

## 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 a native speaker in speech and writing. The study of a modern foreign language should also broaden 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 2 – Local, national, international and global area of interest</b></p> <p><b>Unit 7 – Global Issues</b></p> <ul style="list-style-type: none"> <li>Environmental problems and their solutions</li> <li>Global issues</li> <li>Inequalities</li> <li>Poverty in the world</li> </ul> <p><b>PSHE – Environmental issues national and international, Social issues national and international</b></p> <p><b>Careers – charity work and workers</b></p>	<ul style="list-style-type: none"> <li>Using si + present tense</li> <li>Recognising and using the pluperfect tense</li> <li>Verbs of possibility</li> <li>The subjunctive</li> </ul> <p>La pluie acide, les animaux en voie de disparition, la fonte des calottes polaires, la couche d’ozone, le réchauffement de la planète</p> <p>Les SDFs, les sans-abris, les démunis</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 discussion</li> <li>Dealing with longer texts</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment covering listening, reading and writing tbc</p>
Autumn 1	<p><b>Theme 2 – Local, national, international and global area of interest</b></p> <p><b>Unit 8 – Travel and tourism</b></p> <ul style="list-style-type: none"> <li>Regions of France</li> <li>Holiday preferences</li> <li>Describing holidays in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Using the imperfect tense and perfect tenses together</li> <li>Revision of the imperfect tense of -er verbs</li> <li>Using three time frames: past, present and future</li> <li>Venir de + infinitive</li> </ul> <p>Finaleme<sup>nt</sup>, puis, chaque jour, tous les matins</p>	<ul style="list-style-type: none"> <li>Sequencing words and phrases</li> <li>Paraphrasing</li> <li>Adding complexity to written and spoken language</li> <li>Recognising cognates and near cognates when reading</li> <li>Reading for gist</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment covering listening, reading and writing tbc</p>

	<ul style="list-style-type: none"> <li>Talking about visiting different places in France</li> </ul> <p>PSHE – Families, Mental well-being, health and prevention, working with voluntary organisations abroad</p> <p>Careers – Working abroad</p>	<p>Malheureusement, pourtant, toutefois, sauf, mais</p> <p>L'année dernière, L'année prochaine</p>		
<p><b>Autumn 2</b></p>	<p><b>Theme 3 – Current and future studies and employment</b></p> <p><b>Unit 9 – My studies</b></p> <ul style="list-style-type: none"> <li>Describing a day at school</li> <li>Describing school life in different countries</li> </ul> <p>PSHE – Mental well-being, bullying and cyber-bullying, internet safety, comparison of French and English education system</p> <p><b>Unit 10 – Life at school and college</b></p> <ul style="list-style-type: none"> <li>Talking about school rules and uniform</li> <li>Talking about your ideal school</li> </ul> <p>PSHE – Mental well-being</p>	<ul style="list-style-type: none"> <li>Revision of the perfect tense and regular –ER verbs</li> <li>Revision of the perfect tense of –IR and –RE verbs</li> </ul> <p>Mon père m'a emmené au collège l'emploi du temps Les cours ont commencé à ... et ont fini à ... la cour    le bâtiment    la cantine la salle de classe    le gymnase</p> <ul style="list-style-type: none"> <li>Revision of pouvoir, vouloir and devoir</li> <li>Revision of the conditional</li> </ul> <p>Le comportement, la punition, une heure de col, Il est interdit de + infinitive Juste, injuste Il faut + infinitive</p>	<ul style="list-style-type: none"> <li>Using visual and verbal context in reading</li> <li>Describing physical properties</li> <li>Pointing and demonstrating</li> </ul> <ul style="list-style-type: none"> <li>Using visual and verbal context in reading</li> <li>Using more than one tense in the same sentence</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Cross Trust trial examinations in listening, speaking reading and writing</p>
<p><b>Spring 1</b></p>	<p><b>Theme 3 – Current and future studies and employment</b></p>	<ul style="list-style-type: none"> <li>Revision of si clauses in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Ignoring words which are not needed in the listening test</li> </ul>	

### Unit 11 – Education Post-16

- Talking about future options.
- Discussing university and apprenticeships.

Careers – further education opportunities, skills set for a range of careers, personal qualities

### Unit 12 – Jobs, career choices and ambitions

- Discussing how to get a job
- Recognising the advantages and disadvantages of jobs.
- Job applications

Careers – CVs , letters of application and mock interviews

- Using **quand** clauses with the future tense

Je suis fort en  
**Si je réussis** à mes examens  
**Quand j'aurai** 16 ans, je ferai un apprentissage / une formation professionnelle  
Je voudrais devenir ...  
Si possible, je veux travailler ...  
Je veux passer le bac.  
Je ne veux pas continuer mes études car ...  
Je m'ennuie à l'école  
J'en ai marre des examens

- The passive voice in the present tense
- Avoiding the passive

Une année sabbatique  
Une demande d'emploi, un entretien, l'embauche, une petite annonce  
Le patron **est respecté par** tous les employés  
**On** place une petite annonce dans le journal.  
J'ai choisi ce métier parce que ...  
Avoir les dents longues.  
Garder la tête froide

- Being aware of faux amis when translating into English

- Using qui and que to help to refer to something
- Using French idioms

On-going regular vocabulary tests and speaking role plays

Past GCSE practice papers  
Cross Trust Trial examinations in listening, speaking reading and writing.

## Spring 2

### Revision of theme 1

Free-time activities  
Customs and festivals

### Revision of theme 2

Travel and tourism

- Revision of present, imperfect, perfect, immediate future, future and conditional tenses
- Revision of key grammatical structures.

- Developing Exam practice and strategies for improvements.

- Preparation and practice for the oral examination.

Test and Revise sections.  
Past GCSE papers.  
Sample papers.

## Summer 1

### Revision of theme 2

Social issues  
Global issues

- Revision of the conditional of vouloir and aimer
- Revision of si + present tense
- Revision of verbs of possibility

- Developing Exam practice and strategies for improvements.
- Preparation and practice for the written examination.

Test and Revise sections.  
Past GCSE papers.  
Sample papers.