

Subject overview: KS4 French

Subject Rationale (Intent)

The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.

Over the course of the French GCSE students will develop their proficiency at writing and speaking independently using a range of tenses and complex language with greater confidence. They will also become more adept at selecting language to respond spontaneously in unpredictable situations. Moreover, students will develop a richer appreciation of the lifestyles, values and traditions of the countries where French is spoken and be able to reflect on areas of similarity and difference between their own experiences and those of children in the Francophone world.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students, be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 4, flipped learning is used to develop competence in the use of grammatical structures, synonyms and 'false friends'. Students are stretched to learn the additional skills that will challenge them to achieve higher grades.

Exam Specification

We follow the Edexcel GCSE course in French. The course code is 1FR0. Pupils sit 4 papers: reading, writing, listening and speaking . Each paper is worth 25%. Pupils can sit higher or foundation papers but must sit the same tier across all 4 skills as mixing tiers of entry is not allowed by the examination board. When pupils sit foundation papers the grades range from 1-5. When pupils sit the higher tier papers grades range from 5-9.

Listening Paper: Demonstrate understanding of different types of spoken language across a range of contexts, identify key points, details and opinions in a variety of spoken passages, involving some more complex language and recognise the relationship between past, present and future events.

Speaking Paper: Take part in a short conversation by exchanging opinions in a role play and conveying information based on a photo stimulus. There is also a Read Aloud activity to assess pronunciation. Pupils are also required to answer questions based on six thematic contexts studied using a range of tenses and opinions with confidence.

Writing Paper: Use simple sentences and familiar language accurately to describe a photo. Understand written cues in French as a stimulus for either a 30-40 and an 80-90 (Foundation) or a 80-90 and a 130-150 (higher) word response using a variety of vocabulary and grammatical structures with reference to past, present and future events. Translate sentences and short texts from English into French to convey key messages accurately.

Reading Paper: Understand general and specific details within texts, recognise the relationship between past, present and future events and deduce meaning from a variety of texts involving unfamiliar extracts from adapted literary texts and be able to translate a short passage from French into English.

YEAR 10

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
Term 1:1	Unit 1: Me, my family and my friends	<p>This Thematic Context is entitled "My Personal World" and is the first theme that we teach as it enables students to refer back to prior learning to be able to articulate responses readily as their first experience of the GCSE course particularly with regard to the vocabulary of family and friends. This unit relates to self, identity, relationships, aspects of equality, future plans and past behaviours and attitudes.</p> <p>The exam board requires us to teach this compulsory topic to introduce:</p> <ul style="list-style-type: none"> ● Teaching core verbs <i>être, avoir, aller</i> ● Possessive adjectives ● Adjectival agreement ● Reflexive verbs ● Direct object pronouns ● Review the present tense to describe photo cards - focus on the present continuous ● Comparatives ● Irregular verbs in the present tense ● Emphatic pronouns, ● Near future ● Perfect tense with <i>avoir</i> and <i>être</i> ● Imperfect tense <p><i>Avoir</i> and <i>être</i> are the two core irregular verbs previously seen at KS3. The review of the future tense with <i>aller</i> is facilitated here.</p> <p>The unit also develops students' ability to write in the future by introducing the future simple, including irregular stems. Adjectives and opinions are continually revisited.</p> <p>Our declarative knowledge for this term includes the following:</p> <ul style="list-style-type: none"> ● Talking about your identity ● Talking about people you like, understanding the position of adjectives ● Talking about your weekend routine, using reflexive verbs in the present tense 	<p>Listening and Reading Assessment 40/90/150 word essay</p> <p>Speaking preparation of GCSE oral booklet on the Google Drive</p>

