

# Implementation: Curriculum Narrative



*Subject: French*

*Year: 10*

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## Key Knowledge

*Pupils will know*

### Key Threshold Concepts:

- *Awareness of gender*
- *Awareness of key graphemes/phonemes (phonics) and that these are different in French and English*
- *Equipped with useful strategies to memorise vocab and an understanding of why this is an essential language learning skill*
- *Verbs come from the infinitive and need to be changed for person, tense and number*
- *Understanding that word for word translations don't always work*
- *There are multiple strategies that allow you to decode other languages.*
- *Communication is key – find a way.*

### *In addition to KS3 threshold concepts.*

- *Awareness of different grammatical features which are affected by gender and number*
- *Awareness that tenses exist beyond past, present and future*
- *Imperfect tense is a past tense used for formal written communication*
- *There are multiple ways to ask questions and these methods can be applied to any situation*
- *Equipped with useful strategies to understand and analyse complex written texts on a range of topics*
- *Equipped with useful strategies to deduce meaning of spoken language in a wide variety of situations*
- *Develop spoken and written responses as far as possible*
- *Giving and expanding opinions is essential*

## Key Skills

*Pupils will be able to*

### Subject Skills:

Unit 1: daily routine and special occasions (GCSE module 3)

- use venir de+ infinitive
- understand and write mixed tense texts
- use pouvoir/devoir
- use the pronoun en
- ask questions

Unit 2: Home and area (GCSE module 4)

- Use the pronoun y
- Use negatives
- Use future tense

Unit 3: Holidays (GCSE module 5)

- Use conditional tense
- Use en+ present participle
- Use avant de+ infinitive
- Use reflexive verbs in perfect tense
- Recognise and understand pluperfect tense

Unit 4: School (GCSE module 6)

- Use il faut/il est interdit to describe school rules
- Recognise and understand the imperative

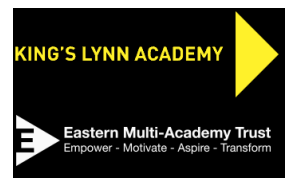
Unit 5: Future aspirations, study and work (GCSE module 7)

- Use correct register and apply for a job
- Recognise subjunctive verbs
- Use adverbs
- use direct object pronouns in perfect tense
- Use common irregular comparatives and superlatives
- Use *après avoir/ après être*
- Use modal verbs in perfect tense

### Context

Previously seen vocabulary will be revisited by its deliberate re-occurrence in listening and reading tasks. As we progress through the year, end of unit assessments will increasingly contain more questions/vocab from previous units. Additionally, ongoing vocab tests will include words from previously learned lists. Quizlet will be used as the main platform to monitor pupils' vocab learning at home, although additional learning strategies will be shared with pupils and they will be encouraged to use these as well.

Previously learned skills will be revisited, again through their appearance in written and spoken texts. Such texts will be analysed and questioning used to encourage pupils to spot and understand grammatical features that they have already studied. In assessments,



translation, speaking and writing tasks will require pupils to include a variety of grammar and linguistic structures from their previous learning, in addition to the most recently learned.

Low stakes testing, for example quizzes and mini whiteboard activities, will also be used regularly in lessons to check pupil's understanding of previously taught concepts. Increasingly, past paper and exam style questions will be used to check pupils' knowledge and understanding.

### Subject Specific Knowledge and Sequencing:

#### Grammar

present tense verb paradigm *pouvoir/devoir*  
 future tense verb endings  
 conditional tense verb endings

#### Vocab

Daily routine vocab  
 vocab to describe celebrations, traditions and festivals  
 vocab to describe weather, landscape features and places in town  
 negatives as vocab items  
 new vocab to describe accommodation  
 countries vocab  
 school rules vocab  
 vocab to describe school structure, day and school buildings  
 vocab of successes and worries at school  
 sectors and tasks at work vocab

#### Culture

Understanding key differences between French and English schools (unit 4).

Understanding special French events and festivals and understanding the significance of religion in France (unit 1).

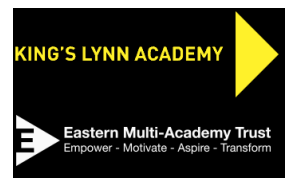
During the *Home and Area* and *Holidays* units, emphasis will be placed on French speaking countries and what they are like.

### Prerequisites and Spiral Teaching:

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Students will enter year 10 having completed the first 2 modules of the GCSE course. The year 10 course will introduce new topics which build on KS3 and a new one on work and jobs of which students will have little prior knowledge. This year students will further develop the skills of listening, reading, speaking and writing and will further extend the range of grammatical structures which they can apply in their own work.

- Phonics have been introduced and practised in key stage 3. Key phonemes to be pointed out whenever they occur in new words
- Numbers /days / months / times – to be used in French for classroom communication wherever relevant. Numbers and times will be specifically revisited in term 1.
- Introducing and giving information about yourself – constant re-visiting of how to do this at the start of written/spoken tasks and assessments. This will be especially prevalent in unit 2 where information will be used in role plays.
- avoir/être in present tense - point them out to students whenever they occur in texts and make sure students know when they are using them.
- Students have been introduced to a wide range of adjectives in KS3. These will be used throughout resources used for teaching new topics.
- Giving and expanding opinions –Students to be encouraged to use previously learned opinion structures to give opinions on all new topics. This range of structures will



Throughout the year, texts will be based on people's experience of French speaking countries and authentic resources to be used where possible.

Authentic literary texts to be used as appropriate to build pupils skills at understanding and interpreting such texts.

increase during the year.

- Previously learned topic vocab will be revised at the beginning of each new topic.
- Present tense verb endings – re-visit whenever a new present tense verb is introduced and make sure students can use it with all pronouns
- Key irregular verbs in present tense –point them out to students whenever they occur in texts and encourage use of them when students write/speak
- Future tense – point it out in texts and use the examples to remind students of its formation. Encourage them to use it to extend their written and spoken answers.
- Perfect tense – point it out in texts and use the examples to remind students of its formation. Encourage them to use it to extend their written and spoken answers.
- Asking questions – this will be practised with a range of contexts and topics throughout the year.

### Cross-Curricular Knowledge Links:

- English - Parts of speech, grammar, literacy terms
- English - Reading for gist, skimming, scanning and decoding text
- English - Developing oracy
- Maths – simple use of numbers (+/-/x/÷)
- Geography – different countries/cultures
- RE – different faiths and the festivals/events that they celebrate
- Promoting positive relationships
  
- Memory skills used across the curriculum

### Reading Lists / Sources / Reading around the subject recommendations:

- Edexcel GCSE 9-1 French textbooks (Foundation and higher)
- The little Prince in French or English
- The three Musketeers in French or English
- Tintin
- Asterix and Obelix
- Little Nicholas in French or English
- Mr Men books in French
- Harry Potter in French

[www.quizlet.com](http://www.quizlet.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.memrise.com](http://www.memrise.com)

[www.wordreference.com](http://www.wordreference.com) (online dictionary)

[www.french.about.com/index.htm](http://www.french.about.com/index.htm)