

# YEAR 10 FRENCH CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

- Following the AQA specification, the teaching at KS4 will encourage pupils to develop their ability and ambition to communicate with native speakers in speech and writing and to respond effectively and confidently when reading and listening. The study of French aims to broaden horizons and encourage pupils to step beyond familiar cultural boundaries to develop new ways of seeing the world. Pupils should develop their ability to communicate confidently and coherently, conveying what they want to say with increasing accuracy, automaticity and spontaneity. They should deepen their knowledge about how language works and enrich their vocabulary to increase their independent use of the language. Pupils will acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken material. They will develop awareness and understanding of the culture and identity of the countries and communities where French is spoken and will develop language learning skills both for immediate use and to prepare them for further language study in school, higher education or employment.

	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
Topic	Family & Relationships	Free time & technology	Festivals and celebrations	Home town and region
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> <li>Revising family and describing people – revision of present tense(KS3).</li> <li>What makes a good friend – revision of irregular present tense verbs.</li> <li>Family relationships – reflexive verbs, comparatives and superlatives.</li> <li>Making plans to go out – revision of near future, subject pronouns.</li> <li>Describing a night out – revision of perfect tense and time phrases.</li> <li>Life when you were younger - imperfect tense.</li> <li>Talking about role models – revision of all three tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Sporting preferences – present tense verbs.</li> <li>Music – using all three tenses.</li> <li>TV and Film – opinions and reasons, using sequencers.</li> <li>Technology – time phrases</li> <li>Talking about how long you have been doing activities – depuis + present tense</li> <li>Life online - recap comparative adjectives, relative pronoun <i>que</i></li> <li>Advantages and disadvantages of technology – subjunctive.</li> <li>Reading – recap of imperfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>Revising food and mealtimes – il faut (KS3)</li> <li>Shopping for clothes – recap present tense + adjectives</li> <li>Describing daily life – using <i>pouvoir + devoir</i></li> <li>Food for special occasions – using pronoun <i>en</i></li> <li>Using polite language – asking questions with <i>tu + vous</i></li> <li>Describing family celebrations – using <i>venir de +infinitive</i></li> <li>Describing festivals and traditions – Using a combination of tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about where you live, weather and transport (KS3)</li> <li>Describing town and asking the way (KS3)</li> <li>Describing my region – using the pronoun <i>y</i></li> <li>Talking about your town, village or district – using negatives</li> <li>Discussing what to see and do – asking questions using <i>quell(e)(s)</i></li> <li>Discussing plans and the weather – Using the future tense</li> <li>Describing community projects – using present, perfect, imperfect and future tenses.</li> </ul>
Why this learning now?	Transition module – recall of core grammar from KS3 – 3x tenses and basic vocabulary met at KS3. More complex structures introduced – comparatives and superlatives.	Recalls key vocabulary met at KS3 and reinforces grammar from ½ term 1 as well as from KS3. More complexity is introduced with <i>depuis</i> and subjunctive phrases.	Recalls food + clothes vocab (KS3) and reinforces grammar covered in Autumn term. Complexity is built quickly with new topic of festivals and associated grammar.	Final module introduces new vocabulary on home and extends basic town vocabulary from KS3. Complexity of pronoun <i>y</i> , negatives and all tenses incorporated.

