

The French key stage 4 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3.

They will take account of the matters, skills and processes specified in the national curriculum programs of study for key stages 2 and 3. They will also build on the foundation of core grammar and vocabulary outlined in the programs of study for key stages 2 and 3, increasing the level of linguistic and cognitive demand.

We aim to ensure that all pupils:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

Pupils should be taught to:

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation such as to be understood by a native speaker
- understand and respond to different types of written language
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognizing the relationship between past, present and future events
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate and translate a short passage from the assessed language into English

Year 10	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	Qui suis-je?						Diversity	Qui suis-je?						
	Revision of family members and describing others Describing what makes a good friend Talking about family relationships <i>Comparing French and English family structures.</i>			Making arrangements to go out Module1 assessment (Speaking and translation)				Describing a day out/Using the perfect tense. talking about your life when you were younger			Describing role models Module1 assessment (Listening and reading)			
Spring	Le temps des loisirs						Diversity	Jours ordinaires, jours de fête						Diversity
	Talking about sports + using <i>depuis</i> and the present tense Using technology + using irregular verbs in the present tense Discussing reading habits and music + using negatives <i>French music and literature texts</i>			Talking about television programmes + using the comparative Talking about a night out with friends + expanding on the perfect tense expanding on perfect tense. Module2 Assessment; all 4 skills				Describing daily life + using <i>devoir</i> and <i>pouvoir</i> <i>Describing festivals and traditions</i> + asking questions using <i>est-ce que...?</i> And <i>qu'est-ce que...?</i> Module3 assessment (speaking and writing)			Shopping for a special meal <i>Describing your celebrations</i> Module3 assessment (listening and reading)			
Summer	De la ville à la campagne						Diversity	Le grand large						Diversity
	<i>Describing a region</i> + using the superlative Finding out tourist information + Asking questions			Discussing plans and the weather + using <i>si</i> clauses Talking about your town, village or neighbourhood + using negatives. Module4 assessment; all 4 skills				Dealing with a hotel stay + using the nouns form of the verb <i>Talking about travelling</i> + more practice of the comparative Saying what you do and did on holiday			<i>Ordering in a French restaurant</i> + using expressions with <i>avoir</i> Talking about holiday disaster's + using three time frames Module5 assessment; all 4 skills			

Autumn Half Term 1	
Block 1 – Weeks 1 to 3 Module1 Studio4 Qui suis-je?	Block 2 – Weeks 5 to 6 Module1 Studio4 Qui suis-je?
<ul style="list-style-type: none"> • Point de part1- Revision of family members and describing others • Unit 1 Comme amié: describing what makes a good friend 	<ul style="list-style-type: none"> • Unit 2 C'est de famille: talking about family relationships • Unit 3 On va voir un spectacle: making arrangements to go out • Module1 assessment; speaking and writing
Notes/Links/Interleaving	Additional Higher Content
<ul style="list-style-type: none"> • Adjectival agreement • The present tense Definite and indefinite articles • Prepositions • The verb aller in the present tense • The preposition à • Using time phrases • Possessive adjectives • Reflexive verbs in the present tense • Emphatic pronouns • Near future • Cultural link; Comparing French and English family structures. 	<ul style="list-style-type: none"> • Using the definite and indefinite article accurately • Using adjectives and abstract nouns • Reading Cultural and Literary Texts worksheet • To translate sentences, which all use a reflexive verb, into English • Using different pronouns and giving opinions
Autumn Half Term 2	
Block 3 – Weeks 7 to 9 Module1 Studio4 Qui suis-je?	Block 4 = Weeks 10 to 12 Module1 Studio4 Qui suis-je?
<ul style="list-style-type: none"> • Unit 4 Une sortie: Describing a day out/Using the perfect tense. • Unit 5 il était une fois : talking about your life when you were younger 	<ul style="list-style-type: none"> • Unit6 La personne que j'admire: describing role models • Module1 assessment; listening and reading
Notes/Links/Interleaving	Additional Higher Content
<ul style="list-style-type: none"> • Perfect tense • The imperfect tense • Discussing role models • Using the present, perfect and imperfect tenses 	<ul style="list-style-type: none"> • Writing a text about two famous French people using the imperfect tense • Translating a text into French • Writing a description about someone you admire using a variety of tenses

Spring Half Term 1

Block 1 – Weeks 1 to 4 Module2 Studio4 Le temps des loisirs

- Unit 1 Tu es plutôt foot, tennis ou basket? Talking about sports + using depuis and the present tense
- Unit 2 Ma ville d'internaut: Using technology + using irregular verbs in the present tense
- Unit 3 Lecture at musique: Discussing reading habits and music + using negatives on perfect tense

Block 2 – Weeks 5 to 6 Module2 Studio4 Le temps des loisirs

- Unit 4 Mes émission préférées: Talking about television programmes + using the comparative
- Unit 5 une soirée entre amis: Talking about a night out with friends + expanding on the perfect tense expending
- Module2 assessment; all 4 skills

