

KS4 French

Curriculum Overview

Curriculum Intent

The teaching of Modern Foreign Languages (MFL) at Key Stage 4 is built on the foundations of language learning laid at key stage 3. The spiral scheme of learning is divided into five themes dictated by the Exam Board Specifications Pearson Edexcel French GCSE. The themes are themselves divided in sub-topics giving the structure of the two years course.

Our intent is to develop pupils' confidence and efficiency in communicating in French and to develop pupils' better understanding of a different culture.

- Improve communication skills and have a deeper understanding of the language mechanics
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.
- Understand and respond to spoken and written language from a variety of authentic sources
- To develop a love of exploring a different culture and language. Be open-minded individuals. Develop cultural capital.
- Teaching will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.
- To enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.
- To provide suitable preparation for further study.

How is this curriculum assessed at THA?

Formative assessment opportunities occur regularly throughout the course as well as summative assessments at the end of each Modules and in the form of Pre Public examinations. The KS4 assessment follow the Edexcel GCSE marking scheme and is aligned with Pearson- Edexcel 12 steps system used at Key Stage 3- The criteria made visible for students.

Cross Curricular Links

We make links with Geography, History- cognates (Norman Invasion), English language- literacy- grammar, translating, cognates.
Regular consideration of grammatical construction in English in order to consolidate understanding of aspects of grammar eg tenses.
Consideration of cognates helps to build understanding of history

How this prepares students for their next stage of education/employment

- Sound understanding of the language mechanics and range of vocabulary and expressions
- Better communicators
- Cultural awareness and understanding of differences



	<p>Links with current events eg Olympic games, World Cup etc. Promotion of wider curriculum and building of cultural capital – celebration European day of languages</p>	
	<p>Enrichment Opportunities</p>	<p>Resources/Materials to Support Learning</p>
	<p>Cross curricular school trips with History and Art: eg: Normandy trip, Paris trip</p>	<p>Pearson Edexcel Key Stage 4 "Studio" course supported by "Studio" course book and the online platform "Active Learn". Use of other online resources such as Seneca Learning, Wordwall and bbc bite size</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	GCSE Theme 1 Identity & Culture Self, Family, friends and relationships	GCSE Theme 1 Identity & Culture Self, Family, friends and relationships	GCSE Theme 1 Identity & Culture Self, Family, friends and relationships	GCSE Theme 2 Local area, Holiday & Travel	GCSE Theme 2 Local area, Holiday & Travel	Topic: Consolidation et révision Consolidation and review of all topics
	Key Knowledge: In Module 1 “ <i>Qui suis-je?</i> ” (“Who am I?”) students will revisit the topic of family and describing people as well as places in town and activities and times. Then pupils will develop their skills by talking about friendships and family relationships, making arrangements to go out, describing a day out, discussing role models. Grammar content: regular –er verbs in present tense, reflexive verbs in present tense, near future tense, perfect tense. Using two time frames (present tense and perfect tense together)	Key Knowledge: In Module 2 “ <i>Le temps des loisirs</i> ” (“time of leisure”), students will revisit the topic of leisure activities, films and going to the cinema. Then pupils will talk about sport and use of technology, discuss reading habits and music, talk about television programmes and night out with friends. Grammar content: expressing opinions, using <i>depuis</i> + present tense, irregular verbs in present tense, negatives, comparatives, develop use of perfect tense.	Key Knowledge: In Module 3 “ <i>Jours ordinaires, jours de fête</i> ” (“every day and special occasion”), students will talk about food and meals, discuss clothes and what to wear, describe daily routine, shop for clothes, describe festivals and traditions Grammar content: verbs <i>devoir</i> and <i>pouvoir</i> , asking questions, demonstrative adjectives and pronouns, using two and three time frames	Key Knowledge: In Module 4 “ <i>De la ville à la campagne</i> ” (“From town to countryside”), students will talk about where they live and what they can do there, revisit places in town and asking the way, describe their region, find out tourist information, discuss plans and the weather, talk about their town, village or neighbourhood. Grammar content: superlative, Asking questions, using <i>si</i> (“if”) clauses, using negatives.	Key Knowledge: in Module 5 “ <i>Le grand large</i> ” (“At large”), students will talk about what they normally do on holiday, deal with a hotel stay, talk about travelling, say what they do and what they did on holiday, order in a restaurant, talk about holiday disasters. Grammar content: using first person plural <i>nous</i> (“we”) form and possessive adjective <i>notre/nos</i> (“our”), comparative, present and perfect tense, using three time frames.	Key Knowledge: Students will review their learning as well as consolidate key vocabulary and grammar concepts through speaking, listening, reading and writing activities. Students will have an opportunity to focus on exam skills and prepare for their Pre Public examination.
	Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.	Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.	Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.	Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.	Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.	Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.
	Assessment: Formative assessment tasks and end of module summative assessment	Assessment: Formative assessment tasks and end of module summative assessment	Assessment: Formative assessment tasks and end of module summative assessment	Assessment: Formative assessment tasks and end of module summative assessment	Assessment: Formative assessment tasks and end of module summative assessment	Assessment: Pre Public Speaking Exam preparation : role play, photo-

