

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><u>Me, my family and friends</u></p> <p>Talking about yourself and your family.</p> <p>Talking about getting on with others.</p> <p>Talking about personal relationships.</p> <p>Talking about future relationships.</p>	<p>Using masculine and feminine forms of jobs</p> <p>Revising the imperfect tense and the conditional</p> <p>Using different tenses together</p> <p>Using si clauses (imperfect tense and conditional)</p> <p>Using quand with different tenses (imperfect and future tenses)</p> <p>Using different tenses (imperfect / perfect / present / future)</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Test covering Listening, Reading and Writing.</p>
Autumn 1	<p>Theme 2: Local, national and global areas of interest.</p> <p><u>Home, town neighbourhood and region</u></p> <p>Different types of houses.</p> <p>Your ideal house.</p> <p>Town twinning.</p> <p>The region you live in.</p>	<ul style="list-style-type: none"> Negative phrases followed by de The conditional of regular verbs Demonstrative adjectives Possessive pronouns Using intensifiers <p>Ne....pas. Ne....plus. Nejamais. Ne rien.</p> <p>Ne....personne Ne.....que. Neni.....ni. Ne....aucun</p> <p>Ce, cette, cet, ces</p> <p>Le mien, le tien, le sien</p> <p>Très, assez, un peu, vraiment, trop</p>	<ul style="list-style-type: none"> Recognising key topic words in reading and listening tasks Building longer sentences Simplification and paraphrasing Recognising possessive pronouns 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Unit 5 Test covering Listening, Reading and Writing.</p>
Autumn 2	<p><u>Social Issues</u></p> <p>Charity work.</p> <p>Charitable organisations in France.</p> <p>Healthy eating and healthy</p>	<ul style="list-style-type: none"> The conditional of vouloir and aimer Vouloir que + subjunctive The imperfect tense of être, avoir and faire <p>Je veux que....</p> <p>J'aïlle. J'aie. Je sois. Je fasse</p>	<ul style="list-style-type: none"> Using verbal context when listening Using questions to formulate answers Recognising common patterns in 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Unit 6 Test</p>

	lifestyle. Comparing old and new health habits.	<p>Je puisse Le chomeur, le porte-parole, le sans-abri, le seuil de la pauvreté, seul Il vaut, Il vaudrait mieux</p>	<p>French when listening</p> <ul style="list-style-type: none"> Using negatives to add complexity 	covering Listening, Reading and Writing.
Spring 1	<p>Global Issues Environmental problems and their solutions. Global issues. Inequalities. Poverty in the world.</p>	<ul style="list-style-type: none"> Using si + present tense Recognising and using the pluperfect tense Verbs of possibility The subjunctive <p>La pluie acide, les animaux en voie de disparition, la fonte des calottes polaires, la couche d'ozone, le réchauffement de la planète Les SDFs, les sans-abris, les démunis</p>	<ul style="list-style-type: none"> Making use of social and cultural context when listening Tackling "Positive, Negative or Positive + Negative tasks Agreeing and disagreeing in discussion Dealing with longer texts 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Unit 7 Test covering Listening, Reading and Writing.</p>
Spring 2	<p>Travel and tourism Regions of France. Holiday preferences. Describing holidays in detail. Talking about visiting different places in France.</p>	<ul style="list-style-type: none"> Using the imperfect tense and perfect tenses together Revision of the imperfect tense of -er verbs Using three time frames: past, present and future Venir de + infinitive <p>Finalemment, puis, chaque jour, tous les matins Malheureusement, pourtant, toutefois, sauf, mais L'année dernière, L'année prochaine,</p>	<ul style="list-style-type: none"> Sequencing words and phrases Paraphrasing Adding complexity to written and spoken language Recognising cognates and near cognates when reading Reading for gist 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Unit 8 Test covering Listening, Reading and Writing.</p>
Summer 1	<p>Theme 3 : Current and Future study and employment Life at school and college. Describing a day in school. Describing school life in different countries.</p>	<ul style="list-style-type: none"> Revision of the perfect tense of -er verbs Revision of the perfect tense of -ir and -re verbs <p>Un cours, l'emploi du temps, un bâtiment, un gymnase, la cantine, le labo une matière, le récré, la vie scolaire,</p>	<ul style="list-style-type: none"> Describing physical properties Pointing and demonstration 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Unit 9 Test covering Listening, Reading and Writing.</p>