

GCSE French

Curriculum Intent 2021-2022

Core aims of the subject at Key Stage 4

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. OFSTED curriculum review, June 2021.

Firstly, learning French is the pleasure of learning a beautiful, rich, melodious language. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. France is the world's top tourist destination and attracts more than 87 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France, and offers insights into France's culture and way of life. French also comes in handy when travelling to French-speaking parts of the world.

Another reason to learn French is that France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners. It offers challenging opportunities and personal development. The ability to speak French and English is an advantage on the international job market. Inspirational and motivational aspects of acquiring a knowledge of French are that it opens the doors of French companies in France but also in England, for example Airbus in Chester or Michelin tyres in Stoke-on-Trent. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. This shows how important it is to be able to speak this language. It really does prepare you for the future!

Furthermore, French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Edith Piaf and Zinedine Zidane or Thierry Henry!

Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. We have had students who have studied French at GCSE then A level leading to studying in Paris for their degree.

For all these reasons, we feel that through your GCSE French journey you will be prepared to access a much broader world. The curriculum provides breadth and depth as you will revisit topics studied at Key Stage 3 but you will go into each of them much more deeply. As the course goes on, you will develop a greater understanding of the French language as well as different aspects of French culture. The topics have been chosen based on the GCSE specification and we have strategically planned out when to teach them and how long to dedicate to

each of them, allowing plenty of time for revision. In terms of personal development, you will have the opportunity to take part in the French exchange with Brive La Gaillarde during Year 10, during which you will be able to leave with a French family for a week and host a French student for a week. This is such a fantastic and rare experience, which can create long lasting friendship with French people and therefore life-long learning. It also provides a community involvement, which can be developed in school, as you will be able to take part in the Inter House Language competition, sharing your knowledge with primary schools and our school community.

It would not be fair or true to say that learning French is easy; language learning takes time, effort and dedication. The acquisition of vocabulary and grammar knowledge is relentless, but we make no apology for this! The rewards for perseverance are enormous; you never know which doors might just open for you because of your language skills. Employers and universities recognise that learning a language shows resilience and tenacity and will respect and value you for this. You will be able to achieve something that will make you different from many other young people. It will prepare you for the future. Your teachers will guide you safely through the course, preparing you for the exams and beyond, but this is your grade for a reason. For future preparation, spending just five minutes a day reading through your class notes, revisiting grammar points or learning vocabulary is worth more than half an hour once a week. The dividend for trawling meticulously through your written pieces, to correct and improve them will come when you sit your writing exam and can tackle any essay question with ease and confidence. You will be able to develop resilience that will help you in the future. Making links to a whole host of related words from one word you have just discovered, will train your brain to find connections and break down words more easily, keeping your brain firing on all cylinders (you're welcome).

Trips and visits

Potential French exchange in Year 10 with College Notre Dame – Edmond Michelet, Brive la Gaillarde. On hold due to Covid19.

Assessment

Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The range of topics within the specification aims to inspire students who are interested in French culture and French speaking countries. Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Please see website for the formal internal assessment record.

Homework

The pupils need to learn 65 expressions on a fortnightly basis leading to fortnightly tests.

The other week, the students need to learn or reinforce vocabulary/verbs by using 'Memrise'.

Improvements to written tasks and speaking questions and other exercises as set by individual teachers.

Clubs and/or intervention

Friday lunch revision Clinique.

Parental/Carer support

As ever, parental support is invaluable. Any support parents can give to help their child to learn is always welcome. Parental vocabulary checking and discussion of in class learning helps to reinforce learning.

Helpful sources of information

Memrise

Quizlet

AQA website and use of past papers

20minutes.fr (reading practice)

France24.com (live TV)

TV5 monde.com (live TV)

Connections to future pathways

Any career is enhanced through speaking a foreign language. Careers directly related to languages include: Interpreter, Secondary school teacher, and Translator. Careers where a language degree would be useful include: Broadcast journalist, Detective, Diplomatic service officer, Education consultant, English as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Sales executive, Tour manager, Import / export manager.

Significant local employers include: Bet 365, Muller yoghurt, Bentley Motors, Network Sports, Airbus Broughton (Chester), Michelin (Stoke on Trent).

Degree courses where languages are required/useful to gain entry include: Classical Studies – useful, Economics or Business related degrees – useful, English - sometimes essential, always useful, European Studies - essential, 2 languages even more useful, Film Studies – useful, French - essential, 2 languages even more useful, German - essential, 2 languages even more useful, History – useful, History of Art – useful, Italian - essential, 2 languages even more useful, Law – useful, Leisure and Tourism – very useful.

