

French – KS4 Curriculum Map

		Year 10	Year 11
Term 1	Vocabulary	<p>Self, Family and Relationships</p> <ul style="list-style-type: none"> understand common language used in GCSE exam paper rubrics. use a range of exam techniques and strategies for reading and listening use strategies and key language to describe what is in a photo. use repair strategies to cope with unexpected responses when speaking. understand family members and pets. understand a range of adjectives used to describe physical appearance and personality. build sentences to describe people using key verbs; give justified opinions of family members/friends. describe relationships with family/friends. describe their best friend. use set phrases to describe their ideal friend/partner <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> give higher level opinions of family, friends understand vocabulary used to describe types of family, family issues and relationships. use complex phrases to describe relationships with family/friends. use complex phrases to justify their opinions of whether or not they would like to get married and have children 	<p>School, Work, Future Plans, Customs + Festivals</p> <ul style="list-style-type: none"> understand common language used in GCSE exam paper rubrics. use a range of exam techniques and strategies for reading and listening apply key strategies to perform well in the various sections of the writing exam. produce/use key verbs in three main tenses to write answers in response to exam questions on topics studied in Y10. describe and give opinions of their school. use key verbs in present/past tenses and time indicators to describe a school day. describe and give opinions of school uniform. understand key vocabulary used to describe school, post-16 education and work. give justified opinions of subjects, homework and teachers. understand/produce key phrases to describe future plans and careers. build sentences to describe their boyfriend or girlfriend using key verbs understand vocabulary used to describe a house. use set phrases to describe their ideal partner / house. understand vocabulary used to describe customs, festivals and special events. have a secure knowledge of key French festivals and customs. use key leisure verbs to talk about special events. recognise/use key time indicators to when talking about special events. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> use higher level opinions to describe the positive/negative aspects of their school. use complex phrases to describe relationships with teachers. use complex structures to suggest improvements to current school. build complex sentences about their future plans and careers. describe their ideal future/partner/house. recognise and begin to use verbs in the simple future tense. describe special events from their childhood.
	Grammar	<p>Possessive pronouns Avoir and être (Higher only – full conjugation) Conditional tense (Higher only – manipulation) Comparatives (Higher only) Modal + infinitive structures</p>	<p>Avoir and être (Higher only – full conjugation) Past, present and near future tenses (Higher only – manipulate) Conditional tense (Higher only – manipulate) Imperfect tense (Higher only – manipulate) Modal + infinitive structures</p>

	Phonics	Use their knowledge of phonics to pronounce new words independently	Use their knowledge of phonics to pronounce new words independently
	Skills focus	Listening, Reading and Speaking (PC)	Listening, Reading and Writing (PC/40/90/150)

