

# French – Year 10

	Year 10 – Block A	Year 10 – Block B
<b>What do we teach?</b>	<p><b>Studio Module 1: Qui suis-je?</b> – Talking about social networks, apps and reading preferences, describing people and relationships and making plans.</p> <p><b>Studio Module 2: Le temps de loisirs</b> – Free time, entertainment and sports. Discussing role models.</p> <p><b>Studio Module 6: Au collège</b> – Giving opinions about school subjects and teachers, describing school facilities, talking about school rules and problems.</p>	<p><b>Module 5: Le grand large...</b>– Saying what you do in the summer, talking about holiday preferences, saying what you did on holiday and describing where you stayed. Booking accommodation.</p> <p><b>Module 4: – De la ville à la campagne</b> (– Describing the features of a region, understanding the geography of France, shopping, pros and cons of living in a city.</p>
<b>How does this meet the National curriculum?</b>	<p>As there is no National Curriculum for Key Stage 4 we are meeting the requirements of the AQA GCSE French (8698) specification.</p> <ul style="list-style-type: none"> <li>• Module 1 relates to AQA Theme 1, Topic 1: Me, my family and friends and Topic 2: Technology in everyday life</li> <li>• Module 2 relates to AQA Theme 1, Topic 3: Free-time activities</li> <li>• Module 6 relates to AQA Theme 3, Topic 1: My studies and Topic 2: Life at school/college</li> </ul> <p>The four skills of Listening, Speaking, Reading and Writing are assessed throughout.</p>	<p>As there is no National Curriculum for Key Stage 4 we are meeting the requirements of the AQA GCSE French (8698) specification.</p> <ul style="list-style-type: none"> <li>• Module 5 relates to AQA Theme 2, Topic 4: Travel and tourism.</li> <li>• Module 4 relates to AQA Theme 2, Topic 1: Home, town, neighbourhood and region</li> </ul> <p>The four skills of Listening, Speaking, Reading and Writing are assessed throughout.</p>
<b>Why does this knowledge matter?</b>	<p>Module 3 is important because it provides an up-to-date insight into social media consumption amongst students’ peers in target language countries.</p> <p>The topic of free time, entertainment and sports is important because it builds upon students’ existing awareness of these crucial elements of target language culture.</p> <p>The topic of school is important because it develops students’ debating skills in the target language with regards to school rules. Students will also consider cultural differences between British and French/target language country schools. It is an important segue to the topic of employment and future careers which is studied in Year 11.</p>	<p>The topic of holidays is important as it teaches students the key communicative functions of indicating time, location and expressing opinions in three tenses. Practical roleplay scenarios are introduced to inspire travel abroad.</p> <p>Module 4 enhances students’ cultural capital by deepening their understanding of the geographical features and landmarks of target language countries.</p>
<b>Why do we teach in this sequence?</b>	<p>Module 6 builds upon knowledge of school subjects from Key Stage 3, using more sophisticated vocabulary and structures.</p> <p>Module 1 builds on Key Stage 3 studies of family relationships and introduces more sophisticated structures, such as <i>pour + infinitive</i>.</p> <p>Module 6 consolidates tenses previously studied, including the imperfect tense.</p>	<p>Module 5 builds on Key Stage 3 free time vocabulary and knowledge of the present tense and introduces past tenses (preterite and imperfect tenses) which are essential throughout the GCSE course.</p> <p>Module 4 builds on knowledge of the near future tense by introducing the simple future tense. These verb stems will also be used in the conditional tense</p>
<b>What career links are made?</b>	<p>Many top jobs and university courses value communicating in French. Additionally, any careers requiring communication skills, resilience and intercultural understanding. Examples include careers in international relations, diplomacy, law, finance, teaching or any job that requires international travel. Hotel role plays provide examples of language applicable to real-world careers in travel and tourism.</p>	

# French– Year 11

	Year 11 – Block A	Year 11 – Block B
<b>What do we teach?</b>	<p><b>Module 3: Jour ordinaires, jours de fête</b> – Talking about typical foods, customs and festivals in French-speaking countries/communities.</p> <p><b>Module 7: Bon travail!</b> – Jobs, career choice and ambitions. Talking about how you earn money. Talking about work experience. Talking about the importance of learning languages. Discussing gap years.</p>	<p><b>Module 8: Un œil sur le monde</b> – Discussing global and social issues including the environment, natural disasters, healthy lifestyles and homelessness.</p> <p><b>Revision of all Modules 1-8.</b></p>
<b>How does this meet the National curriculum?</b>	<p>As there is no National Curriculum for Key Stage 4 we are meeting the requirements of the AQA GCSE French (8698) specification.</p> <ul style="list-style-type: none"> <li>Module 3 relates to AQA Theme 1, Topic 4: Customs and festivals in French-speaking countries/communities</li> <li>Module 7 relates to AQA Theme 3, Topic 3: Education post-16 and Topic 4: Jobs, career choices and ambitions</li> </ul> <p>The four skills of Listening, Speaking, Reading and Writing are assessed throughout.</p>	<p>As there is no National Curriculum for Key Stage 4 we are meeting the requirements of the AQA GCSE French (8698) specification.</p> <ul style="list-style-type: none"> <li>Module 8 relates to AQA Theme 2, Topic 2: Social issues and Topic 3: Global issues</li> </ul> <p>The four skills of Listening, Speaking, Reading and Writing are assessed throughout.</p>
<b>Why does this knowledge matter?</b>	<p>The topic of customs and festivals is vital to enhancing students’ cultural capital and desire to explore the target language culture for themselves.</p> <p>The topic of jobs and future plans encourages students to be ambitious about their future and consider the qualifications and training they will need to reach their goals. Talking about the importance of learning languages whatever one’s future plans promotes the continued study of French at A Level, in higher education, or in informal contexts in the future.</p>	<p>The topic of social and global issues makes an important contribution to students’ development as reflective global citizens who are inspired to make a positive impact on the world.</p> <p>There are strong cross-curricular links with PSHCE and geography, enhancing students’ understanding of personal and collective responsibility.</p>
<b>Why do we teach in this sequence?</b>	<p>Both modules consolidate existing grammatical knowledge and introduce more complex structures such as the passive voice</p> <p>Module 7 builds on Key Stage 3 studies of family members’ jobs to discuss their own future career and education plans.</p>	<p>Many of the social issues discussed in Module 8 are touched upon in Module 7 when discussing gap years and volunteering.</p>
<b>What career links are made?</b>	<p>Many top jobs and university courses value communicating in French. Additionally, any careers requiring communication skills, resilience and intercultural understanding. Examples include careers in international relations, diplomacy, law, finance, teaching or any job that requires international travel. Module 7 has a practical careers focus, including how to apply for summer jobs in target language countries.</p>	<p>Many top jobs and university courses value communicating in French. Additionally, any careers requiring communication skills, resilience and intercultural understanding. Examples include careers in international relations, diplomacy, law, finance, teaching or any job that requires international travel. Students will be introduced a variety of NGOs such as <i>Les Restos du Cœur</i>.</p>