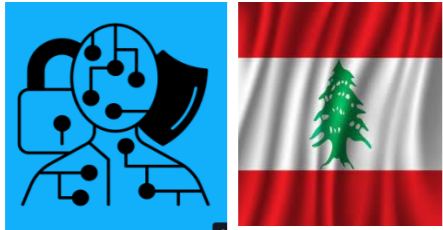







Key Stage 4 Curriculum Journey: French

The French curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy French as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

YEAR 10 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	 <p>L'identité et les rapports (Identity and relationships) Lebanon</p>	 <p>Le temps libre et les activités (Free time and activities) Canada</p>	 <p>Les médias et les réseaux sociaux (Media and social media) Rwanda</p>	 <p>Le mode de vie saine (Healthy lifestyles) Niger</p>	 <p>Les traditions et les fêtes (Customs and festivals) Djibouti</p>	 <p>Les voyages et le tourisme (Travel and tourism) Vietnam</p>
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Conversational/ transactional language • Identity and marriage/partnership vocabulary. • Avoir and être verb conjugations. • Conjugation of -er regular verbs in 3 tenses. • Use of reflexives verbs (full paradigm) to describe relationships. • Negatives. • Higher level opinions. • The formula. • L/S/R/W practice and application of key strategies. 	<ul style="list-style-type: none"> • Transferrable language. • Free time vocabulary. • Conjugation of regular verbs in 3+ tenses (including imperfect/ conditional tenses). • Conjugation of the faire verb in different tenses. • Negatives • Higher level opinions. • Idioms • The formula. • L/S/R/W practice and application of key strategies. 	<ul style="list-style-type: none"> • Transferrable language. • Technology vocabulary. • Conjugation of regular/irregular verbs in 3+ tenses. • Conjugation of the pouvoir verb in different tenses. • Use of modal verbs in 3+ tenses. • Negatives • Higher level opinions. • Idioms • The formula. • L/S/R/W practice and application of key strategies. 	<ul style="list-style-type: none"> • Conversational/ transferrable language • Food and drink vocabulary. • Health (exercise, alcohol, drugs etc.) vocabulary. • Conjugation of regular/irregular verbs in 3-time frames (including imperfect/conditional). • Use of modal verbs in 3+ tenses. • Imperatives. • Negatives. • Higher level opinions. • The formula. • L/S/R/W practice and application of key strategies. 	<ul style="list-style-type: none"> • Conversational/transferrable language • Customs and festivals vocabulary (traditions, customs, festivals, etc.). • Conjugation of verbs in 3-time frames (imperfect/conditional). • Use of modal verbs in 3+ tenses. • Negatives. • Higher level opinions. • Idioms/Subjunctive phrases • The formula. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Conversational/ transactional language • Travel and tourism vocabulary. • Conjugation of the verb aller in different tenses • Conjugation of regular/irregular verbs in 3+ tenses. • Negatives. • Higher level opinions. • Idioms/Subjunctive phrases. • The formula. • L/S/R/W practice and application of exam strategies.
GCSE Assessment Objective	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary.
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	1 MAP for the half-term focused on a targeted skill (translation, grammar, etc.) and a Mock Speaking (conversation).

Key Stage 4 Curriculum Journey: French

The French curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy French as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

YEAR 11 CURRICULUM JOURNEY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	L'environnement (Environment) French Guiana	Les problèmes sociaux (Social issues) Mali	Les problèmes sociaux (Social issues) Mali	Préparation pour les examens (Exam preparations) La Francophonie	Préparation pour les examens (Exam preparations) La Francophonie	
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Transferable language. Environmental vocabulary. Conjugation of verbs in 3+ tenses (regular and irregular verbs). Use of modal verbs in 3+ tenses. Imperatives. Negatives. Higher level opinions. The formula. L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> Transferable language. Social issues' vocabulary. Conjugation of verbs in 3+ time frames (regular and irregular verbs). Use of modal verbs in 3+ tenses. Imperatives. Negatives. Higher level opinions. Idioms/Subjunctive phrases. The formula. L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> Transferable language. Social issues' vocabulary. Conjugation of verbs in 3+ time frames (regular and irregular verbs). Use of modal verbs in 3+ tenses. Imperatives. Negatives. Higher level opinions. Idioms/Subjunctive phrases. The formula. L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> Transferable and conversational language. Targeted topic vocabulary. Conjugation of verbs in 3+ time frames (regular and irregular verbs). Use of modal verbs in 3+ tenses. Imperatives. Negatives. Higher level opinions. Idioms/Subjunctive phrases. The formula. L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> Transferable and conversational language. Targeted topic vocabulary. Conjugation of verbs in 3+ time frames (regular and irregular verbs). Use of modal verbs in 3+ tenses. Imperatives. Negatives. Higher level opinions. Idioms/Subjunctive phrases. The formula. L/S/R/W practice and application of exam strategies. 	
GCSE Assessment Objectives	<ul style="list-style-type: none"> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking – communicate and interact effectively in speech. AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking – communicate and interact effectively in speech. AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking – communicate and interact effectively in speech. AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking – communicate and interact effectively in speech. AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking – communicate and interact effectively in speech. AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing. 	
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking etc.) and one extended response.	1 MAP for the half-term focused on a targeted skill (translation, grammar, etc.) and a Mock Speaking (conversation).	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking etc.) and one extended response.	1 MAP for the half-term focused on a targeted skill (translation, grammar, etc.) and a Mock Speaking (photo card/conversation).	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	