

<h2 style="text-align: center;">French Year 10</h2>	<p>By the end of Year 10, students will be able to communicate clearly and with increasing confidence around the topics that they have studied. The curriculum will build on units taught in KS3 but with a greater pace, need for independence and an expectation of students being able to recall vocabulary and structures more readily in preparation for GCSE exams at the end of Year 11. Explicit grammar rules and teaching will build upon more communicative tasks where students will be able to express their opinions and offer justifications for these across three timeframes, both in spoken and written form. They will learn to be resilient, recall previously-seen structures, and use strategies to understand a range of texts in both reading and listening exercises. Learning is themed around contemporary real world topics, referring to Francophone countries and issues which gradually introduces increasingly complex levels of language to stretch and challenge students. Teaching is mixed-ability with students given the opportunity to deal with texts at both Foundation and Higher-tier, with differentiation and support provided where needed. Team-teaching and outside native-speaking volunteers give students the opportunity to develop speaking skills, and independent learning is encouraged weekly to consolidate learning.</p>				
Module	My friends & family (OUP 1)	Technology (OUP 2)	Free time (OUP 3) & health (OUP 6.2)	Customs & Festivals (OUP 4)	Home town (OUP 5)
Knowledge and skills	<p>Talking about our relationship with other people. Describing our family and friends in more detail. Talking about different types of relationship and our possible future relationships.</p>	<p>Talking about how and why we use social media. Discussing the pros/cons of social media. Discussing the uses of mobile technology. How we can protect ourselves online.</p>	<p>Describing activities we've done in the past. Talking about what we like to do. Discussing sports and taking risks with extreme sports. What we like to eat and Francophone foods. Comparing our health now and previously, and making resolutions for the future.</p>	<p>How we celebrate our own traditions. Narrating an event we've been to. Describing international and Francophone celebrations.</p>	<p>Describing our current house. Saying where we would like to live. Describing our town/region and what there is to do there. Describing Francophone countries.</p>
Grammar	<p>Reflexive verbs Future simple and near future tenses Conditional tense Object pronouns (H)</p>	<p>Present tense (-ir/-re) Present tense (irregular)</p>	<p>Perfect tense (être/avoir) Verb + infinitive il faut Imperfect tense</p>	<p>Perfect tense (reflexive verbs)</p>	<p>Negative structures</p>
Interleaved grammar (revision)	<p>Adjectival agreement</p>	<p>Impersonal structures Using the pronoun 'on'</p>	<p>Future tense Conditional tense</p>	<p>Perfect/imperfect tense usage</p>	<p>Conditional</p>
Independent learning	<p>Memrise vocabulary units. language-gym.com grammar tasks to supplement in-class learning. Other specific homework as decided by teachers.</p>				
Assessment	<p>At the end of each unit, students will complete two assessments – one receptive and one productive. Assessments will be marked in line with GCSE criteria and are moderated by teaching staff. Feedback is given after each assessment and students are guided to make improvements in their work to allow them to communicate more clearly and better understand the French that they read/hear. They will make progress towards reaching their potential in final exams.</p>				<p>Full suite of mock exams based upon modules studied</p>

<h2 style="text-align: center;">French Year 11</h2>	<p>By the end of Year 11, students should be able to confidently and clearly give a range of opinions and narrate events in specific topic areas and show an enthusiasm for the language and Francophone culture. Students will be able to show a resilience and confidence in attempting to communicate spontaneously in French, aided by a trip to France that will take place (timings and specific destination will vary depending on cohort). Work continues through the GCSE topic areas, with more of a focus on exam skills including weekly writing practice to be completed independently. Topics are linked to social issues and teachers will use news, current events and cultural days to add authentic reading-tasks. Specific vocabulary-focused work is less frequent and students are expected to begin to revise using appropriate resources from the beginning of the year. Team-teaching and outside native-speaking volunteers give students the opportunity to develop speaking skills and allow the department to differentiate more easily, with students taught in tier-specific classes once per week. Foundation-tier students may revisit KS3 sentence builders to develop confidence and solidify language patterns; teachers are given autonomy to adapt resources to suit the needs of the class.</p>				
<h3 style="text-align: center;">Module</h3>	Charity work (OUP 6.1) and social issues (OUP 7.2)	The environment (OUP 7.1)	Holidays (OUP 8)	School (OUP 9/10)	Future study and work (OUP 11/12)
<h3 style="text-align: center;">Knowledge and skills</h3>	<p>Discussing inequality and problems in society. If we have ever undertaken voluntary work and the importance of charities. How we can help solve societal problems. Discussing poverty in the world.</p>	<p>Environmental problems. How we can help solve climate change. Discussing wider global issues.</p>	<p>Our preferences when travelling – destinations and activities. Describing a past holiday in detail. Talking about different Francophone countries.</p>	<p>Describing our school. Giving opinions on our school rules and subjects. Investigating schools in different Francophone countries. Talking about our ideal school.</p>	<p>Learning about different future options. Learning about French pathways. University v apprenticeships. How to get a job. Pros/cons of different careers.</p>
<h3 style="text-align: center;">Grammar</h3>	<p>Subjunctive – how to recognise common examples (F), when to use it and common examples (H)</p>	<p>Conditional tense with 'on' to express impersonal structures/solutions to problems</p>	<p>Après avoir / Je viens de - understanding (F), how to use it (H)</p>	<p>Si clauses (imperfect/conditional tenses)</p>	<p>que / qui</p>
<h3 style="text-align: center;">Interleaved grammar (revision)</h3>	<p>Conditional tense Future tenses</p>	<p>Modal verbs</p>	<p>How to effectively combine three timeframes</p>	<p>Perfect tense Modal verbs</p>	<p>Future simple and near future tenses</p>
<h3 style="text-align: center;">Independent learning</h3>	<p>Memrise vocabulary units language-gym.com grammar tasks Weekly writing tasks Weekly guided revision to recycle previous learning Fortnightly Lesson 6 revision – content adaptable depending on needs of class (listening/reading skills and focused speaking intervention).</p>				
<h3 style="text-align: center;">Assessment</h3>	<p>At the end of each unit, students will complete two assessments – one receptive and one productive Assessments will be marked in line with GCSE criteria and are moderated by teaching staff. Feedback is given after each assessment and students are guided to make improvements in their work to allow them to communicate more clearly and better understand the French that they read/hear. They will make progress towards reaching their potential in final exams. Students will sit mock speaking exams in December, with reading, writing and listening in January.</p>				

