**Chellaston Academy**

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| **French** | **Year 10 Curriculum** |
| **Intent**  Across the whole of our KS4 curriculum, we aim to deliver a programme of study that is accessible to all students, irrespective of starting points and not dependent on how much progress was made in the previous year(s). All students have the option to choose French as a GCSE should they so wish. We want students to see the learning of a language as a skill for life but also as a way of developing additional life skills. We will continue to develop an awareness of other cultures, celebrating the similarities and differences that exist. As the GCSE course progresses, students will become increasingly confident with the four language learning skills (writing, speaking, reading and listening). Through clear feedback and self-reflection, they will recognise and build on their own personal strengths and work on areas for improvement. Students will cover grammatical elements, higher level vocabulary and exam techniques - all of which will prepare them thoroughly for the 4 exams at the end of Year 11. Moreover, we hope that a good number of students will take French as one of their A-Level options. | |
| **Implementation**  We want to develop resilient and independent learners ready to take on the challenge of GCSE exams and then the A-Level course. We will give students the opportunity to work on their own, in pairs and in groups, facing challenging exercises that will require our students to develop problem-solving skills. Throughout the course, they will practise the types of assessment they will experience at the end of Year 11. Students will develop the life skills that language learning brings. We will provide structure and frameworks to support students in the development of their 4 language learning skills, providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to recap and revisit some of the work done at KS3. Students will study a wide range of topics including family and relationships, modern technology, customs and festivals, food and drink and holidays. The MFL department will have control of the setting of our students and will change and move students based on the progress they are making. Accuracy and attention to detail (no matter at which level pupils are working) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching (5 lessons a fortnight) which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long-term memory will be developed through retrieval practice and knowledge organisers. In return, we expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. | |
| **Impact**  Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the French curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place throughout the course to make sure they are well prepared for the GCSE exams and are entered for the correct tier. The assessments will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will end Year 11 as more confident linguists who have should have made good progress towards their academic targets. | |
| **Links to prior learning**  The KS4 curriculum builds on the language skills, grammar and vocab learnt at KS3 by both consolidating and reinforcing the vocab and skills that they have covered but then also stretching students to go into more depth. | |
| **Links to future learning**  The KS4 Curriculum covers most of the grammar points that underpin the French language and provide students with the grounding to take A-Level French should students so wish. A GCSE language  qualification will provide evidence of certain skills that will be required in the world of work and the cultural elements that the KS4 curriculum covers are important in developing students’ global awareness of the world outside of the UK, whilst reinforcing the notion of ‘British Values’. | |
| **Links to other subjects and the wider curriculum**  The KS4 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students’ oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work is not immediately understandable, is another skill that can help students across the wider Chellaston curriculum. In addition to this, the importance of preparing knowledge and skills for possible A-Level courses are transferrable depending on the choice of subjects in Year 12. | |

