



# St George's School

## French

### KS4 Curriculum

<p><b>PRIOR KNOWLEDGE</b> <i>Knowledge and skills developed in KS3</i></p>	<p>French specific knowledge as detailed in our KS3 curriculum maps. Content &amp; Skills developed:</p> <ul style="list-style-type: none"> <li>● Tenses: present, perfect, imperfect, near future &amp; simple future</li> <li>● Topics are taught to tie-in with the five main themes of GCSE:             <ul style="list-style-type: none"> <li>○ Identity and culture (Year 7,8,9)</li> <li>○ Local area, holiday and travel (Year 7 &amp; 8)</li> <li>○ School (Year 7)</li> <li>○ Future aspirations, study and work (Importance of Languages in year 9)</li> <li>○ International and global dimension (not covered before KS4)</li> </ul> </li> </ul> <p>Note: GCSE course is taught during Summer term of year 9, so pupils have already covered Module 1 before starting the course in year 10.</p>
<p><b>COURSE DELIVERY &amp; STRUCTURE</b> <i>How the curriculum is delivered</i></p>	<p><b>Lessons:</b> in both Year 10 and 11, students have five French lessons per fortnight. These are divided into two in one week and three in the second week.</p> <p><b>Grouping:</b> Students are taught in mixed ability groups. The majority of students follow the GCSE Higher tier content and undertake the Higher Tier assessments. Students with lower attainment are monitored and enter the Foundation Tier assessments. Decisions on this are made with the class teacher in the Autumn Term of Year 11.</p> <p><b>Structure:</b> We begin teaching GCSE French in the Summer Term of Year 9. Our curriculum builds directly on the skills and knowledge gained in KS3. It is taught as a series of units, which are sequenced to cover the full GCSE specification and build students' knowledge and levels of complexity of language over time.</p> <p><b>Prep:</b> Students receive two prep (homework) tasks per week. These will predominantly consist of grammar consolidation tasks, vocabulary learning and "end of unit" assessment preparation.</p>
<p><b>QUALIFICATION</b> <i>Exam Board, aim and objectives</i></p>	<p>GCSE (9-1) in French (1FR0) Pearson Edexcel</p> <p>Qualification aims and objectives:</p> <ul style="list-style-type: none"> <li>● For students of all abilities to progress and develop a passion for languages, through culturally engaging content</li> <li>● For students to reach a level where they can manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.</li> </ul>
<p><b>ASSESSMENT</b> <i>Internal monitoring and final assessment</i></p>	<p><b>Internal Assessment:</b></p> <ul style="list-style-type: none"> <li>● Prep tasks will be monitored for completion and accuracy.</li> <li>● Regular vocab and grammar testing.</li> <li>● End of unit assessments to provide summative feedback.</li> <li>● Formative feedback will be given for "end of unit" tasks, consisting of past exam questions.</li> <li>● Students will complete mock exams in Year 10 and Year 11 across all four skills (listening, reading, speaking, writing)</li> </ul> <p><b>Final assessment:</b> 3 equally-weighted written examination papers (Listening, Reading &amp; Writing), plus 1 speaking examination which is undertaken with their classroom teacher.</p> <p>Listening: Multiple choice and short answer tasks based on a series of recordings on a range of topics from the course.</p> <p>Reading: Translation into English, plus a series of multiple-choice and short answer tasks from reading a selection of texts on a range of topics from the course.</p> <p>Writing: Translation into French, plus 2-3 written tasks of 40-50/80-90/130-150 words on a range of topics from the course.</p>
<p><b>BREADTH</b></p>	<p>Film: Study of <b>Les Intouchables</b> and French actor Omar Sy. Music: Research and awareness of Stromae and other French music artists. Year 10 School Trip to France during July Activities week - currently being planned.</p>

	<b>SUBJECT KNOWLEDGE</b> <i>Overview of topics</i>	<b>SKILLS &amp; STRATEGIES</b> <i>Procedural knowledge</i>
<b>Autumn Y10</b>	<p><b><u>Freetime Activities</u></b> Sports Reading, TV, Films Our Life Online</p> <p><b><u>Daily Life &amp; Customs</u></b> Daily Routine Food Preferences Special Occasions, Family Celebrations &amp; Traditions</p>	<p><b>Faire</b> in present tense <b>Depuis</b> + present tense Adjective placement &amp; agreement Comparative: <b>plus/moins/aussi...que</b> Imperfect tense Direct Object Pronouns: <b>le / le / l' / les</b> Superlative: <b>le moins OR plus intéressant / la plus intéressante / les plus intéressants</b></p> <p><b>Boire / prendre</b> in present tense Partitive Article: <b>du / de la / de l' / des</b> Modal Verbs: <b>pouvoir / devoir</b> Asking Questions Pronoun: <b>en</b> Using polite language: <b>tu / vous</b> <b>Venir de</b> + infinitive</p>
<b>Spring Y10</b>	<p><b><u>Where I Live</u></b> Describing Towns &amp; Regions Weather Discussing Things to Do Community Projects</p>	<p><b>Dans / au / à la / aux / en</b> Imperative Pronoun: <b>y</b> Negatives Question Words inc. <b>quel(s) / quelle(s)</b> Simple Future Tense Combining 3 Tenses: present, perfect, future</p>
<b>Summer Y10</b>	<p><b><u>Holidays</u></b> Talking about holiday destinations &amp; activities Hotel, Tourism &amp; Restaurant Transactions Modes of Travel Holiday Disasters</p>	<p>Reflexive Verbs in present &amp; perfect tenses Conditional Tense <b>En</b> + present participle <b>Avant de</b> + infinitive Demonstrative Adjectives: <b>ce / cette / cet / ces</b> Pluperfect Tense</p>
<b>Autumn Y11</b>	<p><b><u>School Life</u></b> School Life &amp; Comparison with French System School Rules Getting the Best out of School School Trips</p> <p><b><u>World of Work</u></b> Career Choices &amp; Applying for Jobs Importance of Languages Future Hopes &amp; Plans - travel/volunteering</p>	<p>Definite article: <b>le / la / les</b> Revision: Comparative Revision: Third person singular &amp; plural verbs <b>Il faut / il est interdit de</b> + infinitive Revision: Imperative Revision: Simple Future Tense Using <b>on</b> for "we"</p> <p>Job titles - masculine/feminine Revision: Conditional Tense Revision: Superlative: <b>le mieux / le pire</b> Perfect Infinitive: <b>Après avoir / après être</b> Subjunctive Tense Adverbs Revision: <b>en</b> + present participle Direct Object Pronouns in perfect tense Verbs followed by <b>à / de</b></p>
<b>Spring Y11</b>	<p><b><u>Global Issues</u></b> Protecting the Environment Ethical Manufacture &amp; Shopping Global Problems International Events</p>	<p>Modal Verbs in the Conditional Tense Passive Mood Indirect Object Pronouns: <b>me, te, lui, nous, vous, leur</b> Arguing For and Against - Advantages / Disadvantages</p>
<b>Summer Y11</b>	<p><b><u>Exam Preparation &amp; Speaking Exam</u></b></p>	<p>Speaking : Photo Cards / Role Play / General Discussion Reading &amp; Listening Exam Technique Writing Exam - Complex Language</p>