Transferable skills: communication skills, adaptability/resilience /resourcefulness, independent learner, cultural development and global awareness.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
------	-----------	------------	-------------------------

Me, my family and friends & Technology in everyday life

Who doesn't want to talk about themselves?! Here, we'll get you doing it in French. We want to know who you are, what your friends and family are like and what your opinions on important things like marriage and children are. We will then move on to our 21st century topic where you can tell us about your life online.

Autumn
1

- Family members
 - regular and irregular verbs in the present tense
 - reflexive verbs
 - adjective agreement
- Relationships with friends and family members
 - reflexive verbs
 - possessive adjectives
 - comparatives and superlatives
- Advantages and disadvantages of marriage
 - The immediate future and the future tense
 - conditional tense
 - direct and indirect pronouns
- Social media
 - direct and indirect object pronouns
- Social media
 - advantages and disadvantages of social media
 - The present tense of irregular –ir and –re verbs

- Fortnightly vocabulary / key phrases testing
- Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher.
- Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions.

- Looking for clues when listening
- Learning to distinguish word types
- Understanding questions
- Spotting patterns
- Spotting grammatical signposts
- Looking for near-cognates
- Thinking creatively in speaking
- Achieving a fluent translation
- Avoir and etre drilled as needed for all compound tenses.
- Ignoring words which are not needed
- Using cognates and near-cognates
- Understanding near-cognates when listening
- Answering unprepared questions

These topics were touched upon in Y7 and then Y8. They now need to be further developed by allowing the pupils to deepen their understanding and opinions such as marriage and children. They should now be able to discuss these in a more mature way. They now use social media a lot more and should be able to have clear ideas of risks and advantages.

Autumn
2

We will carry on looking at the use of what takes a huge part in the life of teenagers: mobile technology. You will be able to discuss and write about what you do with it but also discuss the risk and dangers are social media. What makes you tick? We know you in a classroom, in uniform, but what about after school? Do you love going to the cinema? Alternatively, is extreme sports like bungee jumping, which you are fond of? In this unit, we will teach you how to tell us all about in French

	<ul style="list-style-type: none"> ➤ Mobile communication usage, what do you do with it? <ul style="list-style-type: none"> • Aller, faire and other common irregular verbs • Emphatic pronouns (moi, toi, lui and elle) ➤ Benefits and dangers of mobile technology <ul style="list-style-type: none"> • Present tense of more irregular verbs • Il est possible que + subjunctive 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Listening for key information ➤ Working out the meaning of new words ➤ Asking for clarification ➤ Word patterns ➤ Listening for essential words ➤ Spotting feminine nouns ➤ Coping strategies ➤ Pronunciation of verb endings ➤ Building your speaking and writing skills ➤ Collecting useful phrases
	<ul style="list-style-type: none"> ➤ Describing free-time and activities in the past <ul style="list-style-type: none"> • The perfect tense of regular verbs • The perfect tense with <i>être</i> ➤ Talking about leisure activities including cinema <ul style="list-style-type: none"> • Revision of future tense • Time phrases ➤ Discussing different cuisines and eating out / eating habits <ul style="list-style-type: none"> • Verb + infinitives (opinions for example) • The pronoun <i>en</i> • Demonstrative pronouns • Using more complex negatives ➤ Talking about sport <ul style="list-style-type: none"> • Developing sentences using <i>quand</i>, <i>lorsque</i> and <i>si</i> • Opinion verbs ➤ Discussing new and extreme sports, and taking risks in sport <ul style="list-style-type: none"> • Using the pronouns <i>en</i> and <i>y</i> 		<ul style="list-style-type: none"> ➤ Adding opinions to produce more complex sentences ➤ Making use of grammatical markers ➤ Listening for detail ➤ Translation strategies ➤ Using common patterns between French and English when reading ➤ Structuring a debate ➤ This has also been slightly covered in Y8. The pupils were able to study a French film and learn about different genre of films. Now they are ready to extend their knowledge of unusual sports, various activities and express what they can do within different time frames.

	<p>Have you ever spent New Year's Eve watching amazing fireworks? What do you think of Christmas: is it too commercial or should we help the poor at this time of year? How do we spend Christmas in France? What do you know of Divali or other celebrations? In this unit, you will find out why you might if you spend 31st December in France!</p>		
<p>Spring 1</p>	<ul style="list-style-type: none"> ➤ Customs and Traditions, talking about how we celebrate • Reflexive verbs in the perfect tense • Using <i>en, au/aux/à</i> + countries and towns ➤ French traditions, what are they? • Using the perfect tense • Rules of agreement with the perfect infinitive ➤ Describing international festivals • Imperfect tense of common verbs • Deciding between the perfect and imperfect tenses ➤ Describing an event • Using the perfect and imperfect tenses together • Revision of the imperfect tense 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Paraphrasing ➤ Spotting different words used to express the same idea ➤ Using context when listening ➤ Requesting help ➤ Using a word which refers to a similar item ➤ Making use of social and cultural context when reading ➤ Developing knowledge of French-speaking countries ➤ This has also been slightly covered in Y8. The pupils are now more mature and have developed.
<p>Spring 2</p>	<p>Are you fiercely proud of your Harry Potter bedroom? Do you love your garden because it's the size of a football pitch, with a goal at either end? Does the lack of cinema in Nantwich annoy you? Do you think that there is nothing to do in the area or do you think the countryside is brilliant for hiking? This is the unit to tell us all about it!</p>		

