

**French at Cox Green 2017-2018  
Key Stage 4 Curriculum Plan  
Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Family and Technology</b>	<b>Free Time, Food and French Culture</b>	<b>Home, Region and Food</b>	<b>Environment and Holidays</b>	<b>School</b>	<b>Future Plans</b>
<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.
<u>Skills:</u> Communicate in pairs, respond to spoken/written language, apply grammar, ask and answer questions, initiate/develop conversations.	<u>Skills:</u> Expressing feelings, opinions, memorising, compare home and TL culture, spontaneous speech, pronunciation and intonation, deal with the unpredictable.	<u>Skills:</u> Use a range of resources, summarise and report, adapt learned language.	<u>Skills:</u> Interpret meaning, authentic materials, vary language.	<u>Skills:</u> Pronunciation and intonation, language for real purposes, apply grammar.	<u>Skills:</u> Independence in learning, summarise and report.
<u>SMSC/British Values:</u> <i>Developing a climate and ethos within school in which all pupils can grow and flourish, respect others and be respected.</i>	<u>SMSC/British Values:</u> <i>Providing opportunities for pupils to explore their own cultural assumptions and values.</i>	<u>SMSC/British Values:</u> <i>Providing opportunities for pupils to explore their own cultural assumptions and values.</i>	<u>SMSC/British Values:</u> <i>Developing an understanding of the need to review and reassess their values and principles due to experience.</i>	<u>SMSC/British Values:</u> <i>Exploring differences between cultures and ways of living.</i>	<u>SMSC/British Values:</u> <i>Exploring differences between cultures and ways of living.</i>
<b>Enrichment/Extra Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Presenting a new gadget in French</i></li> <li>• <i>Writing an article for Santé about British eating habits</i></li> <li>• <i>Writing an information pack about your house and town for a school-exchange</i></li> <li>• <i>Presenting environmental issues and how to tackle them</i></li> <li>• <i>Learning more about the differences and similarities between the French and British school system through film</i></li> <li>• <i>Writing a letter of application for a French job</i></li> </ul>					

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Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Life at school and college</b>	<b>Travel and tourism</b>	<b>Education post-16</b>	<b>Social issues – healthy and unhealthy living</b>	<b>Marriage and partnership</b>	<b>Technology in everyday life</b>
<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.
<u>Skills:</u> Agreeing or disagreeing, using visual and verbal context in reading, using more than one tense in the same sentence.	<u>Skills:</u> Using negatives, paraphrasing, adding complexity, expressing opinions and using intensifiers, recognising cognates and semi-cognates, reading for gist.	<u>Skills:</u> Using less common prepositions, ignoring words which are not needed in listening tests, being aware of <i>faux amis</i> when translating into English.	<u>Skills:</u> Using adverbs to enhance sentences, recognising common patterns in French when listening, using negatives to add complexity.	<u>Skills:</u> Including adjectives, understanding near-cognates when listening, answering unprepared questions.	<u>Skills:</u> Memorising phrases, coping strategies, pronunciation of verb endings, adding extra information, collecting useful phrases.
<u>SMSC/British Values:</u> <i>Comparison of French and British schools providing opportunities for pupils to explore their own cultural assumptions and values.</i>	<u>SMSC/British Values:</u> <i>Explore cultural assumptions and values. Giving students an insight to the world around them.</i>	<u>SMSC/British Values:</u> <i>Looking at future options for education within British and French schools providing opportunities for pupils to explore their own cultural assumptions and values.</i>	<u>SMSC/British Values:</u> <i>Comparison of French and British eating habits providing opportunities for pupils to explore their own cultural assumptions and values.</i>	<u>SMSC/British Values:</u> <i>Further tolerance and harmony between different cultural traditions.</i>	<u>SMSC/British Values:</u> <i>Enables students to distinguish right from wrong and respect civil and criminal law.</i>
<b>Enrichment/Extra Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Designing and presenting an ideal school</i></li> <li>• <i>Producing a leaflet for a holiday destination in France</i></li> <li>• <i>Debating between higher education and apprenticeships</i></li> </ul>					

- *Designing a healthy living leaflet for the NHS for French speaking visitors*
- *Researching familial relationships across the Francophone world*
- *Debating the pros and cons of modern technology*

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Year 11

Term 1	Term 2	Term 3	Term 4	Term 5
<b>The Environment Charity &amp; Voluntary work</b>	<b>Career ambitions Technology &amp; Poverty</b>	<b>Exam preparation &amp; Revision</b>	<b>Exam preparation &amp; Revision</b>	<b>Exam preparation &amp; Revision</b>
<u>Assessment:</u> Vocabulary and grammar tests and all 4 skills assessed at the end of the module.	<u>Assessment:</u> Mock exam on all topics.	<u>Assessment:</u> Practice papers on all four skills.	<u>Assessment:</u> Practice papers on all four skills.	<u>Assessment:</u> Practice papers on all four skills.
<u>Skills:</u> Make use of social and cultural contexts to work out meaning, using quantifiers and intensifiers.	<u>Skills:</u> Using acquired knowledge of French to express ideas, introducing variety to enhance work.	<u>Skills:</u> Developing answers to questioning, looking for clues to help understanding.	<u>Skills:</u> Including different tenses in writing and speaking, checking grammar in written work, using knowledge of grammatical categories.	<u>Skills:</u> Using a range of tenses, higher level structures, connectives, intensifiers in writing and speaking.
<u>SMSC/British Values:</u> <i>Develop a sense of belonging to a community and caring for it.</i>	<u>SMSC/British Values:</u> <i>Develop self-confidence in talking about personal qualities and suitability for jobs.</i>	<u>SMSC/British Values:</u> <i>Encourage respect for others and understand how they can contribute to the life of others.</i>	<u>SMSC/British Values:</u> <i>Developing a climate and ethos within school in which all pupils can grow and flourish, respect others and be respected.</i>	<u>SMSC/British Values:</u> <i>Developing a climate and ethos within school in which all pupils can grow and flourish, respect others and be respected.</i>
<b>Enrichment/Extra Curriculum:</b> <ul style="list-style-type: none"> <li>• Letter to French environment secretary to outline current environmental issues and solutions.</li> <li>• Writing a letter of application for a French job</li> <li>• Writing a charity appeal for a French newspaper</li> <li>• Intervention</li> <li>• Revision sessions.</li> </ul>				

