French Key Stage 4 LTP – 3 years course

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| **Curriculum Intent** |
| **What are the objectives for your curriculum?** *To teach students the gcse syllabus.*  **What do you want pupils to be able to know and do by the time they end the stage?** *We would like students to be able to communicate and understand in the target language; using at least three tenses and giving opinions with reason in the range of topics chosen by the exam board.*  **How does your curriculum plan set out the sequence and structure of how it is going to be implemented?** In year 9 we set out to introduce and consolidate core grammar and two or more tenses. We also re visit topics learnt in ks3 and that we will revisit in more depth during when studying the gcse content. In year 10 we cover the first 5 modules and work on phonics. We also prepare students for their speaking assessment. By year 11, students have three more modules to cover. By December’s mocks, students should have covered the entire GCSE syllabus and have their speaking topic of conversation learnt.  **Why is it shaped the way it is?** To allow students to learn all modules on time for the December mocks and give students time to consolidate their learning to the point where they are able to manipulate the target language, written and spoken.  **What values have guided your decisions about the curriculum you have in place?** We acknowledge the length of content in the gcse syllabus; therefore, we have planned in so students with different learning abilities have time to do well in the subject.  **How does your curriculum reflect the school's context?** Our priority is our students. St Joseph takes a lot into consideration those students with disadvantage backgrounds. With this in mind, the department has allowed time within the LTP and MTP time for All students to learn the content but also is giving them time to go over again modules, develop studies skills, learn exam strategies, improve on their speaking, reading, listening and/or writing skill.  **How does your curriculum reflect the schools Catholic Ethos?** By introducing them to other cultures and discussing the way of living and idiosyncrasies in comparison to ours.  To what extent have you made these objectives clear? For each lesson, we have the learning objective displayed clearly on the board when students come into the lesson. Students write down the objective; and then, it is discussed as a class.  **Does everybody know them?** They are written: in the white board, on students’ exercise book, on the MTP and teacher’s short-term plan.  **How does your curriculum reflect national policy (for example, British values and PSHE)?** We cover topics that mirror the British values (Democracy, rule of law, tolerance, mutual respect and individual liberty). Topics such as: talking about who inspires you and role models, think globally and recycle, discussing healthy or unhealthy lifestyles and so on.  **How does it cater for disadvantaged and minority groups?** As we encourage students to give their opinions with reasons and to develop their thoughts, students learn to have a voice in the target language. Motivating students to learn the vocabulary set in the course; and to do well. |

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| **Prior Learning Summary** |
| When students arrive into year 9 to begin their French GCSE course, most of them would have come with a good foundation into the language. Students will have already cover at least three tenses, adjectives, some high frequency verbs, nouns and would roughly learnt the basic vocabulary of a few of the GCSE foundation topics. |

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| **Curriculum Structure – Year 9** | | | | | | |
| KS3 | KS3 | M2 x 6 | MS3 x 6 | M5 x 6 | REVISION x 6 |

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|  | | **Curriculum Structure – Year 10** | | | | |
| M1 x 6 | M2 x 6 | | M3 x 6 | M4 x 6 | M5 x 6 | Revision x 6 |

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| **Curriculum Structure – Year 11** | | | |
| m6 x 6 | m7 x 6 | m8 x 6 | Revision/Speaking Mocks preparation/exam techniques x N |

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| **Module 2: Bien dans sa peau**- Studio 3 textbook | |
| **Overview** | Happy in your own skin (body parts and healthy life style) |
| **Aims** | Learning the parts of the body, talking about sports, learning about healthy eating, making plans to get fit, and describing levels of fitness. Students will recall when to use the definite articule “à” and will learn to use “il faut”. They will recall using the near future tense and then combine all three tenses in one piece of work. Students will also recall the oi, ch, ç/c, qu, j and French liaison. |

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| **Module 3- à l’horizon** - Studio 3 textbook | |
| **Overview** | On the horizon (Jobs and future plans) |
| **Aims** | Describing jobs, discussing learning languages, saying what you used to do, discussing your future and your past, giving more information about your job. Students will recall the use of masculine and feminine nouns, modal verbs. They will learn the imperfect tense and will practice using it in combination with the near future tense. Ultimately aiming the put together a piece of work using different tenses. Students will recall the following phonics: -tion, ien, un. |