**Topics**

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| **Autumn 1 – Personal information, marriage and future plans**   |  |  | | --- | --- | | **Reading**  Information Retrieval  Translation skills  Inference  Types of questions at GCSE  **Speaking**  Regular sound patterns  Fluency and intonation  Developing confidence to speak out loud  Recognition of question words. | **Writing**  Attention to detail  Present tense - patterns  Past tense – recap  Future tense use  Writing in paragraphs  Covering bullet points  Translation skills  **Listening**  Information retrieval  Awareness of different phonics  Change of tense  Inference | |  | | | | | **Home Learning**  Vocab learning  Grammar exercises testing understanding of new and older grammar points  Written pieces working on developing accuracy  Translation both ways  Oral questions |
| **Topics in Module 1**   * Describing themselves and others (personality and appearance) * Describe their family and relationships * Describe what they do together with family and friends * Describe views on marriage * Future plans when they are older | | | |
| **Assessment**  **Writing –** 40 / 90 word pieces and translations (20-40 words for lower ability groups)  **Completed after Unit 1** | | | |
| **Wider curriculum** | | | |
| Literacy   * Writing and reading skills | Numeracy  Numbers 1-31 (recap) | British Values   * respect and tolerance of others and their life choices | Employability   * cultural understanding * written communication * attention to detail * selecting key information * organisation * verbal communication * group work * listening skills |
| SMSC  Family situations | Cultural Capital  Developing academic language. | Character Education   * Resilience to complete a task * Working independently * Reflection * Responsibility | Personal Development  Taking responsibility for learning. |
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| **Autumn 2 – New Technology, social media**   |  |  | | --- | --- | | **Reading**  Information Retrieval  Translation skills  Inference  Types of questioning  Reading for gist  **Speaking**  Regular sound patterns  Developing confidence to speak out loud  Speaking in different tenses  Question recognition  Photo card work  Role play phrases | **Writing**  Attention to detail  Translation  Adjectives (recap)  Negatives  Memory skills  **Listening**  Information retrieval  Awareness of different phonics  Tense recognition | | | | **Home Learning**  Vocab learning  Grammar exercises testing understanding of new rules (adjectives / **tenses)**  Written pieces working on developing accuracy.  Translation both ways  Photo cards  Oral questions |
| **Topics in Module 2**   * How we use social media * The advantages and disadvantages of being online * How we use our mobile phones * The dangers of being online | | | |
| **Assessment**  **Reading –** comprehension and translations  **Writing –** 40 / 90 word pieces and translations (20-40 words for lower ability groups)  **Completed after Units 1 -3**  **Speaking –** selection of questions to be learnt off by heart **(completed around Christmas)** | | | |
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| **Wider curriculum** | | | |
| Literacy   * writing and reading * Oracy skills (speaking assessment) | Numeracy   * larger numbers / e.g. twitter followers * Use of statistics | British Values   * Data privacy laws * Mutual respect (cyber bullying etc.) | Employability   * cultural understanding * written communication * attention to detail * selecting key information * organisation * verbal communication * group work * listening skills |
| SMSC  Social media use / cyber dangers | Cultural Capital  Developing academic language | Character Education   * Resilience to complete a task * Participation * Working under pressure * Developing confidence to speak out loud | Personal Development  Debating – seeing two sides of an argument. |

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| **Autumn 2 / Spring 1 Festivals**   |  |  | | --- | --- | | **Reading**  Information Retrieval  Reading for gist  Tense recognition  Inference  Translation  **Speaking**  Awareness of some pronunciation rules  Speaking under pressure  Photo card practise  Memory techniques | **Writing**  Linking sentences into paragraphs  Attention to detail  Including tenses  Translation  **Listening**  Information retrieval  Recognition of different tenses  Recognising question words  Subject pronoun changes  Negative recognition | |  | | | | | **Home Learning**  Vocab learning  Grammar exercises – tenses / (past) (imperfect) / (future)  Translation both ways  Writing with accuracy and complexity  Photo card practice  Preparing a series of answers to questions |
| **Topics in Module 3**   * How we celebrate festivals in England * Developing a knowledge of festivals in France and what they do to celebrate | | | |
| **Assessment N/A** | | | |
| **Wider curriculum** | | | |
| Literacy  Writing and reading skills | Numeracy  Dates  Statistics | British Values  Religious tolerance  Cultural diversity  Mutual respect & tolerance | Employability   * cultural understanding * written communication * attention to detail * selecting key information * organisation * verbal communication * group work * listening skills |
| SMSC  Festivals in Francophonie | Cultural Capital  Developing academic language | Character Education  Organisation  Empathy / Appreciation of others’ beliefs | Personal Development  Understanding how you work under pressure. |

