

# Roundwood Park School

## KS4 French (Edexcel 1FR0)



The aims and objectives of GCSE French are to enable students:

- to communicate in authentic situations with native speakers while travelling in a French-speaking country
- to deepen their understanding of how language works grammatically and develop their vocabulary so that they can create their own spontaneous written or spoken sentences
- to develop comprehension of a variety of authentic, extended written and spoken (at near normal speed) texts in French
- to understand and discuss a number of topics relevant to the student's everyday life (building on knowledge from KS3)
- to develop a passion for the customs and culture of French-speaking countries around the world
- to develop confidence, perseverance and resilience skills by learning from mistakes that occur as a normal part of language-learning
- to prepare students for further study of French at A-level, where applicable

### Assessment objectives:

**AO1** Listening and understanding in French

**AO2** Speaking in French (1 roleplay, 1 picture-based discussion, 1 conversation on 2 topics)

**AO3** Reading and understanding in French (including 1 translation into English)

**AO4** Writing in French (FOUNDATION: 3 written questions + 5 short translations into French HIGHER: 2 written questions + 1 translation into French)

**ASPIRE** habits are used throughout the course. Those with particular relevance at French GCSE are:

**Problem solving** – students often have to dissect sentences to understand what grammar is at play. When speaking and writing they need to work out which parts of the French they have learnt apply best to the question. When reading and listening, they use context and knowledge of vocabulary and grammar to answer questions

**Thinking logically** – this is required when using grammar learnt in class when speaking or writing in context

**Creative thinking** – students who are creative with their language score more highly (the word ‘creative’ is used in markschemes). They must also be creative in finding how to make the French they have learned answer an unseen question

**Reflecting** – it is crucial that students get used to making mistakes and learning from them. Improving proofreading of work is also very important in writing.

**Risk taking** – it is important that students have a go at formulating sentences – this is the most effective way of learning a language

**Perseverance** – being able to make mistakes and learn from them is essential to the language learning process.

**Communication** – this is at the core of the subject. Being able to communicate your thoughts in another language is key!

**Valuing others** – the nature of language learning and making mistakes in front of others, the personal nature of a lot of the content of the course, not to mention the insight into the culture of French-speaking countries all mean that our students learn quickly to value others.

\*Grammar knowledge is constantly recycled throughout all topics. Many grammar points have previously been taught at Key Stage 3. This table indicates the point of first formal teaching of a particular grammar point at Key Stage 4. Highlighted in yellow are opportunities to use English literacy terms and concepts.

Some classes are split between 2 teachers. Each teacher teaches full modules to ensure continuity and this affects the time when certain modules are taught but students are largely at the same point of the course for mock exams in year 10 and 11.

Year / term	Unit of work: topic vocab	Grammar*	Theme	Assessment
Year 10 Autumn Term 1  (2 hours/wk teacher)	Qui suis-je? -family members -physical descriptions -characteristics -relationship vocabulary -opinions -arranging to go out -describing a night out -talk about when younger -talk about role models	-present tense -perfect tense -imperfect tense -near future tense  -reflexive verbs -emphatic pronouns -possessive adjectives -relative pronoun <i>qui</i> -adjectival agreement	1	Baseline tests: Reading / Writing  Module assessments: Listening / Speaking (roleplay)
Super Curricular	-Read some simple French poems: <a href="https://www.frenchtoday.com/french-poetry-reading/">https://www.frenchtoday.com/french-poetry-reading/</a> -Find out about the life and times of your favourite French figure – from history or in the news today			

Year / term	Unit of work: topic vocab	Grammar	Theme	Assessment
<b>Year 10 Autumn Term 2</b>  (Term 1 - 1 hr/wk teacher)	<b>Les loisirs</b> -say what instruments you play -say how you listen to music -describe a concert -give opinions about French music -give opinions about sport -say what you do online -talk about books and reading -talk about what you have watched on TV -talk about films you have watched <b>Exam skills:</b> -how to tackle a Picture-based discussion	<i>-Jouer à / faire de</i> <i>-y / en</i> <i>-depuis + present tense</i> -comparative -superlative -relative pronoun <i>que</i> -direct object prouns	1	Module assessments: Reading / Writing
<b>Super Curricular</b>	-Read a comic book or graphic novel in French (lots in the library) -Listen to French music and share with your French class. -Watch your favourite sport with French commentary			

Once students have settled into the course, any students still struggling with tenses is invited to the Tenses Masterclass. This is a weekly session which coaches students in a variety of ways to practise their tenses until they are secure. Secure tenses are the gateway to the higher grades.

