



Chellaston Academy

French	Year 10 Curriculum
<p>Intent</p> <p>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.</p>	
<p>Implementation</p> <p>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.</p>	
<p>Impact</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 should have made good progress towards their academic targets.</p>	
<p>Links to prior learning</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>Links to future learning</p> <p>The KS4 Curriculum covers most of the grammar points that underpin the French language and provide</p>	



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

<p>Autumn 1 – Personal information, marriage and future plans</p> <p>Reading Information Retrieval Translation skills Inference Types of questions at GCSE</p> <p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Recognition of question words.</p>		<p>Writing Attention to detail Present tense - patterns Past tense – recap Future tense use Writing in paragraphs Covering bullet points Translation skills</p> <p>Listening Information retrieval Awareness of different phonics Change of tense Inference</p>		<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Oral questions</p>
<p>Topics in Module 1</p> <ul style="list-style-type: none"> • 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 				
<p>Assessment Writing – 40 / 90 word pieces and translations (20-40 words for lower ability groups)</p>				
<p>Completed after Unit 1</p>				
<p>Wider curriculum</p>				
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills 	<p>Numeracy</p> <p>Numbers 1-31 (recap)</p>	<p>British Values</p> <ul style="list-style-type: none"> • respect and tolerance of others and their life choices 	<p>Employability</p> <ul style="list-style-type: none"> • cultural understanding • written communication • attention to detail • selecting key information • organisation • verbal communication • group work • listening skills 	
<p>SMSC</p> <p>Family situations</p>	<p>Cultural Capital</p> <p>Developing academic language.</p>	<p>Character Education</p> <ul style="list-style-type: none"> • Resilience to complete a task • Working independently 	<p>Personal Development</p> <p>Taking responsibility for learning.</p>	



		<ul style="list-style-type: none"> • Reflection • Responsibility 	
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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
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Topics in Module 2 <ul style="list-style-type: none"> • 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)

Wider curriculum			
Literacy <ul style="list-style-type: none"> • writing and reading • Oracy skills (speaking assessment) 	Numeracy <ul style="list-style-type: none"> • larger numbers / e.g. twitter followers • Use of statistics 	British Values <ul style="list-style-type: none"> • Data privacy laws • Mutual respect (cyber bullying etc.) 	Employability <ul style="list-style-type: none"> • cultural understanding • written communication • attention to detail • selecting key information • organisation • verbal



			communication <ul style="list-style-type: none">• group work• listening skills
SMSC Social media use / cyber dangers	Cultural Capital Developing academic language	Character Education <ul style="list-style-type: none">• Resilience to complete a task• Participation• Working under pressure• Developing confidence to speak out loud	Personal Development Debating – seeing two sides of an argument.



Autumn 2 / Spring 1 Festivals		Home Learning	
Reading Information Retrieval Reading for gist Tense recognition Inference Translation		Writing Linking sentences into paragraphs Attention to detail Including tenses Translation	
Speaking Awareness of some pronunciation rules Speaking under pressure Photo card practise Memory techniques		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			
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.



Spring 1 / Spring 2 Freetime		Home Learning	
Reading Information retrieval Tense recognition Reading for gist Inference	Writing Writing in paragraphs Including more complexity in writing Attention to detail Tense use to show off ability Covering bullet points (CONVICTS)	Vocab learning Grammar exercises testing understanding of tenses Written pieces work- ing on developing accuracy Translation practice Question recognition Role play prepara- tion Oral questions prepared	
Speaking Role play practice Photo card practice Continued recognition of sound patterns Speaking in different tenses How to use prep time in assessments	Listening Information retrieval Recognise tenses Change of subject Listening for gist		
Topics in Module 4 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • cultural understanding • written communication • attention to detail • selecting key information • organisation • verbal



			communication <ul style="list-style-type: none"> • 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

Summer 1 Food and Drink - Healthy living		Home learning Vocab learning Grammar exercises testing understanding of tenses Written pieces working on developing accuracy Translation practice Question recognition Oral questions prepared
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	

Topics covered in Module 5 <ul style="list-style-type: none"> • 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.
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Assessment Listening - range of question types – comprehension covering units 1-5
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Wider curriculum			
Literacy Oracy Writing skills	Numeracy Quantities Statistics	British values Human rights Individual liberty & life choices	Employability <ul style="list-style-type: none"> • cultural understanding • written communication



			<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • cultural understanding • written communication • attention to detail • selecting key



			information <ul style="list-style-type: none">• 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