

# Curriculum Map Key Stage 4 French

## *Curriculum intent*

Our languages curriculum is broad and ambitious and ensures our learners develop a richness of skills and knowledge. It promotes awareness and tolerance of other cultures and backgrounds. It ensures students can communicate for a variety of different purposes in different contexts. We aim to ensure that students are resilient and feel confident enough to participate in conversations in the Target Language, able to give important information with clarity and to enable them to initiate conversations and get to know others both inside and beyond the classroom.

The curriculum aims to ensure that students are confident with grammar – particularly tenses and conjugations – and metalanguage. The use of phonics and sound patterns is taught explicitly and embedded throughout the curriculum to support students with decoding skills. We are committed to ensuring that the curriculum is accessible for all students.

In addition, the curriculum ensures that students are exposed to a variety of authentic material sources, in both speech and writing, that promote an active curiosity about French-speaking cultures all over the world, including the experiences of young people in these cultures.

***By the end of Key Stage 4 students should be confident speakers of the Target Language, able to apply strategies to decode vocabulary and able to use the past, present and future time frames confidently in a variety of different contexts across all four skills (listening, reading, speaking and writing). They should be accustomed to exposure to a variety of authentic material sources in speech and writing and have a sound knowledge of the culture of the various countries where the language is spoken.***

# Studio AQA GCSE French

## Year 10

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### Autumn half term 1

M1 U1 A comme amié (Talking about friends; regular -er verbs in the present tense; irregular adjectival agreement)

M1 U2 C'est de famille (Talking about family relationships; reflexive verbs in the present tense; possessive adjectives)

M1 U3 On va voir un spectacle? (Making arrangements to go out; the near future tense)

M1 U4 Quelle soirée! (Describing a night out with friends; using the perfect tense)

M1 U5 Il était une fois ... (Talking about your life when you were younger; the imperfect tense)

### Autumn half term 2

M1 U6 La personne que j'admire (Discussing role models; using the present, perfect and imperfect tenses)

M1 Revision and Assessment

M2 Point de départ 1-2 (Revising sport and music; revising technology, films and TV, the verb faire)

M2 U1 Tu es plutôt foot, tennis ou basket? (Talking about sport; depuis + the present tense; position of adjectives)

M2 U2 Ma vie d'internaute (Talking about your life online; using the comparative; the relative pronoun que - 'which')

### Spring half term 1

M2 U3 La lecture (Talking about books and reading; more practice of the imperfect tense)

M2 U4 Mes émissions préférées (Talking about television programmes; using direct object pronouns)

M2 U5 Zoom sur le cinéma (Talking about actors and films; using superlative adjectives)

M2 Revision and Assessment

### Spring half term 2

M2 Point de départ 1-2 (Revising sport and music; revising technology, films and TV, the verb faire)

M2 U1 Tu es plutôt foot, tennis ou basket? (Talking about sport; depuis + the present tense; position of adjectives)

M2 U2 Ma vie d'internaute (Talking about your life online; using the comparative; the relative pronoun que - 'which')

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M2 Revision and Assessment

### **Summer half term 1**

M3 U1 C'est bientôt dimanche? (Describing your daily life; using pouvoir and devoir; asking questions)

M3 U2 Regarde ce que je mange! (Talking about food for special occasions; using the pronoun 'en')

M3 U3 On peut se tutoyer? (Using polite language; asking questions in the tu and vous forms)

M3 U4 Félicitations! (Describing family celebrations; using venir de + infinitive)

M3 U5 C'est la fête! (Describing festivals and traditions; using a combination of tenses)

### **Summer half term 2**

Revision and Assessment according to school End of Year exams schedule

M4 U1 Ma région est top! (Describing a region; using the pronoun y)

M4 U2 Ville de rêve ou ville de cauchemar? (Talking about your town, village or district; using negatives)

M4 U3 C'est pour un renseignement... (Discussing what to see and do; asking questions using quel/quelle/quels/quelles)

M4 U4 Il fera beau demain? (Discussing plans and the weather; using the future tense)

M4 U5 En pleine action! (Describing community projects; using the present, perfect and future tenses)

## **Year 11**

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### **Autumn half term 1**

M5 U1 Des vacances de rêve (Talking about an ideal holiday; using the conditional)

M5 U2 Les hôtels, mode d'emploi (Booking and reviewing hotels; using reflexive verbs in the perfect tense)