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| **Spring 1 / Spring 2 Freetime**   |  |  | | --- | --- | | **Reading**  Information retrieval  Tense recognition  Reading for gist  Inference  **Speaking**  Role play practice  Photo card practice  Continued recognition of sound patterns  Speaking in different tenses  How to use prep time in  assessments | **Writing**  Writing in paragraphs  Including more complexity in writing  Attention to detail  Tense use to show off ability  Covering bullet points (CONVICTS)  **Listening**  Information retrieval  Recognise tenses  Change of subject  Listening for gist | | | | | | | **Home Learning**  Vocab learning  Grammar exercises testing understanding of tenses  Written pieces working on developing  accuracy  Translation practice  Question recognition  Role play preparation  Oral questions  prepared |
| **Topics in Module 4**   * What types of music we like to listen to * What we like to watch on TV or at the cinema. The benefits and drawbacks of both. * What we like to eat and eating out (role playing) * Shopping and pocket money * What sport we do in our freetime | | | | | | |
| **Assessment**  **TO BE FILLED IN** | | | | | | |
| **Wider curriculum** | | | | | | |
| Literacy  Oracy skills | | Numeracy  Large numbers 1-100 + - prices | | British Values | | Employability   * cultural understanding * written communication * attention to detail * selecting key information * organisation * verbal communication * group work * listening skills |
| SMSC  Shopping abroad | | Cultural Capital  Developing academic language | | Character Education  Development of independent skills  Working under assessment pressure | | Personal Development  Role playing  Memory skills |
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| **Summer 1 Food and Drink - Healthy living**   |  |  | | --- | --- | | **Reading**  Information retrieval  Tense recognition  Reading for gist  Inference  **Speaking**  Role play practice  Photo card practice  Continued recognition of sound patterns  Speaking in different tenses  How to use prep time in  assessments | **Writing**  Writing in paragraphs  Including more complexity in writing  Attention to detail  Tense use to show off ability  Covering bullet points (CONVICTS)  **Listening**  Information retrieval  Recognise tenses  Change of subject  Listening for gist  Question types | | | | | | Home learning  Vocab learning  Grammar exercises testing understanding of tenses  Written pieces working on developing  accuracy  Translation practice  Question recognition  Oral questions  prepared | |
| **Topics covered in Module 5**   * What it means to have a healthy diet * What is healthy vs unhealthy * The risks of unhealthy living * Unhealthy habits eg smoking / drinking alcohol * Why a healthy lifestyle is important. | | | | | | |
| **Assessment**  **Listening - range of question types – comprehension covering units 1-5** | | | | | | |
| **Wider curriculum** | | | | | | |
| Literacy  Oracy  Writing skills | Numeracy  Quantities  Statistics | | British values  Human rights  Individual liberty & life choices | | Employability   * cultural understanding * written communication * attention to detail * selecting key information * organisation * verbal communication * group work | |
| SMSC  Healthy living  France its relationship with food. | Cultural capital  Developing academic vocab | | Character Education  Understanding exam requirements – critical thinking | | Personal Development  Role playing | |
| **Summer 2 – Holidays**   |  |  | | --- | --- | | **Reading**  Information retrieval  Tense recognition  Reading for gist  Inference  **Speaking**  Role play practice  Photo card practice  Continued recognition of sound patterns  Speaking in different tenses  How to use prep time in  assessments | **Writing**  Writing in paragraphs  Including more complexity in writing  Attention to detail  Tense use to show off ability  Covering bullet points (CONVICTS)  **Listening**  Information retrieval  Recognise tenses  Change of subject  Listening for gist  Question types | | | | | | Home Learning  Vocab learning  Grammar exercises testing understanding of tenses  Written pieces working on developing  accuracy  Translation practice  Question recognition  Oral questions  prepared  Revision skills | |
| **Topics in Module 6**   * Where we go on holiday (who with / how long / accommodation / travel) * Activities on holiday (day and evening) * Dream holiday vs Disaster holiday * Asking for help * Complaining | | | | | | |
| **Assessment – END OF YEAR ASSESSEMENT – Writing / Listening / Speaking / Reading** | | | | | | |
| **Wider Curriculum** | | | | | | |
| Literacy  Oracy  Writing skills | Numeracy  Large and small numbers  Dates and prices | | British values  Mutual respect of foreign countries/people | | Employability   * cultural understanding * written communication * attention to detail * selecting key information * organisation * verbal communication * group work | |
| SMSC  Different cultures abroad  France as a tourist destination | Cultural capital  Developing academic vocab | | Character Education  Understanding exam requirements – critical thinking  Working under pressure | | Personal Development  Role playing  Understanding stress and how to cope | |