






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	Half Term 5	Half Term 6
Topic						
	Le monde du travail (World of work)	L'environnement (Environment)	L'environnement (Environment)	Les problèmes sociaux (Social issues)	Réussir dans les examens (GCSE examinations)	
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Transactional language. • Employment and future plans' vocabulary. • Negatives • Application of 3+ tenses. • Conjugation of verbs in 3 future tenses. • Use of modal verbs in 3+ tenses. • Idioms • Components of a sentence. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Environmental vocabulary. • Conjugation of verbs in 3+ tenses (regular and irregular verbs). • Use of modal verbs in 3+ tenses. • Imperatives. • Negatives. • Higher level opinions. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Environmental vocabulary. • Conjugation of verbs in 3+ tenses (regular and irregular verbs). • Use of modal verbs in 3+ tenses. • Imperatives. • Negatives. • Higher level opinions. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Social issues' vocabulary. • Conjugation of verbs in 3+ time frames (regular and irregular verbs). • Use of modal verbs in 3+ tenses. • Imperatives. • Negatives. • Higher level opinions. • Idioms. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional and conversational language. • Targeted topic vocabulary. • Conjugation of verbs in 3+ time frames (regular and irregular verbs). • Use of modal verbs in 3+ tenses. • Imperatives. • Negatives. • Higher level opinions. • Idioms. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	
GCSE Assessment Objectives	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	
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.	