Notes/Links/Interleaving

- The verb faire
- depuis + the present tense
- The position of adjectives
- Using jouer à and jouer de
- Reviewing sport vocabulary
- Revising technology, films and TV
- More practice of the imperfect tense
- Cultural link; Writing a profile of your favourite comedian

Additional Higher Content

- Writing a paragraph about the type of music you listen to
- Doing a quiz about technology
- Talking about different film preferences
- Doing a class survey about what you watch on television
- Making sentences about what you do online
- Reading and understanding a text about television and film preferences
- Writing texts about your television preferences
- Writing a text about what you did last night using the perfect tense
- Translating phrases into French
- Rewriting a text in the third person, using direct object pronouns (le, la, les)

Spring Half Term 2

Block 3 – Weeks 7 to 9 Module3 Studio4 jours ordinaires, jours de fête

- Unit 1 C'est bientôt dimanche: Describing daily life + using devoir and pouvoir
- Unit 3 C'est la fête: Describing festivals and traditions + asking questions using est-ce que...? And qu'est-ce que...?

Block 4 = Weeks 10 to 12 Module3 Studio4 vert jours ordinaires, jours de fête

- Unit 4 Qu'est-ce qu'on va manger: shopping for a special meal
- Unit 5 Félicitation: describing your celebrations
- Module3 assessment; all 4 skills

Notes/Links/Interleaving

- Modal verbs pouvoir and devoir
- The present and near future tenses
- The perfect and imperfect tenses
- Identifying past, present and future tenses
- Cultural link; understanding a text about daily life in Senegal
- Customs and festivals in French-speaking countries / communities

Additional Higher Content

- Translating phrases into French about daily life
- Writing a paragraph about your daily life
- Reading and understanding a text about how someone normally celebrates 14th July and how they will be celebrating this year
- Reading and understanding a text about birthday celebrations
- Translating sentences into French

Summer Half Term 1

Block 1 – Weeks 1 to 4: module4 Studio4 de la ville à la campagne

- Unit 1 ma region est trop : Describing a religion + using the superlative
- Unit 2 c'est pour un renseignement : Finding out tourist information + Asking questions
- Unit 3 s'il fait beau: Discussing plans and the weather + using si clauses

Block 2 – Weeks 5 to 6: module4 Studio4 de la ville à la campagne

- Unit 4 ville de rêve ou ville de cauchemar? Talking about your town, village or neighbourhood + using negatives.
- Module4 assessment; all 4 skills

Notes/Links/Interleaving

- Cultural link; Completing a form about Brittany
- Reading a website about Provence and identifying the true statements
- The pronoun y
- Asking questions
- Using je voudrais / j'aimerais + infinitive
- pour + infinitive
- Negatives

Additional Higher Content

- Writing about a region you know well
- In pairs, talking about what you would like to do on holiday in Dinar
- Preparing dialogues asking for tourist information using the prompts provided
- Writing a paragraph about the positive and negative aspects of your town / village / district

Summer Half Term 2

Block 3 – Weeks 7 to 9 module5 Studio4 vert Le grand large

- Unit 1 Les hotels, mode d'emploi: Dealing with a hotel stay + using the nouns form of the verb
- Unit 2 En route: Talking about travelling + more practice of the comparative
- Unit 3 Mes vacances: Saying what you do and did on holiday

Block 4 = Weeks 10 to 12 module5 Studio4 rouge Le grand large

- Unit 4 Bon appétit: Ordering in a restaurant + using expressions with avoir
- Unit 5 c'était catastrophique: Talking about holiday disaster's + using three time frames
- Module 5 assessment; all 4 skills

Notes/Links/Interleaving

- Using the nous form and notre/nos
- More on the comparative
- Ordering in a restaurant
- Using en + the present participle
- En + the present participle
- Using the formal form vous
- The pluperfect tense

Additional Higher Content

- Writing a postcard to describe your hotel room
- Reading Literary and Cultural Texts worksheet
- Writing your own restaurant review
- Looking for verbs in the pluperfect tense
- Translating texts into English
- Writing a text about a catastrophic holiday

Year
11

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Au collège

Diversity

Bon travail

Diversity

Autumn

Talking about your school
Comparing school in the UK and French speaking countries
Talking rules and regulations

Discussing healthy and unhealthy living
Talking about school activities
Talking about success at school
Module6 assessment; all 4 skills

Career choices
Talking about plans, hopes and wishes (post-16)

Talking about how you earn money
Talking about work experience
Module7 assessment; all 4 skills

Un oeil sur le monde

Diversity

Un oeil sur le monde

Diversity

Spring

Talking about problems facing the world
Protecting the environment

Ethical shopping
Module 8 assessment; speaking and writing

Talking about volunteering

Talking about big events
Module 8; listening and reading

REVISION of all topics

Summer

Speaking exam preparation
End of year3 year11 assessment; listening speaking, reading and writing

