

## What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to ensure that students develop their ability and ambitions to communicate with native speakers in speech and writing. The study of a modern foreign language should also broaden the students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<p><b>Theme 1 – Identity and culture</b>  <b>Unit 2 – Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>Use of social media</li> <li>Pros and cons of social media</li> <li>Use of mobile technology</li> <li>Benefits and dangers of mobile technology</li> </ul> <p><b>PSHE – Internet safety and harms – cyberbullying fraud, risk of radicalization, risk of becoming anti-social, over-reliance on social media, identification of harmful behaviours online.</b></p> <p><b>Careers – role of media, development of cyber security and gaming industries</b></p>	<ul style="list-style-type: none"> <li>Present tense of common irregular verbs</li> <li>Present of regular <b>–er</b> and <b>–ir verbs</b></li> <li><b>aller, faire</b> and other common irregular verbs</li> <li>present of more irregular verbs</li> <li>using <b>grâce à</b></li> <li>using <b>on</b></li> </ul> <p><b>Grâce à la technologie ...</b>            Je <b>peux</b> vivre sans mon portable.            J'<b>envoie</b> des textos.            Mes copains <b>disent</b> que ...            J'<b>aime</b> partager mes photos avec ...            Je <b>télécharge</b> de la musique / des films.            On <b>peut télécharger / lire / envoyer</b> ...            Il est <b>dangereux</b> de ...            Il <b>faut faire attention</b> à ...            Il <b>y a des risques</b> de ...            Je <b>limite le temps</b> ...</p>	<ul style="list-style-type: none"> <li>Pronunciation of verb endings</li> <li>Development of speaking and writing skills</li> </ul> <p>Collecting useful phrases by making notes of phrases that can be used in speaking and writing</p>	<p>On-going regular vocabulary tests and</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment listening, reading and writing skills tbc</p>
Autumn 1	<p><b>Theme 1 – Identity and culture</b>  <b>Unit 3 – Free time activities</b></p> <ul style="list-style-type: none"> <li>Describing free time activities in the past</li> <li>Talking about leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>Perfect tense of regular verbs (with être and avoir)</li> <li>Revision of the future tense</li> <li>Time phrases</li> <li>Verb + infinitive</li> <li>Demonstrative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Adding reasons to produce more complex sentences</li> <li>Making use of grammatical markers</li> <li>Listening for details</li> <li>Translation strategies</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>GCSE speaking questions on the topic</p>

	<ul style="list-style-type: none"> <li>Talking about different cuisines and eating out</li> <li>Discussing world food and eating habits</li> <li>Talking about sports you love</li> <li>Discussing new sports and taking risks in sports</li> </ul> <p>PSHE – Physical health and fitness, healthy lifestyles, drugs, alcohol and tobacco</p> <p>Careers – hospitality industry and medicine</p>	<ul style="list-style-type: none"> <li>Developing sentences using <b>lorsque, quand</b> and <b>si</b></li> <li>Using the pronouns <b>en</b> and <b>y</b></li> </ul> <p><b>Je suis allé(e)</b> au cinéma / en ville / <b>Je suis sorti(e)</b> en ville  <b>J'ai joué</b> au foot  <b>J'ai fait</b> un peu de sport  <b>On a organisé</b> ...  Le week-end dernier / Samedi dernier  ce week-end / Le soir  La semaine prochaine, nous partirons ...  Le week-end prochain, je regarderai un film.  Je resterai chez moi / <b>J'irai</b> ... / je <b>ferai</b> mes devoirs  Je suis végétarien(ne)  J'adore la nourriture épicée.  J'adore manger / boire ...  Je peux boire ...  Je vais faire ...  J'adore le fromage mais <b>celui</b> que je préfère, c'est ...  C'est un plat équilibré  C'est bon pour la santé  <b>Quand</b> j'avais quinze ans, ...  Je m'entraîne <b>quand</b> je peux  <b>Lorsque</b> je suis allé(e) ...  <b>Si</b> je peux, j'irai au Canada  Je fais du sport. J'<b>en</b> fais tous les jours.  Je vais aux États-Unis. J'<b>y</b> vais.</p>	<ul style="list-style-type: none"> <li>Using common patterns between French and English while reading</li> </ul> <p>Structuring a debate</p>	<p>Summative assessment listening, reading and speaking tbc</p>
<p>Autumn 2</p>	<p><b>Theme 1 – Identity and culture</b>  <b>Unit 4 – Customs and festivals</b></p> <ul style="list-style-type: none"> <li>Talking about how we celebrate</li> <li>Discussing what traditions mean to you</li> <li>Describing international festivals</li> <li>Describing an event</li> </ul> <p>PSHE – Families, Cultural awareness across different religions and beliefs</p>	<ul style="list-style-type: none"> <li>Reflexive verbs in the present tense</li> <li>Using the perfect infinitive</li> <li>Imperfect tense of common verbs</li> <li>Using the imperfect and perfect tenses together</li> <li>Rules of agreement with the perfect infinitive</li> <li>Using <b>en, au/aux/à + countries and towns</b></li> </ul> <p>Ma fête préférée, c'est Noël, Pâques, l'Aid, mon anniversaire ...  J'adore célébrer ...  C'est une fête religieuse / traditionnelle / de famille</p>	<ul style="list-style-type: none"> <li>Requesting help</li> <li>Using a word which refers to a similar item</li> <li>Making use of social and cultural context when reading</li> <li>Developing knowledge of French speaking countries`</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment reading and speaking skills tbc</p>

