Key Stage 4 Curriculum Journey: French The French curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy French as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

YEAR 10 CURRICULUM JOURNEY								
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6		
Topic	Le monde du travail	Les traditions et les fêtes	La vie saine	La vie saine	Les réseaux sociaux	GCSE Speaking Preparation		
	(World of work)	(Customs and Festivals)	(Healthy lifestyles)	(Healthy lifestyles)	(Social networking)			
Key Knowledge, Skills & Understanding	<ul> <li>Transactional language.</li> <li>Employment and future plans' vocabulary.</li> <li>Negatives</li> <li>Application of 3+ tenses.</li> <li>Conjugation of verbs in 3 future tenses.</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Idioms</li> <li>Components of a sentence.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Conversational language (Customs and Festivals).</li> <li>Customs and Festivals vocabulary (traditions, customs, festivals, etc.) vocabulary.</li> <li>Conjugation of verbs in 3-time frames (imperfect/conditional).</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Imperatives.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Conversational language (health).</li> <li>Food and drink vocabulary.</li> <li>Health (exercise, toxic substances etc.) vocabulary.</li> <li>Conjugation of verbs in 3-time frames (imperfect/conditional).</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Imperatives.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Conversational language (health).</li> <li>Food and drink vocabulary.</li> <li>Health (exercise, toxic substances etc.) vocabulary.</li> <li>Conjugation of verbs in 3-time frames (imperfect/conditional).</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Imperatives.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Transactional language.</li> <li>Technology vocabulary.</li> <li>Conjugation of regular/irregular verbs in 3+ tenses.</li> <li>Conjugation of the pouvoir verb in different tenses.</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Negatives</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Transactional and formal language.</li> <li>Conjugation and consolidation of regular/irregular verbs in 3+ tenses.</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>Speaking practice and application of exam strategies.</li> </ul>		
GCSE Assessment Objectives	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>		
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.		



## Key Stage 4 Curriculum Journey: French

The French curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy French as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

	YEAR 11 CURRICULUM JOURNEY					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Ha	
Topic				and a statistical and a statis		
	Le monde du travail (World of work)	L'environnement (Environment)	L'environnement (Environment)	Les problèmes sociaux (Social issues)	Réussir d (GCSE	
Key Knowledge, Skills & Understanding	<ul> <li>Transactional language.</li> <li>Employment and future plans' vocabulary.</li> <li>Negatives</li> <li>Application of 3+ tenses.</li> <li>Conjugation of verbs in 3 future tenses.</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Idioms</li> <li>Components of a sentence.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Transactional language.</li> <li>Environmental vocabulary.</li> <li>Conjugation of verbs in 3+ tenses (regular and irregular verbs).</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Imperatives.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Transactional language.</li> <li>Environmental vocabulary.</li> <li>Conjugation of verbs in 3+ tenses (regular and irregular verbs).</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Imperatives.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Transactional language.</li> <li>Social issues' vocabulary.</li> <li>Conjugation of verbs in 3+ time frames (regular and irregular verbs).</li> <li>Use of modal verbs in 3+ tenses.</li> <li>Imperatives.</li> <li>Negatives.</li> <li>Higher level opinions.</li> <li>Idioms.</li> <li>The formula for extended responses.</li> <li>L/S/R/W practice and application of exam strategies.</li> </ul>	<ul> <li>Transactic conversat</li> <li>Targeted t</li> <li>Conjugatii time frame irregular v</li> <li>Use of mo tenses.</li> <li>Imperatives</li> <li>Negatives</li> <li>Higher lev</li> <li>Idioms.</li> <li>The formu responses</li> <li>L/S/R/W p application</li> </ul>	
GCSE Assessment Objectives	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Listening – understand and respond to different types of spoken language.</li> <li>AO2: Speaking – communicate and interact effectively in speech.</li> <li>AO3: Reading – understand and respond to different types of written language.</li> <li>AO4: Writing – communicate in writing.</li> </ul>	<ul> <li>AO1: Liste and respo of spoken</li> <li>AO2: Spea communi- effectively</li> <li>AO3: Read and respo of written</li> <li>AO4: Writ in writing.</li> </ul>	
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per h on a targete grammar, dic and one ex	



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tional and ational language. d topic vocabulary. ation of verbs in 3+ mes (regular and r verbs). nodal verbs in 3+ ives. es. evel opinions. mula for extended es.	
/ practice and ion of exam strategies.	
tening – understand bond to different types en language. Heaking – nicate and interact ely in speech. Heading – understand bond to different types en language. riting – communicate g.	
r half-term; 1 focused eted skill (translation, ictation, speaking etc.) extended response.	