Year / term	Unit of work: topic vocab	Grammar	Theme	Assessment
<b>Year 10 Spring Term 1</b>  (2 hrs/wk teacher)	<b>Le collège</b> -opinions about school subjects -describing a school day -French school system compared to ours -school rules -school clubs and rewards -school trips	-Imperative -simple future tense	3	Module assessments: Translation into French / Speaking (PBD)  <b>Mock exams (March):</b> Reading / Listening – all topics – past paper. Writing / Speaking – on topics studied so far
<b>Super Curricular</b>	-Watch a French film/show (see school library / Amazon / Netflix) -Watch some French YouTubers or TikTokers			

Year / term	Unit of work: topic vocab	Grammar	Theme	Assessment
<b>Year 10</b> <b>Spring Term</b> <b>2</b>  (Spring Term 1 – 1 hr/wk teacher)	<b>Ma région</b> -describing the location of a region -talk about transport -types of house, room, furniture -places in town -directions -opinions about a region -understand tourist information -asking for tourist information -weather now and in the future -charity work in your area	<b>-prepositions</b> -‘in’ country/town/compass point -il y a in different tenses -negatives -quels/quelles etc -on peut + infinitive	2	Module assessments: Listening / Writing
<b>Super Curricular</b>	-Find out which countries make up <i>la Francophonie</i> . Make a fact file about each one -Invent a song/rap/mnemonic for a grammar point that younger students could use			

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<b>Year 10</b> <b>Summer</b> <b>term – Year</b> <b>11 autumn</b> <b>term</b>  (2 hours/wk teacher)	<b>Les vacances</b> -countries -types of holiday -ideal holidays -booking hotels -reviewing hotels -ordering in a restaurant -talking about travelling -prices -buying souvenirs -describing disasters -asking for help -lost property office -common ailments -conversation at a pharmacy	<b>-conditional tense</b> <b>-reflexive verbs in the</b> <b>perfect tense</b> -vous -en...ant -il faut -avant de -si clauses <b>-demonstrative</b> <b>adjectives</b> <b>-demonstrative</b> <b>pronouns</b> <b>-perfect conditional</b> <b>-modals in the perfect</b> <b>tense</b> <b>-pluperfect tense</b>	2	Year 10 module assessments: Speaking / Reading  Year 11: baseline test in September (all topics) – Grammar / Reading / Listening
<b>Super Curricular</b>	- Find the lyrics of a French song you like and translate them into English -Follow your favourite French sportsperson/musician/artist/actor/politician on Twitter or Insta			

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<b>Year 11 Autumn term 1</b>  (1 hour/wk teacher)	<b>Le travail</b> -languages and careers (done early in topic to aid A-level choices next term) -talking about a part-time job -talking about pocket money -talking about chores -types of job -sectors of industry -which areas of work appeal (or not) to you and why -future plans -applying for jobs -understanding case studies of jobs	-adverbs -conditional tense -subjunctive -après avoir fait -d.o.p.s in perfect tense -dout -verbs followed by <i>de</i> and <i>à</i> -future <i>si</i> clauses	4	Module assessment: writing  <b>Year 11 mocks:</b> All skills. Past papers. Writing and Speaking only on topics studied so far. Tiered entry.
<b>Super Curricular</b>	-try <i>1jour1actu</i> for news that has been simplified for French kids -Find out about the Les Vies Noires Comptent movement.			

Year / term	Unit of work: topic vocab	Grammar	Theme	Assessment
<b>Year 11 Autumn term 2</b>  (2 hrs/wk teacher)	<b>Le monde</b> -opinions about human rights -world issues -environmental problems -what we can do for the environment -fair trade -charity work -international music/sporting events	-modal verbs in the conditional tense -passive -indirect object pronouns	5	Module assessment: writing
<b>Super Curricular</b>	-Use <i>lyricstraining.com</i> to learn the words to your favourite French song against the clock			

\*Following the mocks, targeted study support sessions run every week. There is a session on each of the 4 skills once every 2 weeks. Students are regularly assessed in Reading and Listening sessions and given feedback. Writing and Speaking sessions focus on practising these skills in a more scaffolded way.

Year / term	Unit of work: topic vocab	Grammar	Theme	Assessment *
<b>Year 11</b> <b>Spring term</b> <b>1</b>  (split across teachers as made up of many small, disjointed subtopics)	<b>Ma vie</b> -food and drink -healthy living -shopping for food -clothes -shopping for clothes -daily routine -food for celebrations -understanding statistics -describing festivals -dates	-de -il faut -d.o.ps -en -venir de -il y a = ago	1	
<b>Super Curricular</b>	-make a traditional dish using a French recipe. Why not try food from Guadeloupe, Canada or Senegal? -Find out about a francophone festival. How could we celebrate them in school? Let the MFL department know your ideas.			

Year / term	Unit of work: topic vocab	Grammar	Theme	Assessment
<b>Year 11</b> <b>Spring term</b> <b>2 onwards</b>	Revision – adapted to the needs of the class, with a focus on exam skills practice		all	<b>Speaking</b> Extra speaking mock on all topics  (We find this extra mock extremely useful as it gives the students a chance to practise all topics very close to the actual exam. They can eliminate a lot of nerves in the real exam having had such a recent run-through)