<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>Recall strategies used in all lessons, AfL &amp; directed questioning</li> <li>Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation.</li> <li>Vocabulary testing and low-stakes assessments</li> <li>Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course.</li> <li>Y10 mock exam in Summer term includes GCSE-style speaking assessment as well as Foundation/Higher listening, reading and writing.</li> </ul>																		
<b>Learning at Home</b>	<ul style="list-style-type: none"> <li>Pupils have vocabulary books and knowledge organisers to support learning at home. Vocabulary learning – once per cycle. Use of Quizlet.</li> <li>Reading comprehension/ Translation activities.</li> <li>Use of online sites such as Language Gym, Active Learn, BBC Bitesize and Seneca to support revision and home learning.</li> <li>Throughout the course pupils complete key questions booklet which will contains a bank of common questions to support revision for all elements of the speaking and writing exam. Students will be signposted to this for regular revision.</li> <li>Students purchase revision and support guides to supplement their own study and exam practice. These can be used independently.</li> </ul>																		
<b>Key Vocabulary</b>	<p style="text-align: center;">Little words and phrases:</p> <p>* These are words identified by AQA as causing mis-understanding or are not known well by pupils. Literacy strategy used to reinforce these words.</p> <table border="1" data-bbox="331 619 2143 724"> <tr> <td>parce que/car</td> <td>fermé</td> <td>prêt</td> <td>propre</td> <td>malgré</td> <td>déjà</td> </tr> <tr> <td>contre</td> <td>libre</td> <td>seul/seulement</td> <td>même</td> <td>en retard</td> <td>depuis</td> </tr> <tr> <td>partout</td> <td>cependant</td> <td>tôt/bientôt</td> <td>au moins</td> <td>en train de</td> <td>trop</td> </tr> </table>	parce que/car	fermé	prêt	propre	malgré	déjà	contre	libre	seul/seulement	même	en retard	depuis	partout	cependant	tôt/bientôt	au moins	en train de	trop
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<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p>Autumn Term – Focus on family and relationships, what makes a good/bad relationship, role models and going out with friends – RSE. Benefits of sport and healthy lifestyle, advantages, disadvantages and problems of social media.</p> <p>Spring Term – Festivals and celebrations in francophone countries, home life and comparisons to UK – diversity and culture.</p> <p>Summer Term – Home and region – exploring areas of France, Community projects topic – how people can help their local area.</p> <p>A range of authentic texts used throughout Y10 to explore francophone culture and traditions. Aim to develop links with a French school (2022-23).</p>																		
<b>Links to careers and the world of work</b>	<p>GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice. Links made throughout Y10 to benefits and importance of learning a language for future careers and enjoyment. Anthea Bell competition used to reinforce real-life value of being able to communicate in a foreign language. European Day of Languages events and opportunity to become a Language Ambassador.</p>																		

# YEAR 11 FRENCH CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term	Spring Term 1	Spring Term 2
Topic	Holidays	School, work and post 16	Global and social issues
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> <li>Talking about what you usually do on holiday – using three tenses.</li> <li>Talking about an ideal holiday – using the conditional</li> <li>Booking and reviewing hotels – using reflexive verbs in the perfect tense.</li> <li>Ordering in a restaurant – using <i>en+ present participle</i>.</li> <li>Talking about travelling - using <i>avant de + infinitive</i>.</li> <li>Buying souvenirs – using demonstrative adjectives and pronouns.</li> <li>Talking about holiday disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about school – using pronouns</li> <li>Comparing school in the UK and French-speaking countries.</li> <li>Discussing school rules – using <i>il faut + il est interdit de</i></li> <li>Discussing healthy living – using the imperative</li> <li>Discussing vices – using present and future tenses.</li> <li>Talking about a school exchange – using all three-time frames.</li> <li>Discussing career choices – saying better/worse etc.</li> <li>Talking about future plans, hopes and wishes – understanding the subjunctive</li> <li>Applying for jobs – using direct object pronouns in perfect tense.</li> <li>A job in tourism – verbs followed by <i>à</i> or <i>de</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing problems facing the world</li> <li>Talking about protecting the environment – using modal verbs in the conditional</li> <li>Discussing ethical shopping -using the passive</li> <li>Talking about volunteering – using indirect pronouns</li> <li>Giving arguments for and against large events.</li> </ul>

<b>Why this learning now?</b>	Pupils have just returned from summer holiday – recent/topical. Complexity builds on Y10 – exploring use of reflexive verbs in the perfect tense and a range of more complex structures as well as using a range of tenses to discuss the topic.	Topic reinforces all core grammar covered so far in course and increases in complexity – introduction of imperative. Coverage of Theme 3 before mock exams in January as well as deepening understanding of how French/UK school systems differ. Following mock exams and before A Level options are finalised – reinforce importance of MFL for careers. Grammar recall of more complex structures.	Most complex grammar/vocab covered in this module as well as recall of previous structures. Final module is very relevant to pupils’ lives and allows for more extensive discussion.																		
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>Recall strategies used in all lessons, AfL &amp; directed questioning</li> <li>Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation.</li> <li>Vocabulary testing and low-stakes assessments</li> <li>Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course.</li> <li>Y11 mock exam in Autumn and Spring term at Higher/Foundation level including a full mock GCSE-speaking exam in January.</li> </ul>																				
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<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p>Autumn Term – Places in France, tourism and types of holiday preferences, buying tickets – life skills! Resolving issues – ie. complaining in a hotel.</p> <p>Spring Term – CIAG – work, careers and further education. Social and environmental issues explored and discussed – what we can/should do to help people and the environment.</p> <p>A range of authentic texts used throughout Y11 to explore French-speaking culture and traditions.</p>																				

**Links to careers and the world of work**

GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice. European Day of Languages events and opportunity to become a Language Ambassador. Spring Term – Jobs/careers and post-16 plans and the value of continuing to learn a language for future study/employment.