		<ul style="list-style-type: none"> • Extending sentences using sequencers and connectives • Discussing friends and friendship, making adjectives agree • Using “ qui” to link two ideas, form the imperfect tense • Talking about celebrations using the perfect tense, present tense, future tense and near future tense • Talking about role models using direct object pronouns 	
Term 1:2	Unit 2: le temps des loisirs	<p>This Thematic Context is entitled” My Personal World.”This topic has been taught at KS3 and hence pupils will be able to recognise the key structures in the present tense from their prior learning. The changes of tense will be new areas for development.</p> <p>Our declarative knowledge for this term includes:</p> <ul style="list-style-type: none"> • Saying what you do online, using the present tense regular of Er verbs to discuss pros and cons of technology • Saying what you do to stay active, using the present tense of irregular verbs • Talking about what you watch or listen to, forming and answering questions • Making plans to go out, Using the near future tense, responding to invitations • Saying what you did last weekend, using the perfect tense • regular and irregular verbs • negatives 	<p>Listening and Reading Assessment 40/90/150 word essay</p> <p>Technology Speaking preparation of GCSE oral booklet on the Google Drive</p>
Term 2:1	Unit 3: Lifestyle and well-being	<p>This Thematic Context is entitled, “Lifestyle and Well-being.” Pupils are familiar with the core nouns and verbs relating to this topic having seen them at KS3.We will be broadening the range of adjectives used as well as learning a broader range of vocabulary.</p> <p>Our declarative knowledge for this term includes being able to :</p> <ul style="list-style-type: none"> • Say what you do to stay active, using the present tense of irregular verbs • Describe and give opinions about dishes, understand advice in the vous-form imperative • Talk about meals and mealtimes,use the partitive article (du, de la, de l’, des) and en • Talk about good mental health, use modal verbs (devoir, vouloir, pouvoir), Giving advice 	<p>Low-stakes formative Peer assessment on role play/ photo cards and speaking questions</p> <p>Listening and Reading Assessment And DIRT activities to improve writing</p>

		<ul style="list-style-type: none"> Describe illness and accidents, se expressions with avoir Booking a doctor's appointment Say what you will do to improve your life, use the simple future tense Talk about lifestyle changes, use the imperfect, present and simple future tenses 	
Term 2:2	Unit 7: My World	<p>This Thematic Context is entitled," My neighbourhood". Pupils are familiar with the use of the partitive, definite and indefinite articles. More active manipulation of language from and into English to develop accuracy in translation will be introduced and explored more deeply here. "Si" has been seen at KS3. Depuis will require explanation and presentation in this context.</p> <p>Our declarative knowledge for this term includes being able to :</p> <ul style="list-style-type: none"> Talk about food and drink in three time frames, make a list of food Describe home, Understanding adverts, using demonstrative adjectives (ce, cet, cette, ces) Describe your town or village, Using the pronoun y, translate phrases with depuis Ask for and understanding directions Describe your ideal home, using si clauses Talk about visiting another town or city Translate questions in different tenses 	<p>Formative peer speaking assessment.</p> <p>Writing Assessment - 40/90/150 words on food related topic</p> <p>Translation assessment</p>
Term 3:1	Exam preparation Start Module 5 Notre planète	<ul style="list-style-type: none"> Exam practice questions - ROLE PLAY scenarios Talking about shopping for clothes, Using de to indicate possession, Practising shopping role plays This Thematic Context is entitled, " Notre planète" where we revise numbers, infographics and climate change. 	Mock exam preparation
Term 3:2	Exam preparation Start Module 5 Notre planète	<ul style="list-style-type: none"> Talk about the environment Numbers and infographics Geography and climate Environmental problems Use of comparisons and the tenses. 	Mock examinations in all 4 skills: reading, writing, listening and speaking.
YEAR 11			
Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment

<p>Term 1:1</p>	<p>Unit 6 :Environmental Issues-Notre planète</p> <p>Module 5: Travel and Tourism-Les vacances</p>	<ul style="list-style-type: none"> ● Both topics have been taught at KS3 but need to be embedded and reviewed more deeply at this point. ● Use modal verbs in the conditional tense to express what I should and could do; use the passive; agree the past participle in a passive construction; using modal verbs in the conditional tense, the passive, indirect object pronouns ● talk about what is important to me and what worries me; discuss the problems facing the planet; talk about protecting the environment; discuss what I do and what I should do to protect the planet; ● Learn about francophone countries ● Revisit comparatives and superlatives ● Use the passive voice ● Use en + present participle ● Use en train de / venir de 	<p>Preparation of speaking questions in Speaking Booklet on the Google Drive Practice role play/read aloud and picture task</p> <p>Listening and Reading assessment</p>
<p>Term 1:2</p>	<p>Unit 5: Travel and Tourism continued-Mes vacances</p>	<ul style="list-style-type: none"> ● These topics have had little coverage prior to KS4 in terms of vocabulary but the grammatical structures used in these contexts has been visited before. ● Revision of key verbs: avoir / être / aller / faire using the key tenses: past / present / future / conditional ● Revision of reflexive verbs, using three time frames, the conditional tense, reflexive verbs in the past, using ‘en’ + present participle, ‘avant de’ + infinitive, using demonstrative adjectives (this / these) and pronouns (this one, those ones), the pluperfect tense ● Talk about countries in which I spend, have spent or will spend my holidays; discuss what you can do there; talk about my dream holiday; understand hotel or restaurant reviews; book a hotel or table; order from a restaurant; talk about travel options and order train tickets; talk about a holiday disaster ● Give advice using il vaut mieux / il vaut la peine ● Using relative pronouns 	<p>My Holidays-Preparation of speaking questions in Speaking Booklet on the Google Drive</p> <p>Formative writing assessment 40(/90/150 words prior to mocks</p> <p>Full mock paper- 4 skills</p>