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						description, general conversation Pre Public Exams : Listening, Reading, Writing & Speaking
Year 11	GCSE Theme 3 School	GCSE Theme 4 Future aspirations, Study & Work	GCSE Theme 5 International & Global dimension	Revision of all themes and exam preparation	Revision of all themes and exam preparation	
	<p>Key Knowledge:</p> <p>In Module 6 “<i>Au collège</i>” (“At school”), students will revisit school subjects and talking about their timetable. Pupils will extend their topic knowledge and express opinions on their school and school subjects, compare school in the United Kingdom and in France, discuss school rules, talk about extra-curricular activities and their successes at school. Grammar content: direct object pronouns, using verbs with <i>third person plural</i> (“they”), using <i>il faut</i> and <i>il est interdit de</i>, recognising and using imperfect tense, using three time frames (past, present and future tense)</p>	<p>Key Knowledge:</p> <p>In Module 7 “<i>Bon travail!</i>” (“Good work!”), students will talk about jobs, discuss work preferences, talk about future plans, hopes and wishes, discuss how they earn money and their work experience. Grammar content: conditional tense, simple future (“will” or “shall”), using adverbs, using present tense, perfect tense and conditional tense together, using the imperfect tense and perfect tense together.</p>	<p>Key Knowledge:</p> <p>In Module 8 “<i>Un oeil sur le monde</i>” (“An eye on the world”), students will talk about what make them tick and what concerns them, discuss weather and natural disasters, talk about protecting the environment and ethical shopping, talk about volunteering and discuss big events. Grammar content: express opinions, simple future, on <i>doit</i> + infinitive, on <i>peut</i> + infinitive, understanding of passive, emphatic pronouns, using three time frames</p>	<p>Key Knowledge:</p> <p>Students will review their learning as well as consolidate key vocabulary and grammar concepts through speaking, listening, reading. Listening focus: listening for gist and key words- listening for details- Reading focus: reading for gist and identifying key idea- identifying details Focus on Speaking exam preparation : role play, photo-description, general conversation- Speaking exam</p>	<p>Key Knowledge:</p> <p>Independent work guidance and revision technics Students will review their learning as well as consolidate key vocabulary and grammar concepts through speaking, listening, reading Writing focus: decoding and understanding tasks, planning and organizing ideas, using and recycling vocabulary to produce written target language</p>	<p>Key Knowledge:</p>

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	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Public Speaking Exam preparation : role play, photo-description, general conversation</p>	<p>Assessment: Public Examination : Listening, Reading</p>	<p>Assessment: Public Examination : Writing (05/06/23- day 1 of Term 6)</p>