	<ul style="list-style-type: none"> ➤ Where do you live? Describing your home <ul style="list-style-type: none"> • Negative phrases followed by <i>de</i> • Partitive articles ➤ Where will you live in the future, describing your ideal home <ul style="list-style-type: none"> • Conditional of regular verbs and irregular verbs ➤ Describing what a town is like and what is there to do and see there <ul style="list-style-type: none"> • Demonstrative adjectives • Prepositions ➤ Describing your region <ul style="list-style-type: none"> • Recognising possessive pronouns • Revision of comparative and superlatives adjectives 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Using grammatical markers ➤ Describing something when the word is unknown ➤ Using drawing to help with communication ➤ Breaking down long words to aid comprehension ➤ Recognising key topic words in reading and listening tasks ➤ Building longer sentences ➤ Simplification and paraphrasing ➤ Using intensifiers <p>Describing houses and where you live is being revisited here but with much more complexity, ensuring a variety of tenses are taught in order to prepare for all types of questions.</p>
<p>Summer 1</p>	<p>Does the thought of a gap year excite you? How might you spend it? You might have heard of '<i>Médecins sans frontières</i>' but who are they? Helping people around the world and in your community. You might want to help fighting the Ebola virus in Western Africa or simply help your local food bank. This might sound a little complicated to be able to say all this in French, but trust us, we'll get you there.</p> <p>We will also look at how to talk about healthy living and how to improve our daily routines and health habits.</p>		

	<ul style="list-style-type: none"> ➤ Describing charity work <ul style="list-style-type: none"> • The conditional of <i>vouloir</i> and <i>aimer</i> • <i>En</i> + present participle ➤ Understanding the importance of charities <ul style="list-style-type: none"> • <i>Vouloir que</i> + subjunctive • using <i>ce que</i> ➤ Comparing old and new health habits <ul style="list-style-type: none"> • The imperfect tense of <i>être</i>, <i>avoir</i> and <i>faire</i> • Expressions of quantity • Recognising the pluperfect tense ➤ Describing Health resolutions <ul style="list-style-type: none"> • <i>Il vaut / il vaudrait mieux</i> • Revision of negative constructions 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Ignoring words that are not needed ➤ Using cognates and near-cognates ➤ Using layout to help understanding ➤ Reading authentic texts ➤ Using verbal context when listening ➤ Using questions to formulate answers ➤ Recognising common patterns in French when listening ➤ Using negatives to add complexity ➤ Charity and volunteering are topics that will be developed much further at A level. They were not covered at KS3.
--	---	---	--

Here we move away from looking at ourselves and our own lives and we take a more outwardly look at the world. How can we save our planet? What are the causes of environmental problems and what can we do about them? We look at homelessness and take a moment to stand in somebody else's shoes. What must it feel like?			
Summer 2	<ul style="list-style-type: none"> ➤ Discussing environmental problems and their solutions <ul style="list-style-type: none"> • Using <i>si</i> + present tense • <i>Si</i> clauses + present + future ➤ Discussing global issues <ul style="list-style-type: none"> • Recognising and using the pluperfect tense • Revision of <i>en</i> and <i>y</i> ➤ Discussing inequalities <ul style="list-style-type: none"> • Verbs of possibility • <i>Permettre de</i> + infinitive ➤ Discussing poverty in the world <ul style="list-style-type: none"> • The subjunctive mood • Present tense forms of the subjunctive 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Spotting near-cognates when listening ➤ Using grammatical categories ➤ Recognising suffixes ➤ Looking for words inside other words ➤ Making use of social and cultural context when listening ➤ Tackling 'Positive, Negative or Positive/Negative tasks ➤ Agreeing and disagreeing in a discussion ➤ Dealing with longer texts. <p>The teaching and discussions about environment and poverty in the world need maturity and life experience, the pupils should now be able to have both. The pupils have enough knowledge to start understanding more complex tense such as the subjunctive mood (only used as vocabulary as it is a KS5 tense – but can still be used to show examiners range and complexity of language).</p>

Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	This is the part of the course you will find the most useful! How many times are your parents saying 'Come on, you can order, you do French at school!'. In this unit, we will be looking at booking accommodation and how to talk about holidays. I hope that by the end of this unit, you'll be planning your visit to France!		