<p>Term 2:1</p>	<p>Unit 3:Ma vie scolaire School and future plans Studies and university Post 16 careers and goals</p>	<ul style="list-style-type: none"> ● We introduce The Thematic Context, “Studying and my Future” in the latter phase of year 11 as it is a theme that pupils are familiar with having studied - school subjects and the school day - at KS3. However, we feel that the more general areas such as comparing school systems in the Francophone world and the UK are done more effectively at a more mature age. At this point year 11 are naturally reflective about their own time at school and can draw more insightful conclusions. ● We will review the use of the definite article, make comparisons, revise of the present tense 3rd person singular and plural, using ‘il faut’/’il est interdit de’ + infinitive, the imperative, revision of the future tense, using the pronoun ‘on’ ● We will talk about timetables, school subjects and give more complex opinions about them; talk about school: type, students, hours, lessons, teachers, opinions; compare my school (schools in the UK) with schools in French-speaking countries; discuss school rules and give opinions about them; talk about getting the best out of school. 	<p>School Preparation of speaking questions in Speaking Booklet on the Google Drive Practice role play/read aloud and picture task</p> <p>Post 16 Preparation of speaking questions in Speaking Booklet on the Google Drive</p> <p>Reading and Listening Assessment 40/90/150 word writing assessment</p>
<p>Term 2:2</p>	<p>Unit 8: Mes projets d’avenir Jobs and work experience Revision Programme pre examinations</p>	<ul style="list-style-type: none"> ● The Thematic Context, “Studying and my Future” is taught in this term. ● It enables pupils to reflect on the pros and cons of a range of careers and their own suitability for specific jobs.Pupils are making choices for their future at this point and hence the topic is pertinent to them at this juncture. ● We will review the use of ‘après avoir/être’ + past participle and ‘avant de’ + infinitive to link sentences together (previously done in year10, Term 1:2) recognise the subjunctive and use it in certain phrases; extend sentences using ‘en’ + present participle; create more complex sentences using ‘si’ and ‘quand’, use adverbs in a sentence; use a subjunctive verb after certain verbs and conjunctions in the specific context of this topic. ● We will discuss the jobs that people do; discuss job preferences and reasons why; discuss career choices; talk about plans, hopes and wishes; discuss the importance of languages; apply for a job; discuss part-time jobs. ● The exam board requires us to teach this compulsory topic to embed the following grammatical points and skills : 	<p>Work Preparation of speaking questions in Speaking Booklet on the Google Drive Practice role play/read aloud and picture task</p> <p>Reading and Listening Assessment 40/90/150 word writing assessment</p>

		<ul style="list-style-type: none"> • The conditional tense-revisited • Male/ female and non binary job nouns • Better/best and worse/worst- comparative and superlative • Perfect infinitive • The subjunctive-<i>Bien que/ il faut que...</i> • Direct object pronouns in the perfect tense • Verbs followed by à or de • Complex sentences in the future-<i>Si, quand, lorsque</i> 	
Term 3:1	Revision Programme	<p>At this point we are revising all of the compulsory thematic contexts, focusing on the transferable skills and vocabulary required across all 4 papers.</p> <ul style="list-style-type: none"> • Listening practice - how to infer meaning, develop deduction skills • Reading Practice -how to answer questions in the target language • Approaches to the literary texts • Exam technique relating to V/F/M questions • Approaches to effective translation <p>All of the constructions, grammar and vocabulary now link to prior learning. Our focus is now to enhance pupil ability to transfer skills and language across skills and across topic areas.</p>	Mock paper practice-all 4 skills
Term 3:2	Preparation for orals and examination practice for the examination.	<p>Preparation of each examination - work on all 4 papers. Listening practice - how to infer meaning, develop deduction skills Reading Practice - how to answer questions in the target language Approaches to the literary texts. Exam technique relating to V/F/M questions. Approaches to effective translation.</p> <p>All of the constructions, grammar and vocabulary now link to prior learning. Our focus is now to enhance students' ability to transfer skills and language across skills and across topic areas.</p>	Writing assessments 40/90/150 essays Reading, listening and speaking assessments