Term 2	<p style="text-align: center;">Town and Leisure</p> <ul style="list-style-type: none"> • use a range of exam techniques and strategies for reading and listening • apply key strategies to perform well in the general conversation section of the speaking exam. • understand key questions words. • form / ask simple questions. • use repair strategies to cope with unexpected responses when speaking. • describe and give opinions of where they live. • use adjectives and prepositions to describe their town/different places in town. • describe what facilities and activities there are in their town for different groups of people • understand and use vocabulary to describe the pros and cons of living in a city v the countryside. • understand/produce key leisure activities. • understand/produce infinitives of key leisure verbs. • use key modal verbs and infinitives to describe leisure time and give opinions of leisure activities. • use key leisure verbs in present, past and near future tense (je form) to talk about their use of leisure time. • recognise/use key time indicators to when talking about their use of leisure time. • understand/produce adjectives to describe leisure activities. • talk about/give justified opinions of TV, cinema and new technology. • talk about/give justified opinions of music, TV programmes and films. • understand vocabulary to describe different forms of new technology. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> • give higher level opinions of leisure activities, music, TV and cinema. • begin to describe their childhood hobbies. • use infinitive structures to build complex sentences about their use of leisure time. • discuss the advantages, disadvantages and dangers of new technologies and social media. • use complex phrases to justify their opinions of where they live and describe where they would live in the future. 	<p style="text-align: center;">Holidays, Travel + Global Issues</p> <ul style="list-style-type: none"> • use a range of exam techniques and strategies for reading and listening • apply key strategies to perform well in all three sections of the speaking exam. • recognise common rubrics used in GCSE role plays. • understand key questions words. • form / ask simple questions. • understand the difference between tu/vous • use repair strategies to cope with unexpected responses when speaking. • understand key vocabulary linked to the topic of holidays including transport and weather. • use key transactional language to make travel arrangements in a role play situation. • use key verbs to talk about past, present and future holidays. • recognise/use key time indicators to when talking about their holidays. • give justified opinions of past, present and future holidays. • understand/produce adjectives to describe holidays. • understand key vocabulary used to describe environmental problems, social issues and charities • describe solutions to environmental problems and social issues. • use key verbs in present/past tenses to describe actions to solve environmental/social issues. <p><u>Higher ONLY.</u></p> <ul style="list-style-type: none"> • give higher level opinions of holidays and leisure activities on holiday. • describe their childhood holidays. • discuss the importance, advantages and disadvantages and dangers of going on holiday. • describe their ideal holiday. • use complex structures to describe where they would go and what they would do on their ideal holiday. • use higher level modal verbs/infinitive structures to describe solutions to environmental/social issues.
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Grammar	<ul style="list-style-type: none"> • Aller and faire (Higher only – full conjugation) • Past, present and near future tenses (Higher only – manipulate) • Conditional tense (Higher only – manipulate) • Imperfect tense (Higher only – manipulate) 	<ul style="list-style-type: none"> • Past, present and near future tenses (Higher only – manipulate) • Conditional tense (Higher only – manipulate) • Imperfect tense (Higher only – manipulate) • Modal + infinitive structures
Phonics	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently 	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently
Skills focus	<ul style="list-style-type: none"> • Listening, Reading and Speaking (GC) 	<ul style="list-style-type: none"> • Listening, Reading and Speaking (PC/GC)

Term 3	Vocabulary	<p>Diet and healthy lifestyle</p> <ul style="list-style-type: none"> • use a range of exam techniques and strategies for reading and listening • recognise common rubrics used in writing exam. • apply key strategies to perform well in the various sections of the writing exam. • produce/use key verbs in three main tenses to write answers in response to exam questions on topics studied in T1/2. • understand vocabulary to describe food, drink, diet and lifestyle. • give justified opinions of food and drink using a range of adjectives. • use key verbs in three main tenses and time indicators to describe their diet and lifestyle. • understand/use key vocabulary used when eating out in a restaurant. • understand/use key vocabulary, modal verbs and infinitives to describe healthy/unhealthy lifestyles and school rules. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> • manipulate common leisure verbs in a range of persons in three main tenses independently. • give higher level opinions of food, drink and their diet. • manipulate verbs in the imperfect tense to describe their childhood eating habits. • use higher level modal verbs/infinitive structures to describe healthy/unhealthy lifestyles and school rules. • understand vocabulary linked to different health issues such drugs, alcohol and eating disorders. • - understand vocabulary used to describe impact and consequences of unhealthy lifestyle choices. 	<p>Final Exam Preparation</p> <ul style="list-style-type: none"> • understand common language used in GCSE exam paper rubrics. • apply key strategies to perform well in all three sections of the speaking exam. • apply key strategies to perform well in the various sections of the writing exam. • apply key strategies to perform well in the reading and listening exams.
	Grammar	<ul style="list-style-type: none"> • Modal + infinitive structures • Past, present and near future tenses (Higher only – manipulate) • Conditional tense (Higher only – manipulate) • Imperfect tense (Higher only – manipulate) 	<ul style="list-style-type: none"> •
	Phonics	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently 	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently

	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Listening, Reading and Writing (PC/40/90)	<ul style="list-style-type: none">• Listening, Reading, Writing (ALL) and Speaking (ALL)
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