		<p>En général, on mange, on fait des blagues, on fait des cadeaux  L'année dernière, <b>je suis allé(e)</b> chez ma tante. <b>On a mangé ... J'ai pensé</b> que <b>c'était</b> genial/rigolo.  <b>Après avoir regardé</b> le film, je suis allé(e) au restaurant avec ...  Je suis pour / contre les fêtes / les traditions</p>		
<p><b>Spring 1</b></p>	<p><b><u>Theme 2 – Local, national, international and global area of interest</u></b>  <b><u>Unit 5 – Home, town, neighbourhood and region</u></b></p> <ul style="list-style-type: none"> <li>• Describing your home/ideal home</li> <li>• Describing what a town is like</li> <li>• Describing a region</li> </ul> <p><b>PSHE – Families, community, social issues</b></p> <p><b>Careers in the travel and tourism industry and the housing sector</b></p>	<ul style="list-style-type: none"> <li>• Negative phrases followed by de</li> <li>• The conditional of regular verbs</li> <li>• Demonstrative adjectives</li> <li>• Recognising possessive pronouns</li> <li>• The conditional of irregular verbs</li> <li>• Prepositions</li> <li>• Revision of comparatives and superlative adjectives</li> </ul> <p>Ma maison est située <b>au</b> centre-ville, <b>près des</b> commerces.  Au rez-de-chaussée, nous avons plusieurs pieces.  Au premier étage, il y a un salon modern et spacieux.  J'ai de la chance parce que ...  L'un des avantages de ma maison c'est que ...  Ma maison de rêve <b>se trouverait</b> ...  Il y <b>aurait</b> ...  <b>J'aimerais / Je préférerais</b> ...</p>	<ul style="list-style-type: none"> <li>• Using verbal context when listening</li> <li>• Using questions to formulate answers</li> <li>• Recognising common patterns in French when listening</li> <li>• Using negatives to add complexity</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment reading and speaking skills tbc</p>
<p><b>Spring 2</b></p>	<p><b><u>Theme 2 – Local, national, international and global area of interest</u></b>  <b><u>Unit 6 – Social Issues</u></b></p> <ul style="list-style-type: none"> <li>• Charity work and understanding its importance</li> <li>• Comparing old and new health habits</li> <li>• Describing health resolutions</li> </ul>	<ul style="list-style-type: none"> <li>• The conditional of <b>vouloir</b> and <b>aimer</b></li> <li>• <b>Vouloir que + subjunctive</b></li> <li>• The imperfect tense of <b>être</b>, <b>avoir</b> and <b>faire</b></li> <li>• <b>Il vaut mieux / il vaudrait mieux</b></li> </ul> <p>Je suis <b>bénévole</b> ...  Je travaille tous les week-ends / deux fois par semaine  Je <b>veux que</b>....  <b>Que j'aille. Que j'aie. Que je sois. Que je fasse</b>  <b>Que je puisse</b></p>	<ul style="list-style-type: none"> <li>• Using verbal context when listening</li> <li>• Using questions to formulate answers</li> <li>• Recognising common patterns in French when listening</li> <li>• Using negatives to add complexity</li> </ul>	<p>- On-going regular vocabulary tests and speaking role plays</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment reading and speaking skills tbc</p>

	<p><b>PSHE – Families, community, global issues, physical health and fitness, drugs, alcohol , tobacco, healthy eating, mental well-being.</b></p> <p><b>Careers – charity workers , volunteers and work experience</b></p>	<p>L'association caritative, le chômeur, le porte-parole, le sans-abri / les SDF (Sans Domicile Fixe), le seuil de la pauvreté, seul</p> <p><b>Il vaut mieux, Il vaudrait mieux</b></p> <p><b>Mon mode de vie pour commencer maintenant finalement</b></p>		
<p><b>Summer 1</b></p>	<p><b><u>Theme 2 – Local, national, international and global area of interest</u></b></p> <p><b><u>Unit 7 – Environment</u></b></p> <ul style="list-style-type: none"> <li>• Discussing environmental problems and their solutions</li> <li>• Discussing global issues</li> <li>• Discussing inequality</li> <li>• Discussing poverty in the world</li> </ul> <p><b>PSHE - links between poverty and poor health – poor diet and access to health care.</b></p> <p><b>Careers – Environmental positions, scientific research research –</b></p>	<ul style="list-style-type: none"> <li>• Using <i>si + present tense</i></li> <li>• Recognising and using the pluperfect tense</li> <li>• Verbs of possibility</li> <li>• The subjunctive</li> </ul> <p><b>Le réchauffement de la planète, le changement climatique, l'effet de serre, le trou dans la couche d'ozone, la sécheresse, les inondations, la famine, la déforestation, la surâturage, la surpêche, les pluies acides, les animaux en voie de disparition</b></p> <p>Les plus grands danger qui menacent notre planète,</p> <p>Réduire, réutiliser, recycler</p> <p>Les quartiers défavorisés, les SDF, l'illettrisme, l'inégalité, une manifestation</p>	<ul style="list-style-type: none"> <li>• Making use of social and cultural context when listening</li> <li>• Tackling 'positive, Negative, or Positive+ Negative tasks</li> <li>• Agreeing and disagreeing in a discussion</li> <li>• Dealing with longer texts.</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment listening, reading and writing tbc</p>