

Subject: French	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews French student will...
	Year 10	Year 11		
Autumn	<ul style="list-style-type: none"> -Talk about yourself, family and friends, your relationships with others, your looks and personality -Discuss your hobbies – music, cinema, tv, sport and technology -Discuss popular festivals and celebrations and how food/drink plays a part in these 	<ul style="list-style-type: none"> -Discuss the pros and cons of different jobs and workplaces -Discuss your personal plans for the future (career, family, relationships) -Talk about money, making money and how you spend it -Describe your work experience and compare this to your plans for future work --Talk about protecting the environment – what you actually do and what you should do <p><i>Preparation for Mock Exams.</i></p>	<p>Our French course reflects the need to teach students how to communicate in the target language alongside understanding the cultural differences between the UK and the French-speaking world. The course ensures students are taught the language learning skills and strategies necessary to become an independent language learner in a global society. Lessons are based around a series of four key skills – listening, speaking, reading and writing. Lessons will focus on one or more of these skills at all times. At KS4, it is expected that students will transfer knowledge across topics and skill areas to show greater independence at communicating in French. In</p>	<ul style="list-style-type: none"> -listen to French from a variety of sources and understand the overall message -recognise and respond to key information, including from authentic material -communicate in French for a variety of purposes -take part in short conversations, asking and answering questions and giving opinions -speak spontaneously, responding to unexpected questions -use accurate pronunciation and intonation to be understood by a native speaker -read and respond to different types of written language (letters, emails, adverts etc) -understand general and specific details within texts of varying lengths and across
Spring	<ul style="list-style-type: none"> -Discuss your holiday plans (past, present, future) and compare different accommodation and transports -Discuss ideal holidays -Learn how to order food and drink -Discuss problems encountered 	<ul style="list-style-type: none"> -Discuss the benefits of volunteer or charity work -Consider the moral and environmental benefits of ethical/fair trade shopping -Discuss key social issues in society – homelessness, poverty, voluntary work, 		

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	<p>on holiday</p> <ul style="list-style-type: none"> -World Book Day – Poem study <i>Robot by Bernard Friot</i> -Describe your house and past/ideal homes -Talk about where you live, discussing the pros and cons of different locations -Talk about the weather in different time frames -Read and understand tourist information about different places of interest 	<p>healthy lifestyles</p> <p><i>Preparation for March Mock Exams</i></p> <p><i>Revision for GCSE Exams</i></p>	<p>addition, it is expected that students will use a range of tenses and at least two time frames with all work completed.</p>	<p>different contexts</p> <ul style="list-style-type: none"> -translate a short passage from French into English -communicate for a variety of purposes across a range of different contexts -manipulate and adapt language to write with increasing accuracy and fluency -describe and narrate with reference to past, present and future events
<p>Summer</p>	<ul style="list-style-type: none"> -Talk about our school day (lessons, opinions, uniform, rules, school clubs) -Discuss what you eat at school and what makes for a healthy lifestyle -Understand the differences between the French and British education systems - Talk about your school successes and achievements 	<p><i>Revision for GCSE Exams to encompass revision of key vocabulary, grammar, skills and exam practice technique.</i></p>		
<p>Rationale for these specific components and composite outcomes:</p>	<ul style="list-style-type: none"> -Give comparisons and discuss pros and cons -Understand basic tourist information about different sites of interest locally and on holiday -Ask questions (as well as answer them!) 	<ul style="list-style-type: none"> -Discuss ‘ideal’ plans using the conditional tense -Discuss the importance of money and rights in the workplace -Emphasise the importance of the individual’s responsibility for the environment 		

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	<ul style="list-style-type: none"> -Compare differences -Juggle the three-time frames -Discuss justice and rights for young people with regards school rules -Show creativity with language by describing your ideal school, your childhood etc. 	<ul style="list-style-type: none"> -Discuss the pros and cons of ethical shopping -Recognise the French passive voice 		
<p>How is challenge embedded into the KS4 curriculum?</p> <p>Students continue to be taught new language in sentence form and in a variety of tenses. This enables students to converse across all three-time frames, which is key to genuine dialogue and also success at GCSE. Students are increasingly given access to authentic material (news articles, extracts from literature, authentic audio material) which gives them the challenge of understanding ‘real’ French. (Covid-dependent) KS4 students can apply for our very successful Language Leadership programme, part of which enables our leaders to plan, deliver and review a series of French lessons at our feeder primary schools.</p>		<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <p>Language and grammar learnt in KS3 is now expanded further at KS4, with a greater emphasis on students consistently applying rules and patterns to create more sophisticated language across a range of time frames. The topics covered at KS4 have a greater focus on SMSC and citizenship, often requiring our students to have their own views on issues such as working for a charity and to challenge others if they disagree. This provides a stepping stone for the more discussion-based themes taught at KS5.</p>		