	<ul style="list-style-type: none"> ➤ Booking accommodation, talking about holiday preferences <ul style="list-style-type: none"> • Sequencing words and phrases • <i>Depuis</i> + the present tense • <i>The pronoun y</i> ➤ Looking at travel websites, describing holidays in detail <ul style="list-style-type: none"> • Revision: using the perfect and imperfect tenses together • <i>Après avoir / être</i> + past participle • <i>Venir de</i> + infinitive ➤ Discovering France, talking about visiting different places in France <ul style="list-style-type: none"> • Revision of imperfect tense of –er verbs • Revision of imperfect tense of <i>avoir</i>, <i>être</i> and <i>faire</i> ➤ Talking about visiting French towns and cities <ul style="list-style-type: none"> • Using three time frames: past, present and future 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on ‘Memrise’ There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Using paraphrasing ➤ Using adjectives to improve a piece of work ➤ Using social / cultural context to understand meaning ➤ Adding complexity to written and spoken language ➤ Recognising cognates and near-cognates when reading ➤ Reading for gist <p>This topic was covered slightly in Y9. The pupils have just been on holiday and should now be able to describe their past holiday. They can also use different time frames to express all sorts of holidays and include opinions plus justifications.</p>
<p>Autumn 2</p>	<p>If you were not able to take part in the French exchange and experience first-hand life in a French educational establishment, then you will be able to understand the differences between French and English schools. Do you like school rules? You will be able to express your views and opinions in French about them and move onto what your ideal school would look like.</p>		

	<ul style="list-style-type: none"> ➤ Describing school and a day at school • Revision of perfect tense of regular – <i>er</i> verbs • Emphatic pronouns • Adverbs of place and time ➤ Describing school life in different countries • Revision of the perfect tense of –<i>ir</i> and –<i>re</i> verbs • Revision of perfect tense of irregular verbs • Revision of perfect tense with <i>être</i> ➤ Talking about uniform and school rules • Revision of <i>pouvoir, vouloir</i> and <i>devoir</i> • Revision of <i>il faut</i> ➤ Talking about your ideal school • Revision of the conditional tense • Time phrases 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on ‘Memrise’ There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Translating into French and encountering translation problems ➤ Modes of address ➤ Telling the time ➤ Using grammatical markers and categories ➤ Describing physical properties ➤ Pointing and demonstration ➤ Using visual and verbal context in reading ➤ Using more than one tense in one sentence <p>School life was covered in Y9. Now the pupils need to use more complex grammar such as modal verbs, alongside a variety of tenses to practise speaking and writing questions. They should have now acquired that knowledge.</p>
<p>Spring 1</p>	<p>This is the end. You need to decide what you are going to do next. 6th Form, apprenticeship? You will be able to discuss in French what the choices are and why they are good or not so good. You will be able to discuss jobs and why they are fantastic and perfect for you, or the opposite.</p>		

	<ul style="list-style-type: none"> ➤ Making career choices <ul style="list-style-type: none"> • Revision of <i>si</i> clause in the present tense • <i>Si</i> clause with the future tense ➤ University or apprenticeship at 18? <ul style="list-style-type: none"> • Using <i>quand</i> clauses with the future tense • Twoverb structures ➤ Choosing a career and discussing how to get it <ul style="list-style-type: none"> • The passive voice in the present tense • Revision of comparative and superlative ➤ Talking about advantages and disadvantages of jobs <ul style="list-style-type: none"> • Avoiding the passive • Recognising the passive in the past and the future 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Simplifying what you say ➤ Listening for different ways of saying the same thing ➤ Ignoring words which are not needed in the listening tests ➤ Being aware of <i>faux amis</i> when translating into English ➤ Using <i>qui</i> and <i>que</i> to help you refer to something ➤ Using French idioms <p>This is the final unit, which links perfectly with moving high school and going into 6th form or starting an apprenticeship.</p>
<p>Spring 2 And Summer</p>	<p>You will be using the lessons to revise different topics, go through past papers, look at exam technique, and reinforce learning. All the speaking elements will be rehearsed to prepare you for the speaking exam, which will involve practising role-play and photo cards, and all the questions related to the general conversation.</p> <p style="text-align: center;">Practice for writing, listening and reading papers will also take place.</p>		

1	<ul style="list-style-type: none">➤ Revision of all themes and sub-themes➤ Practise all skills for each theme➤ Finalise speaking questions and practise them in order to improve fluency and quality of language➤ Practise exam papers (Exampro)	<ul style="list-style-type: none">➤ Fortnightly vocabulary / key phrases testing➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on 'Memrise' There could also be some translations, redrafting of written work following detailed marking by your teacher.➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions.	
---	---	---	--