



## KS4 Curriculum: French

### Curriculum Vision

In Year 10 and 11 we follow the course programme set out in the Edexcel Studio GCSE textbook to provide structure and clear progression through themes for students. This is supplemented with resources from Encore Tricolore 4 and other materials for extension.

Revisit and extend with greater emphasis on grammar, extended speaking and writing and using more uncommon language as well as a more intuitive feel for the language.

INTENT: To develop linguistic skills, life-long study skills, real life skills and significant cultural capital

### Curriculum Profile

#### Year 10

Autumn Term 1	Autumn Term 2
Who am I?: Talking about friends and what makes a good friend  Using irregular verbs in the present tense  Abstract nouns Talking about family relationships Possessive adjectives  Using reflexive verbs in the present tense  Emphatic pronouns Making arrangements to go out and Using the near future tense	Cultural life: Talking about sport Using depuis + the present tense  Relative pronouns • qui Talking about your life online Using the comparative  Relative pronouns • que Talking about books and reading  Imperfect tense Talking about television programmes Using direct object pronouns • le, la, les  Talking about actors and films

<p>Describing a night out with friends Using the perfect tense (both verbs with avoir and with être) Talking about your life when you were younger Using the imperfect tense Talking about role models</p> <p>Using three tenses together (present, perfect, imperfect)</p>	<p>Using superlative adjectives Recap and Christmas activities</p>
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Spring Term 1	Spring Term 2
<p>Daily life:</p> <ul style="list-style-type: none"> <li>• Describing your daily life</li> </ul> <p>Modal verbs</p> <ul style="list-style-type: none"> <li>• pouvoir and devoir</li> </ul> <p>Cultural life:</p> <p>Talking about food for special occasions Using the pronoun en Using polite language Asking questions in the tu and vous forms Describing family celebrations Using venir de + infinitive</p> <p>Describing festivals and traditions Using a combination of tenses</p> <p><b>Mock examinations</b></p>	<p>Town, region and country:</p> <ul style="list-style-type: none"> <li>• Describing a region</li> </ul> <p>Using the pronoun y</p> <p>Talking about your town, village or district</p> <p>Using negatives:</p> <ul style="list-style-type: none"> <li>• ne ... pas, ne ... rien, ne ... personne. ne ... jamais, ne ... plus, ne ... que, ne ... aucun, ne ... ni ... ni...</li> </ul> <p>Discussing what to see and do</p> <p>Asking questions using quel/quelle/quels/quelles</p>

Summer Term 1	Summer Term 2
<p>Discussing plans and weather Using the future tense Describing community projects Using the present, perfect and future tenses</p> <p>Holidays:</p> <p>Talking about an ideal holiday Using the conditional</p> <p>Travel and tourist transactions: Booking and reviewing hotels</p>	<p>Travel and tourist transactions: Ordering in a restaurant</p> <p>Using en + present participle</p> <p>Travel and tourist transactions: Talking about travelling</p> <p>Using avant de + infinitive Travel and tourist transactions: Buying souvenirs</p>

Using reflexive verbs in the perfect tense	Using demonstrative adjectives and pronouns Talking about holiday disasters Using the pluperfect tense
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## Year 11

Autumn Term 1	Autumn Term 2
<p>What school is like: Talking about your school Using comparatives</p> <p>Using the present tense</p> <ul style="list-style-type: none"> <li>• Third person singular</li> </ul> <p>Comparing school in the UK and French-speaking countries</p> <p>Using the present tense</p> <ul style="list-style-type: none"> <li>• Third person plural</li> </ul> <p>Discussing school rules</p> <p>Using il faut and il est interdit de</p> <p>Talking about getting the best out of school</p> <p>Using the imperative</p> <ul style="list-style-type: none"> <li>• Regular verbs</li> <li>• Reflexive verbs</li> <li>• Irregular verbs (avoir and être)</li> </ul> <p>Using the future tense</p> <p>School activities: Talking about a school exchange</p> <p>Using the pronoun on Using past, present and future timeframes</p>	<p>Work: Discussing career choices</p> <p>Saying 'better', 'worse', 'the best thing', and 'the worst thing'</p> <p>Ambitions: Talking about plans, hopes and wishes</p> <p>Using the perfect infinitive Understanding the subjunctive Using languages beyond the classroom:</p> <p>Discussing the importance of languages</p> <p>Using adverbs En + present participle</p> <p>Applying for jobs Using direct object pronouns in the perfect tense</p>

Spring Term 1	Spring Term 2
Using languages beyond the classroom, Work: Understanding case studies  Using verbs followed by à or de Complex sentences with the future tense  Environmental issues: Talking about problems facing the world	Environmental issues: Talking about protecting the environment  Using modal verbs in the conditional Using a combination of tenses  Bringing the world together: Talking about ethical shopping  Using the passive Talking about volunteering Using indirect object pronouns Talking about big events

Summer Term 1	Summer Term 2
Revision and Examination technique Past paper practice	Public Examinations

*Please note that this timeline may be subject to change.*

### **Assessment and Feedback**

All students will:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources to support learning beyond the classroom**

#### Specification

<http://memrise.com> (see individual links for each topic on Teams)

Target 9 writing (revision guide for writing skills - can be purchased through school at the beginning of Y11)

Vocabulary booklet (can be purchased through school at the beginning of Y10)

Grammar and translation workbook (can be purchased through school at the beginning of Y10)

<http://languagesonline.com>

<https://www.linguno.com/language/fra/>

**Other resources handed out in class:**

Y10 tense booklet

Speaking question support

Role play booklet

Translation booklet

Past papers available online