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| **Module 5 - Moi dans le monde (Studio 3 Rouge)** | |
| **Overview** | Me in the world |
| **Aims** | Discussing what you are allowed to do, explaining what is important to you, things you buy and what makes you happy. The module covers using expressions with the verb AVOIR, using direct object pronouns, using “si” (if) in complex sentences and using complex sentences. |

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| **Revision/EOY les choristes** | |
| **Overview** | Developing listening and understanding skills and practicing French phonics |
| **Aims** | Revision of grammar, watching and discussing the film “Les choristes” (The choir). Additionally, practicing French pronunciation through a French song |

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| **Module 1 Qui suis-je? – AQA Studio GCSE French text book** | |
| **Overview** | Who am I? |
| **Aims** | Revising family and describing people, revising places in town, activities and times. Additionally, discussing what makes a good friend, family relationships, arranging to go out, describing a day out and discussing role models. The module covers using irregular –er verbs in the present tense, reflexive verbs in the present tense, the near future and prefect tense. |

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| **Module 2 Le temps de loisirs– AQA Studio GCSE French text book** | |
| **Overview** | leisure time |
| **Aims** | Revising leisure activities, films and going to the cinema. Moreover, talking about sports, using technology, discussing reading and music habits; talking about television programmes and a night out with friends. Grammatically, the module covers using “depuis” + the present tense, using irregular verbs in the present tense, negatives, comparatives and more on the perfect tense. |

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| **Module 3 Jours ordinaires, jours de fête – AQA Studio GCSE French text book** | |
| **Overview** | ordinary days, feast days: |
| **Aims** | Talking about food, meals, clothes and what to wear. Describing your daily life, shopping for clothes, describing festivals and traditions; shopping for a special meal and describing a family celebration. The module covers the use of three or more tenses, asking questions using “est-ce que…?” and “qu’est-ce que..?”, using “devoir” and “pouvoire”, using “quell(s)/quelle(s)” and “ ce/cet/cette/ces”. |

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| **Module 4 De la ville à la campagne – AQA Studio GCSE French text book** | |
| **Overview** | from the city to the countryside |
| **Aims** | Talking about where you live and what you can do there, revising places in town and asking the way, describing a region, finding out tourist information, discussing plans and the weather, talking about your town, village or neighbourhood. The module covers using negatives, using the “si” clauses, asking questions and using superlatives. |

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| **Module 5 le grand large– AQA Studio GCSE French text book** | |
| **Overview** | the great open sea |
| **Aims** | Talking about what you normally do on holiday, dealing with a hotel stay, talking about travelling, saying what you do and did on holiday, ordering in a restaurant, talking about holiday disasters. The module covers using three time frames, expressions with AVOIR, using the present and perfect tenses and comparatives. |

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| **Revision and Film review and french song** | |
| **Overview** | Developing listening and understanding skills and practicing French phonics |
| **Aims** | Revision of grammar, watching and discussing the film “Tin Tin”. Additionally, practicing French pronunciation through a French song |

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| **Module 6 – au collège– AQA Studio GCSE French text book** | |
| **Overview** | in college |
| **Aims** | Revising school subjects and talking about your timetable, giving opinions on school subjects and facilities, talking about your school and school in France, discussing rules and regulations; discussing healthy and unhealthy living, school activities and success at school. Grammar wise, the modules covers three or more times frames, using the imperfect tense, adverbs, using “il faut” and “il est interdit de”. |

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| **Module 7 – bon travail! – AQA Studio GCSE French text book** | |
| **Overview** | Good job |
| **Aims** | Talking about jobs, discussing work preferences, plans, hopes and wishes; talking about how to earn money and work experience. The module covers using the conditional tense, simple future, the perfect, present and conditional together and using the perfect and imperfect together. |

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| **Module 8 un oeil sur le monde– AQA Studio GCSE French text book** | |
| **Overview** | an eye on the world |
| **Aims** | Talking about what makes you tick and what concerns you. Discussing the weather and natural disasters, talking about protecting the environment, ethical shopping, volunteering and discussing big events. The module covers all the tenses, emphatic pronouns, using “doit” and “on peut + infinitive”. |

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| **revision + exam practice** | |
| **Overview** | Revise the eight modules and learn exam techniques |
| **Aims** | To recap the 8 modules, prepare for the speaking assessment, exam practice with past papers and consolidate grammar. |