivery:**
- Derive the meaning of a series of places in school and school's facilities using different strategies.
- Decipher and evaluate information about school and activities you do during breaks and what would make an ideal school.

**Students will learn to:**

1. Recall the vocabulary for different school facilities
2. Analyse and evaluate a text giving key information about a school (indicative and negative sentence structures e.g. there is/there is not; we have/ we have not)
3. Examine a variety of conditional tense structures in the 1st & 3rd person such as ‘Je voudrais/J'aimerais/ Il y aurait’ and discuss how they can be applied to a sentence
4. Create a short spoken paragraph describing what your ideal school would be like

**Weekly success criteria across 3 lessons:**

**GP 1/2 Question = Students will recall the meaning of a vocabulary for different school facilities**

**GP 2 = Students will identify language patterns to say what there is and there isn’t in the school**

**GP 3 = Students will apply conditional tense structures in the 1st & 3rd person such as ‘Je voudrais/J’aimerais/ Il y aurait’ and discuss how they can be applied to a sentence**

**RGP 4 (REACH) = Students will apply understanding to create a short spoken paragraph describing what your ideal school would be like.**

**Lesson Hypotheses:**

**Hypothesis 1 – School facilities in French are written identically in English**

**Hypothesis 2 – Providing a negative structure to your sentence does not give your work greater balance**

**Hypothesis 3 – There are specific phrases you need to use to say what you ideally want**
Home Learning:
This week’s home learning requires students to produce a written paragraph describing their ideal school. This will then be peer assessed in class against a hierarchical rubric and further assessed and supported by teacher/pupil questioning.
Additional learning support: www.wordreference.com / www.duolingo.com

REACH:
Students research the daily school life of a Secondary school French student and draw comparisons between this and their daily school life. Students draw conclusions about school life between both countries and provide a short commentary on which they prefer. Students must offer justifications for their preferences.

Line of Enquiry - Week 3: What specific grammar elements do you need to think about when describing your uniform?

Learning intentions in order of delivery:
- Describe and express opinions about the school uniform
- Apply the knowledge of conditional form of verbs to describe an ideal uniform.

Students will learn to:

1. Recognise the vocabulary for different items of school uniform
2. Apply understanding to say what you wear to school using ‘porter’ and extend by describing the colour
3. Construct sentences giving your opinions on your school uniform
4. Evaluate previously learnt conditional form of verbs structures and apply to describe your ideal uniform

Weekly success criteria across 3 lessons:

GP 1/2 Question = Students will recall the vocabulary for different items of school uniform
GP 2 = Students will apply understanding to say what you wear to school using ‘porter’ and extend by describing the colour
GP 3 = Students will produce sentences giving your opinions on your school uniform
RGP 4 (REACH) = Students will evaluate previously learnt conditional form of verbs structures and apply to describe your ideal uniform.

Lesson Hypotheses:
Hypothesis 1 – You have to apply specific grammar rules when describing your uniform.
Hypothesis 2 – You do not need to use opinions and reasons to extend your uniform description.
Hypothesis 3 – (Mid-term assessment) Describing your ideal uniform requires a different type of vocabulary.
Home Learning:

This week’s home learning requires students to produce a short spoken piece describing their uniform and what they like and don’t about it. Additional learning support: www.linguascope.com / www.duolingo.com / www.languagesonline.co.uk / www.wordreference.com

REACH:

Students explore the concept of ‘school uniform’ and the extent to which it may be viewed as an homogeneous strategy used by school communities. Students evaluate their findings and produce arguments for and against wearing one.

Line of Enquiry - What is the importance of the 12 and 24 hour clock?

