

YEAR 10 FRENCH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

- Following the Edexcel 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 1	Autumn Term 2	Spring Term	Summer Term
Topic	Free time	Family and Relationships	School life	Health
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Events in the francophone world Talking about what you do online Talking about what you do to stay active. Talking about what you watch Making plans to go out What you did last weekend 	<ul style="list-style-type: none"> Talking about identity Talking about weekend routine Talking about friends and friendship. Describing people Talking about positive role models. Discussing celebrations. 	<ul style="list-style-type: none"> School in francophone countries. Talking about school subjects and school life. Describing school rules Talking about making progress at school. Talking about what school was like when you were younger. Talking about learning languages. 	<ul style="list-style-type: none"> Talking about different dishes and meals. Talking about meals and mealtimes. Discussing good mental health Talking about illness and accidents. Saying what you will do to improve your life. Talking about lifestyle changes.
Why this learning now?	Transition module – recall of core grammar from KS3 – 3x tenses and basic vocabulary met at KS3. Pupils begin to develop role play skills – inviting people to go out.	Recalls key vocabulary met at KS3 and reinforces grammar from ½ term 1 as well as from KS3. More complexity is introduced with adjective agreements and direct object pronouns.	Recalls school + clothes vocab (KS3) and reinforces grammar covered in Autumn term. Complexity is built with the use of il faut and modal verbs, irregular past participles and the imperfect tense.	Final module introduces new vocabulary on extends basic food and health vocabulary from KS3. Complexity of imperatives in both tu and vous forms are added as well as looking at small words that can change meaning and more complex structures.

Assessment Opportunities:	<ul style="list-style-type: none"> Recall strategies used in all lessons, AfL & directed questioning Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation. Vocabulary testing and low-stakes assessments Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course. Y10 mock exam in summer term includes GCSE-style speaking assessment as well as Foundation/Higher listening, reading and writing. 					
Learning at Home	<ul style="list-style-type: none"> Pupils have vocabulary books and knowledge organisers to support learning at home. Vocabulary learning – once per cycle. Use of Quizlet. Reading comprehension/ Translation activities. Use of online sites such as Language Gym, ActiveHub, BBC Bitesize and Seneca to support revision and home learning. 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. Students purchase revision and support guides to supplement their own study and exam practice. These can be used independently. 					
Key Vocabulary	<p style="text-align: center;">Core high frequency words – cross context:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="416 639 1301 751">tous, tout, ça/cela, quelqu'un, tout le monde, on</td> <td data-bbox="1301 639 1774 751">que/qu', comme, ou, si, donc, mais</td> <td data-bbox="1774 639 2170 751">même, encore, déjà, ensemble, mieux, maintenant</td> </tr> </table>			tous, tout, ça/cela, quelqu'un, tout le monde, on	que/qu', comme, ou, si, donc, mais	même, encore, déjà, ensemble, mieux, maintenant
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Spiritual, Moral, Social and Cultural concepts covered	<p>Autumn Term – Focus on family and relationships, what makes a good/bad relationship, role models and going out with friends, identity and links to LGBTQA+ community – RSE. Media and technology-cultural links.</p> <p>Spring Term – Differences between school in UK and francophone countries (culture), School life and pressures at school.</p> <p>Summer Term – Health and wellbeing, Benefits of sport and healthy lifestyle, wellbeing and mental health.</p>					
Links to careers and the world of work	<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

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

Why this learning now?	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.																		
Assessment Opportunities:	<ul style="list-style-type: none"> Recall strategies used in all lessons, AfL & directed questioning Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation. Vocabulary testing and low-stakes assessments Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course. Y11 mock exam in Autumn and Spring term at Higher/Foundation level including a full mock GCSE-speaking exam in January. 																				
Learning at Home	<ul style="list-style-type: none"> Pupils have vocabulary books and knowledge organisers to support learning at home. Vocabulary learning – once per cycle. Use of Quizlet. Reading comprehension/ Translation activities. Use of online sites such as Language Gym, Active Learn, BBC Bitesize and Seneca to support revision and home learning. 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. Students purchase revision and support guides to supplement their own study and exam practice. These can be used independently. 																				
Key Vocabulary	<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="322 1054 2168 1169"> <tr> <td>partout</td> <td>sembler</td> <td>pas mal de</td> <td>surtout</td> <td>sans</td> <td>pour</td> </tr> <tr> <td>avantage/désavantage</td> <td>vers</td> <td>peu /un peu de</td> <td>près</td> <td>sauf</td> <td></td> </tr> <tr> <td>chez</td> <td>aussi ... que</td> <td>plutôt</td> <td>presque</td> <td>pourtant</td> <td>pressé</td> </tr> </table>			partout	sembler	pas mal de	surtout	sans	pour	avantage/désavantage	vers	peu /un peu de	près	sauf		chez	aussi ... que	plutôt	presque	pourtant	pressé
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Spiritual, Moral, Social and Cultural concepts covered	<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.