



## Chellaston Academy – Yr 11 French

French	Year 10 and 11 Curriculum
<p><b>Intent</b></p> <p>Across the whole of our KS4 curriculum we aim to deliver a programme of study which 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 who take French in Year 9 have the option to choose it 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 on as one of their A-Level options.</p>	
<p><b>Implementation</b></p> <p>We want to develop resilient, 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 which 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. 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 which level pupils are working at) 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.</p>	
<p><b>Impact</b></p> <p>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 hopefully made good progress towards their academic targets.</p>	
<p><b>Links to prior learning</b></p> <p>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.</p>	
<p><b>Links to future learning</b></p> <p>The KS4 Curriculum covers most of the grammar points which underpin the French language and provide students with the grounding to take A-Level French should students so wish. A GCSE language</p>	



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 also important in developing students' global awareness of the world outside of the UK.

**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 isn't 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

<b>Autumn 1 - Holidays topic to be finished off (3 weeks including assessment)</b>			
<b>Autumn 1 / 2– School, jobs and future plans</b> <b>Reading</b> Information Retrieval Translation skills Inference Answering in French Types of questions at GCSE  <b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud Recognition of question words. Forming questions – role play / general conversation		<b>Writing</b> Attention to detail Present tense - patterns Past tense – recap Simple future tense use Writing in paragraphs Covering bullet points Translation skills  <b>Listening</b> Information retrieval Awareness of different phonics Change of tense Inference	
<b>Home Learning</b>  Vocab learning  Grammar exercises testing understanding of new and older grammar points  Written pieces working on developing accuracy  Translation both ways  Oral questions  Revision skills			
<b>Topics in Module 1</b> <ul style="list-style-type: none"> <li>• School subjects – likes / dislikes</li> <li>• School routine and description of the school itself</li> <li>• School rules</li> <li>• School uniform</li> <li>• Differences and similarities between British and French schools</li> <li>• Plans for after school</li> <li>• Job and different work settings</li> <li>• Advantages or certain jobs and disads</li> <li>• Applying for jobs</li> <li>• Plans for after A-Levels</li> </ul>			
<b>Assessment PPEs – NOVEMBER</b> <b>Full mock exam – all 4 skills</b>			
<b>Wider curriculum</b>			
<b>Literacy</b> <ul style="list-style-type: none"> <li>• Writing and reading skills</li> <li>• Oracy</li> </ul>	<b>Numeracy</b> Bigger numbers (pupils / teachers) Time - lessons	<b>British Values</b> <ul style="list-style-type: none"> <li>• Importance of rules and laws</li> </ul>	<b>Employability</b> <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• written communication</li> <li>• attention to detail</li> <li>• selecting key information</li> <li>• organisation</li> <li>• working under</li> </ul>



			pressure <ul style="list-style-type: none"> <li>• verbal communication</li> </ul>
SMSC Schools in France	Cultural Capital Developing academic language.	Character Education <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Reflection</li> <li>• Responsibility</li> </ul>	Personal Development Taking responsibility for learning. How to revise

<b>Spring 1 and 2 – Environment, Global and Social issues</b>		<b>Home Learning</b>
<b>Reading</b> Information Retrieval Translation skills Inference Types of questioning Reading for gist	<b>Writing</b> Attention to detail Translation CONVICTS Memory skills Bullet point coverage	Vocab learning  Grammar exercises testing understanding of new rules (adjectives / <b>tenses</b> )  Written pieces working on developing accuracy.  Translation both ways  Photo cards  Oral questions
<b>Speaking</b> Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Question formation Photo card work Role play phrases	<b>Listening</b> Information retrieval Awareness of different phonics Tense recognition	

<b>Topic in Module 2</b> <ul style="list-style-type: none"> <li>• How we can help the environment (recycling / everyday decisions etc)</li> <li>• Environmental problems facing the world</li> <li>• Why we should help the environment</li> <li>• Problems facing society (charity work / crime / unemployment / homelessness)</li> <li>• Social problems facing the world (famine / obesity / addictions)</li> </ul>
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<b>Assessment</b> <b>Speaking – MOCK PPE SPEAKING EXAM</b>
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<b>Wider curriculum</b>			
Literacy <ul style="list-style-type: none"> <li>• writing and reading</li> </ul>	Numeracy <ul style="list-style-type: none"> <li>• larger numbers</li> </ul>	British Values <ul style="list-style-type: none"> <li>• Respect for everyone no matter their circumstance – homeless / unemployed</li> </ul>	Employability <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• written communication</li> <li>• attention to detail</li> </ul>



			<ul style="list-style-type: none"><li>• selecting key information</li><li>• organisation</li><li>• working under pressure</li><li>• verbal communication</li></ul>
SMSC Poverty Homelessness Climate change	Cultural Capital Developing academic language	Character Education <ul style="list-style-type: none"><li>• Resilience to complete a task</li><li>• Participation</li><li>• Working under pressure</li><li>• Working to achieve a target</li></ul>	Personal Development Debating – seeing two sides of an argument. Revision skills – learning styles