Lesson 1: ‘Research, Evaluate, Attain, Challenge, Hone’ Feedback time (REACH)

Pupils will use this lesson to engage with their mid-term results and feedback and respond to work marked and done in their books. They will read through teacher comments and respond by following a given set of criteria. This will allow them to make improvements on their work, carry out corrections, seek help and make further progress before moving to the next unit of work. To consolidate their existing knowledge and understanding throughout the learning cycle so far, pupils will be required to explore mistakes and areas of misunderstanding and research the correct answer using a variety of criteria from marking in books, work done in exercise books to dictionary use. Pupils will be given examination style questions that complement the GCSE specification at and above their targeted grade point to stretch their comprehension. Linguascope and GCSEPod will also be used as REACH activities and can be personalised in the level of difficulty. Prior learning will be ascertained in this lesson on the use of tenses in conjunction with the content taught in weeks 1-3.

Learning intentions in order of delivery:

- Tell the time using hours in French using the 12 hour and 24 hour clock
- Know how to say at what time the lessons start and finish

Students will learn to:

1. Understand how to tell the time using hours in French using the 12 hour and 24 hour clock
2. Understand how to break down units of time using minutes
3. Analyse a series of time statements and use in conjunction with units of time
4. Describe what lessons you have and specify at what time using 12 hour and/or 24 hour clock
### Weekly success criteria across 3 lessons:

GP 1/2 Question = Students will recall how to tell the time using hours in French using the 12 hour and 24 hour clock  
GP 2 = Students will identify how to break down units of time using minutes  
GP 3 = Students will apply understanding of time statements and use them accurately in conjunction with units of time  
RGP 4 (REACH) = Students will apply understanding to describe what lessons you have and specify at what time using 12 hour and/or 24 hour clock.

### Lesson Hypotheses:

**Hypothesis 1 – (REACH time)** Time is pivotal to a school day  

**Hypothesis 2** – The 24 hour clock is essential in French  

**Hypothesis 3** – There is no need to use both the 12 and 24 hour clock in French

### Home learning:

This week, students are required to produce a short video of themselves on the iPad speaking about all aspects of school life. This is then peer assessed by students on their table in class the following lesson. Students grade it against a set criteria and give feedback about what went well and how it could be further improved.

Additional learning support: [www.linguascope.com](http://www.linguascope.com) / [www.duolingo.com](http://www.duolingo.com) / [www.languagesonline.co.uk](http://www.languagesonline.co.uk) / [www.wordreference.com](http://www.wordreference.com)

### REACH:

Students investigate the different education systems that exist in other Francophone countries and compare these to both the French and British education systems today.

### Line of Enquiry - Week 5: The purpose of a teacher is simply to teach.

### Learning intentions in order of delivery:

- Recall the vocabulary relating to physical description and personality of a person in order to describe a teacher.  
- Evaluate the qualities of an excellent teacher using the vocabulary learnt in the previous lessons.

### Students will learn to:

1. Recall physical and character descriptive structures in the 1st and 3rd person  
2. Recognise a variety of positive and negative adjectives and apply to a sentence to describe your teacher  
3. Demonstrate understanding of additional word categories to further extend physical & character description
4. Analyse and evaluate a series of short texts giving information about students’ ideal teachers
5. Produce a short presentation describing your ideal teacher incorporating a variety of higher level structures

**Weekly success criteria across 3 lessons:**

GP 1/2 Question = Students will recall the physical and character descriptive structures in the 1st and 3rd person
GP 2 = Students will increase the variety of positive and negative adjectives and apply to a sentence to describe your teacher
GP 3 = Students will identify what language features need to be added in order to further extend physical & character description
RGP 4 (REACH) = Students will apply their knowledge to produce a short presentation describing your ideal teacher incorporating a variety of higher level structures

**Lesson Hypotheses:**

*Hypothesis 1 – Describing your teachers completes the school picture*

*Hypothesis 2 – You should always justify your opinions*

*Hypothesis 3 – An ideal teacher description must have variety*

**Home Learning:**

Students are required to revise all they have learnt throughout the learning cycle in preparation for the end of learning cycle assessment next week.

**Extended Learning**

Students can consolidate knowledge through the practice of REACH GCSE (or similar) past paper questions. Students can further consolidate knowledge through accessing the:

- Linguascope website: Intermediate version
- GCSEPod
- GCSE BBC Bitesize

**Examples of GCSE questions**