



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, school subjects + opinions + timetable</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>	<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:</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>



	<ul style="list-style-type: none"> <li>a. Description of school</li> <li>b. Typical school day in the past tense</li> </ul>	
<b>9</b>	<p>Identity and culture – My family and Friends</p> <ul style="list-style-type: none"> <li>a. Describe family and friends</li> <li>b. Discuss relationships with family and friends</li> <li>c. Discuss future relationship choices</li> </ul> <p>Identity and culture – Technology in Everyday life</p> <ul style="list-style-type: none"> <li>a. Discuss social media</li> <li>b. Discuss mobile technology</li> <li>c. Discuss advantages and disadvantages of social media and mobile technology</li> </ul> <p>Identity and culture – Free time activities</p> <ul style="list-style-type: none"> <li>a. Describe free time activities/sports</li> <li>b. Describe free time activities in the past</li> <li>c. Describe eating out and world cuisine</li> <li>d. Discuss taking risks in sport</li> </ul>	<ul style="list-style-type: none"> <li>1) Letter describing family, friends and relationships</li> <li>2) Write about plans for the future and views on marriage</li> <li>3) Write an article about the pros and cons of different technology and social media</li> <li>4) Own account of own use of technology and social media</li> <li>5) Prediction of how they think technology will change their lives in the future</li> <li>6) Give a presentation on free time activities and sports</li> <li>7) Independent consolidation &amp; vocabulary learning</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>1. Free time: <ul style="list-style-type: none"> <li>a. Free time activities in the past, present, future including extreme sports with implicit use of the conditional tense and extended opinions and justifications</li> <li>b. Imperfect tense and comparison with life when they were younger and nowadays.</li> </ul> </li> <li>2. Family Life: <ul style="list-style-type: none"> <li>a. Discuss pocket money, part time jobs, rights and responsibilities at home, house rules with modal verbs</li> <li>b. Relationship with parents and siblings.</li> <li>c. Importance of friendship, qualities of a good friend</li> <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> </li> </ul>	<ul style="list-style-type: none"> <li>1) Produce a presentation on their free time activities</li> <li>2) Describe activities P had as a child, as compared to those of a teenager.</li> <li>3) Describe worse possible house rules for a teenager</li> <li>4) Research 3 cultural events in a French speaking country and say which they prefer and why</li> <li>5) Presentation on a recent family celebration</li> <li>6) Produce vision of their own town in the future</li> <li>7) Write a manifesto of what they would change on their town if they were elected as an MP</li> <li>8) Presentation of their greatest environmental concern and how they help, will help in the future</li> <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) Film review as an article, blog or video presentation</li> </ul>



	<ul style="list-style-type: none"> <li>3. Home life, town and local area:               <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> </li> <li>4. Environment:               <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> </li> <li>5. Healthy Living:               <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> </li> <li>6. Media:               <ul style="list-style-type: none"> <li>a. Own television and film and viewing habits, opinions, comparisons and preferences and dislikes now and in the past</li> <li>b. Film review and last trip to the cinema</li> <li>c. Own use of new technologies, advantages and dangers, phones, computers and social media</li> <li>d. Technology in the future</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>11) Independent consolidation &amp; vocabulary learning</li> <li>12) Independent preparation of exam preparation oral practice with role plays stimulus cards, role-plays and conversation</li> </ul>
<p style="text-align: center;"><b>11</b></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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1) Present on their worst ever holiday experiences / ideal holidays</li> <li>2) Decide which school rules they would change and justify this</li> <li>3) Produce advice for a peer on how to cope better with school pressures</li> <li>4) Devise own ideal school</li> <li>5) Independent consolidation &amp; vocabulary learning</li> <li>6) Independent preparation of stimulus cards, role-plays and conversation</li> </ul>



	<ul style="list-style-type: none"><li>b. School rules and ideal school</li><li>c. Young people's problems at school and solutions</li></ul> <ul style="list-style-type: none"><li>3. World of Work<ul style="list-style-type: none"><li>a. Jobs, part time jobs and places of work, opinions and advantages and disadvantages, qualities needed for jobs</li><li>b. Problems at work</li><li>c. Work experience in past tense and future tense</li><li>d. Ambitions for the future</li></ul></li></ul>	
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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.
- The Independent Work indicated represents core, headline tasks per term; weekly/fortnightly independent/home work is set in all subject areas, and details are noted in Pupil Planners.