

Key Stage Four French Curriculum – Carre's Grammar School

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	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Spring Term 6
Year 10	<p>Travel and tourism Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing holidays. Acquiring the ability to successfully interact in realistic holiday situations such as booking rooms, making complaints and asking for directions.</p> <p>Moi, je préfère Quelles vacances!</p> <ul style="list-style-type: none"> Sequencing words and phrases <i>Depuis</i> + the present tense The pronoun <i>y</i> Revision of using the imperfect and perfect 	<p>Travel and tourism Découverte de la France</p> <p>Les vacances en ville</p> <ul style="list-style-type: none"> Revision of the imperfect tense of <i>-er</i> verbs Revision of the imperfect tense of <i>avoir, être</i> and <i>faire</i> Using three-time frames : past, present and future Revision of the imperfect tense <p>Adding complexity to written and spoken language</p> <p>Recognising cognates and near-cognates when reading</p> <p>Reading for gist</p>	<p>Home, town, neighbourhood and region Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing their town and their local area, as well as hypothetically how their ideal home or town would be. Acquiring the ability to cope in realistic situations that they could find themselves in in a town, such as asking for train tickets or getting help in a tourist office.</p> <p>Des maisons différentes</p> <p>Ma maison idéale</p> <p>Trouver ta ville jumelée idéale</p>	<p>Home, town, neighbourhood and region <i>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing environmental, social and global issues</i></p> <p>Ma région</p> <ul style="list-style-type: none"> Recognising possessive pronouns Revision of comparative and superlative adjectives Using intensifiers <p>Les problèmes de</p>	<p>Home, town, neighbourhood and region – specifically social issues Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing environmental, social and global issues.</p> <p>Mon travail bénévole</p> <p>Pourquoi a-t-on besoin d’associations?</p> <ul style="list-style-type: none"> The conditional of <i>vouloir</i> and <i>aimer</i> <i>En</i> + present participle <i>Vouloir que</i> + subjunctive Using <i>ce que</i> 	<p>Home, town, neighbourhood and region – specifically social issues Mon mode de vie avant et maintenant</p> <p>Opération ‘remise en forme’</p> <ul style="list-style-type: none"> Imperfect tense of <i>être, avoir</i> and <i>faire</i> Expressions of quantity Recognising the pluperfect tense <i>Il vaut / il vaudrait mieux</i> Revision of negative constructions <p>Recognising common patterns in French when</p>

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	<p>tenses together</p> <ul style="list-style-type: none"> • <i>Après avoir / être + past participle</i> • <i>Venir de + infinitive</i> • Paraphrasing <p>Adding complexity to written and spoken language</p> <p>Recognising cognates and near-cognates when reading</p> <p>Reading for gist</p>		<ul style="list-style-type: none"> • Negative phrases followed by <i>de</i> • Partitive articles • The conditional of regular verbs • The conditional of irregular verbs • Demonstrative adjectives • Prepositions <p>Recognising key topic words in reading and listening tasks</p> <p>Building longer sentences</p> <p>Simplification and paraphrasing</p>	<p>l’environnement</p> <p>Planète en danger</p> <ul style="list-style-type: none"> • Using <i>si + present tense</i> • <i>Si clauses + present tense + future tense</i> • Recognising and using the pluperfect tense • Revision of <i>en</i> and <i>y</i> <p>Making use of social and cultural context when listening</p> <p>Tackling ‘Positive, Negative or Positive + Negative’ tasks</p>	<p>Les inégalités</p> <p>La pauvreté</p> <ul style="list-style-type: none"> • Verbs of possibility • <i>Permettre de + infinitive</i> • The subjunctive <p>Using verbal context when listening</p> <p>Using questions and texts to formulate answers</p> <p>Present-tense forms of the subjunctive</p> <p>Agreeing and disagreeing in a discussion</p> <p>Dealing with longer texts</p>	<p>listening</p> <p>Using negatives to add complexity</p>
<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key listening and writing assessment task based on the work completed this term</p>						

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Year 11	<p><i>Life at school and college</i></p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing school life, as well as gaining an appreciation of school life in the French-speaking world.</p> <p>La journée scolaire Des écoles différentes Le règlement scolaire Améliorer son école</p> <ul style="list-style-type: none"> • Revision of using the perfect tense of regular <i>-er</i> verbs • Emphatic pronouns • Adverbs of time and place • Revision of the perfect tense of <i>-ir</i> and <i>-re</i> verbs 	<p><i>University or work? Careers</i></p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing jobs, careers and future plans.</p> <p>L’orientation Université ou apprentissage? Comment obtenir un emploi Métiers: les avantages et les inconvénients</p> <ul style="list-style-type: none"> • Revision of <i>si</i> clauses in the present tense • <i>Si</i> clauses with the future tense • Using <i>quand</i> clauses with the future tense 	<p>Revision</p> <p>Skill rotation Past papers FLA Success at GCSE booklets Literary texts Translation Verbs Vocab This is language</p>	<p>Revision</p> <p>Skill rotation Past papers FLA Success at GCSE booklets Literary texts Translation Verbs Vocab This is language</p>	<p>Revision for Speaking exam and 1 set of past papers.</p> <p>Revision</p> <p>Skill rotation Past papers FLA Success at GCSE booklets Literary texts Translation Verbs Vocab This is language</p>	N/A

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	<ul style="list-style-type: none"> • Revision of the perfect tense of irregular verbs • Revision of the perfect tense with <i>être</i> • Revision of using <i>pouvoir</i>, <i>vouloir</i> and <i>devoir</i> • Revision of <i>il faut</i> • Revision of the conditional • Time phrases <p>Approaching language in reading texts</p> <p>Conversation fillers</p> <p>Listening for different tenses</p> <p>Expressing agreement and disagreement</p>	<ul style="list-style-type: none"> • Two-verb structures • The passive voice in the present tense • Revision of comparatives and superlatives • Avoiding the passive • Recognising the passive in the past and the future <p>Ignoring words which are not needed in listening tests</p> <p>Being aware of <i>faux-amis</i> when translating into English</p> <p>Using <i>qui</i> and <i>que</i> to help you refer to something</p> <p>Using French idioms</p>				
<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key listening and reading assessment task based on the work completed this term</p>						

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Homework is regularly set. Tasks include vocabulary learning (1 homework a week and the other homework could be one of the following: practising grammatical structures and preparing and writing answers to questions, reading and listening comprehensions).

Y9 is seen as a transition year between the work studied at KS3 and that which will be studied during KS4. As such, the main focus of the work studied will involve the development, practice and refinement of the key skills necessary in order to be successful at this level.

The aim of our KS 4 Curriculum is to develop mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students with the ability and confidence to converse effectively, making themselves able to be understood in real-life contexts over topics that build upon prior learning in KS3 and/or are in-keeping with typical day-to-day interactions that young people would expect to have in the Spanish speaking world. We promote resilience and comprehension skills for understanding increasingly complex written and spoken texts, whilst also fostering cultural awareness and an understanding, appreciation and respect of diversity. Through all of this, a sense of adventure is encouraged, with students realising that they can transfer their classroom learning into the real world.