PAST LISTENING, READING, WRITING PAPERS

N/A

N/A

Autumn Half Term 1

**Block 1 – Weeks 1-4 module6 Au collège
Studio 4 rouge**

- Unit 1 Au Bahut : talking about your school
- Unit 2 L'école chez nous, l'école chez vous : Comparing school in the UK and French speaking countries
- Unit 3 Libertie, egalite, fraterite? Talking rules and regulations

**Block 2 – Weeks 5-6 module6 Au collège
Studio 4 rouge**

- Unit 4 En pleine forme: Discussing healthy and unhealthy living
- Unit 5 la vie extra-scolaire- talking about school activities
- Unit 6 Je suis fier/fiere de moi!- talking about success at school
- Module 6 assessment; all 4 skills

Notes/Links/Interleaving

- Direct object pronouns
- Cultural link; Comparing school in the UK and French speaking countries
- Using il faut and il est interdit de
- The imperfect tense

Additional Higher Content

- Giving opinions and making adjectives agree
- Using 'a' or 'some' when needed
- Writing a blog post about the similarities and differences between the school system in France and in your own country
- Writing two paragraphs about what you used to do at primary school and what you do now

Autumn Half Term 2

**Block 3 – Weeks 7-9 module7 Bon travail
Studio 4 vert**

- Unit1 Qu'est-ce que tu voudrais faire ? Career choices
- Unit2 Mon avenir: Talking about plans, hopes and wishes (post-16)

**Block 4 = Weeks module7 Bon travail
Studio 4 vert**

- Unit3 Mon petite boulot: talking about how you earn money
- Unit4 c'était une experience: talking about work experience
- Module7 assessment; all 4 skills

Notes/Links/Interleaving

- The conditional
- The relative pronoun qui
- The future tense
- Cultural link; future career ambitions
- Using different tenses
- The perfect and imperfect tenses
- Verbs followed by à or de

Additional Higher Content

- Translating the profiles into English
- Writing a short paragraph about your job preferences
- Translation into English worksheet
- Grammar presentation (The future tense)

Spring Half Term 1

Block 1 – Weeks 1-4 Module8 un oeil sur le monde Studio 4 rouge

- Unit1 Notre planète: Talking about problems facing the world
- Unit2 Protéger planète: Protecting the environment
- Unit4 D'où vient ton t-shirt? Ethical shopping

Block 2 – Weeks 5-6 Module8 un oeil sur le monde Studio 4 rouge

- Unit5 Je suis solidaire: talking about volunteering
- Unit6 Les grands événements: Talking about big events
- **GCSE Speaking exam preparation; chosen theme questions**

Notes/Links/Interleaving

- Making connections between word types.
- Cultural link; global issues
- Using the modal verbs pouvoir and devoir in the conditional
- The passive
- Making your French sound more authentic
- Giving arguments for and against

Additional Higher Content

- Response to the question 'What is the biggest problem facing the planet and why?'
- Reading Literary and Cultural Texts worksheet
- Translating sentences into French
- Writing a text about why people volunteer, what you do to help others and whether you would like to volunteer one day

Spring Half Term 2

Block 3 – Weeks 7-9 Speaking exam practices; role play, photo card and chosen theme

- Revision, Practice Papers and Exams alongside speaking exam preparation
- Could use the following,
- Purple book revision guides
- This is an opportunity to work through any Contrôle de lecture et d'écoute and Contrôle écrit pages that you may have needed to miss out.
- Assessment Pack, could use End of Course Test.
- Homework/practice activities can also be used for revision

Block 4 = Weeks 10-12 GCSE Speaking Exam

- Revision, Practice Papers and Exams
- Could use the following,
- Purple book revision guides
- This is an opportunity to work through any Contrôle de lecture et d'écoute and Contrôle écrit pages that you may have needed to miss out.
- Assessment Pack, could use End of Course Test.
- Homework/practice activities can also be used for revision

Notes/Links/Interleaving

- Intense grammar and exam practice

Additional Higher Content

- Coaching and mentoring

Summer Half Term 1	
Block 1 – Weeks 1-4 End of year3 year11 assessment; listening speaking, reading and writing	Block 2 – Weeks 5-6 PAST LISTENING, READING, WRITING PAPERS
<ul style="list-style-type: none"> ● Revision, Practice Papers and Exams ● Could use the following, ● Purple book revision guides ● This is an opportunity to work through any Contrôle de lecture et d'écoute and Contrôle écrit pages that you may have needed to miss out. ● Assessment Pack, could use End of Course Test. ● Homework/practice activities can also be used for revision 	<ul style="list-style-type: none"> ● Revision, Practice Papers and Exams ● Could use the following, ● Purple book revision guides ● This is an opportunity to work through any Contrôle de lecture et d'écoute and Contrôle écrit pages that you may have needed to miss out. ● Assessment Pack, could use End of Course Test. ● Homework/practice activities can also be used for revision
Notes/Links/Interleaving	Additional Higher Content