M5 U3 Bon appétit! (Ordering in a restaurant; using en + the present participle)

M5 U4 En route! (Talking about travelling; using avant de + the infinitive)

M5 U5 On négocie au souk (Buying souvenirs; demonstrative adjectives and pronouns)

M5 U6 C'était catastrophique! (Talking about holiday disasters; the pluperfect tense)

Skills Work/Exam-style practice

### **Autumn half term 2**

M6 U1 Mon bahut (Talking about your school; the pronouns il and elle; comparisons; present tense: the third person singular)

M6 U2 L'école chez nous, l'école chez vous (Comparing school in UK and French-speaking countries; using ils and elles)

M6 U3 Liberté, égalité, fraternité? (Discussing school rules; il faut and il est interdit de)

M6 U4 En pleine forme (Discussing healthy living; using the imperative; adverbs)

M6 U5 Sous influence (Discussing vices; using the present and future tenses)

M6 U6 En échange (Talking about a school exchange; using past, present and future timeframes; the pronoun 'on')

M6 Revision and Assessment

### Spring half term 1

M7 Point de départ (Discussing jobs and work preferences; job nouns; the conditional)

M7 U1 Quelle orientation t'attire? (Discussing career choices; saying 'better/worse' and 'the best/worst thing')

M7 U2 Il faut que je fasse ça! (Talking about plans, hopes and wishes; the subjunctive; the perfect infinitive)

M7 U3 Je voudrais postuler ... (Applying for jobs; using direct object pronouns in the perfect tense)

M7 U4 Mon boulot dans le tourisme (Understanding case studies; verbs followed by à or de; complex sentences in the future)

### Spring half term 2

M8 U1 Notre planète (Discussing problems facing the world; making connections between word types)

M8 U2 Protéger l'environnement (Talking about protecting the environment; modal verbs pouvoir and devoir in conditional)

M8 U3 D'où vient ton tee-shirt? (Discussing ethical shopping; using the passive)

M8 U4 Je suis solidaire (Talking about volunteering; using indirect object pronouns)

M8 U5 Les grands événements (Discussing big events; giving arguments for and against)

Practice for Speaking Exam

### Summer half term 1

Revision and Assessment

### Summer half term 2

Revision and Assessment

<b>Assessment</b>	<b>Ongoing Formative assessment:</b> Vocabulary tests (recall of key vocab) Grammar tests (conjugations, recall of key verbs) In class paired speaking assessment <b>Summative assessment:</b> End of Unit tests across the four skills (reading, listening, speaking and writing) End of Year assessments and final GCSE exams
<b>Feedback</b>	- <b>Verbal feedback</b> given in lessons to correct and develop spoken language. - <b>Detailed written feedback</b> given on pieces of students' writing with actionable targets - <b>Vocab test feedback</b> where students are given a mark - <b>Peer feedback</b> during speaking activities Students are given time to carry out their DIRT (Direct, independent reflection time) in response to feedback

<p><b>Homework</b></p>	<p><i>Frequency:</i> Homework will be set no more than once a week and will either build on from, or consolidate, the content learned in lessons.</p> <ul style="list-style-type: none"> <li>- Vocabulary learning which is based around students' Vocabulary and Grammar Booklets and Knowledge Organisers.</li> <li>- Worksheets which extend learning from lessons.</li> <li>- Pieces of writing which bring together and consolidate learning from the lesson.</li> <li>- Active Learn Reading and Listening tasks.</li> </ul> <p>In addition to official Extended Learning, we recommend that whenever possible students are reflecting on and recapping the content delivered in lessons so that they feel well prepared coming into their next lesson.</p>
<p><b>How can I support my child?</b></p>	<ul style="list-style-type: none"> <li>- Look &amp; talk through the contents of your child's pink French exercise book with them. Question them about what they have learned in each lesson. Ask them to translate various vocabulary and texts into English for you.</li> <li>- Test and question your child on the vocabulary from their Vocab and Grammar Booklet. Say the English words to them and ask them to tell you the French.</li> <li>- Support them with logging onto Active Learn regularly to complete reading, listening and grammar activities.</li> <li>- Encourage them to listen to as much authentic French as possible (even if it is hard to understand it!). Play French radio stations (find them through a Google search). French shows on Netflix, French YouTube channels &amp; French playlists on Spotify are all really helpful.</li> </ul>