

Werneth French Curriculum KS4

		Year 10	Year 11
Autumn 1	Content (Why)	Students develop the French language needed to discuss media, technology and their influence on everyday life. The unit builds on previous learning about online activities and free time, while developing students' ability to express opinions, discuss advantages and disadvantages, and communicate about contemporary issues.	Students develop the French language and cultural knowledge needed to communicate about themselves, their relationships, interests and everyday lives. The theme consolidates core vocabulary and grammar while developing students' confidence in discussing personal and cultural topics across a range of contexts.
	Content (What)	Students explore television, films, music, social media, gaming, smartphones and other digital technologies. They discuss how they use different forms of media, their preferences, the benefits and drawbacks of technology, and its impact on communication and society.	Students explore identity, relationships, family and friends, free time, healthy living, celebrations, customs and festivals. They consider aspects of French and Francophone culture and develop the language needed to describe experiences, express opinions and make comparisons.
	Acquire (Knowledge)	- Vocabulary for media, technology, devices, social media, entertainment and digital activities. - Structures for expressing opinions, preferences, frequency and reasons when discussing media and technology. - Language for discussing advantages and disadvantages, making comparisons and expressing different perspectives.	- Vocabulary and grammatical structures for identity, relationships, hobbies, lifestyle and celebrations. - Language for expressing and justifying opinions, describing experiences and making comparisons. - Knowledge of French and Francophone customs, festivals, traditions and aspects of everyday culture.
	Apply (Skills)	Students apply their knowledge to discuss media and technology in spoken and written French. They practise listening and reading for specific information, describing media habits, expressing and justifying opinions, comparing different forms of technology, and discussing advantages and disadvantages. Students develop increasingly spontaneous and extended responses using accurate grammar, varied vocabulary and appropriate connectives.	Students apply their knowledge to communicate about identity and culture in spoken and written French. They practise listening and reading for specific information, describing people and experiences, expressing and justifying opinions, comparing cultures, translating and responding to questions. Students develop increasingly spontaneous and extended responses using accurate grammar, varied vocabulary, connectives and a range of time frames.
Autumn 2	Content (Why)	Students develop the French language needed to describe where people live and the communities they are part of. The unit builds on previous learning about homes and local areas, while developing students' ability to describe different places, compare lifestyles and discuss where they would like to live.	Students develop the French language and cultural knowledge needed to discuss their local community, wider society and global issues. The theme builds on students' ability to describe places and experiences while developing their confidence in expressing opinions, making comparisons and discussing more complex issues.
	Content (What)	Students explore different types of homes, towns, cities, villages and rural areas in France and the wider Francophone world. They consider where people live, the facilities and opportunities available, and the advantages and disadvantages of different environments.	Students explore their local area, travel and tourism, where people live, the environment, global issues and the wider French-speaking world. They consider social, cultural and environmental issues and develop language to describe places, discuss problems and suggest solutions.

Werneth French Curriculum KS4

	Acquire (Knowledge)	- Vocabulary for homes, towns, cities, villages, rural areas, facilities and local environments. - Structures for describing where people live, including <i>il y a</i>, prepositions and comparative language. - Language for expressing opinions, describing advantages and disadvantages, and discussing preferred places to live.	- Vocabulary for local areas, communities, travel, tourism, countries, environments and global issues. - Structures for describing places, expressing opinions, making comparisons and discussing causes and consequences. - Knowledge of French-speaking countries, their cultures and geographical and environmental issues.
	Apply (Skills)	Students apply their knowledge to describe and discuss where people live in spoken and written French. They practise listening and reading for specific information, describing places and living environments, making comparisons, expressing and justifying opinions, and discussing advantages and disadvantages. Students develop increasingly detailed responses using accurate grammar, connectives and a wider range of vocabulary.	Students apply their knowledge to discuss local, national and global topics in spoken and written French. They practise listening and reading for specific information, describing places and issues, expressing and justifying opinions, making comparisons, discussing causes and consequences, and suggesting solutions. Students develop increasingly extended and spontaneous responses using accurate grammar, varied vocabulary, connectives and different time frames.
Spring 1	Content (Why)	Students develop the French language needed to discuss travel, holidays and tourism. The unit builds on previous learning about holidays and places, while developing students' ability to communicate in practical travel situations and discuss the benefits and challenges of tourism.	Students develop the French language and cultural knowledge needed to discuss education, future study, employment and career aspirations. The theme builds on students' ability to describe experiences and express opinions while developing their confidence in discussing future plans and making informed choices.
	Content (What)	Students explore holiday destinations, transport, accommodation, tourist attractions and activities. They consider why people travel, describe holiday experiences and plans, and explore the positive and negative impacts of tourism on places and communities.	Students explore school and education, subjects, future study, jobs, careers, work experience and employment. They consider skills and qualities needed for different careers, future ambitions and the advantages and disadvantages of different educational and employment pathways.
	Acquire (Knowledge)	- Vocabulary for travel, transport, accommodation, destinations, attractions and tourist activities. - Structures for describing past holidays, current experiences and future travel plans. - Language for expressing preferences, making recommendations and discussing the advantages and disadvantages of tourism.	- Vocabulary for school, education, subjects, qualifications, jobs, workplaces and careers. - Grammatical structures for describing current experiences and discussing future plans, ambitions and career choices. - Language for expressing and justifying opinions, discussing skills and qualities, and evaluating advantages and disadvantages.
	Apply (Skills)	Students apply their knowledge to communicate about travel and tourism in spoken and written French. They practise listening and reading for specific information, describing and comparing destinations, discussing past experiences and future plans, making recommendations, and expressing and justifying opinions. Students develop increasingly spontaneous and extended responses using a range of time frames, accurate grammar and varied vocabulary.	Students apply their knowledge to discuss education, employment and future aspirations in spoken and written French. They practise listening and reading for specific information, describing their experiences, expressing and justifying opinions, discussing future plans and making comparisons. Students develop increasingly extended and spontaneous responses using different time frames, accurate grammar, varied vocabulary and appropriate connectives.

Werneth French Curriculum KS4

Spring 2	Content (Why)	Students develop the French language needed to discuss environmental issues and how people can protect the planet. The unit builds on previous learning about the wider world and healthy lifestyles, while developing students' ability to communicate opinions about important global issues.	Students develop the skills and strategies needed to communicate confidently and accurately in spoken French. The unit consolidates knowledge from across the three GCSE themes and prepares students to perform effectively in speaking assessments.
	Content (What)	Students explore environmental problems including climate change, pollution, waste, deforestation and loss of biodiversity. They consider the causes and impacts of environmental issues and discuss individual and collective actions that can help protect the environment.	Students practise the key components of the French speaking assessment, including responding to questions, describing and discussing topics, expressing and justifying opinions, using different time frames and developing spontaneous responses. They revisit high-frequency vocabulary, grammar, pronunciation and phonics.
	Acquire (Knowledge)	• Vocabulary for environmental issues, including pollution, climate change, waste, recycling and conservation. • Structures for describing environmental problems, expressing opinions and explaining causes and consequences. • Language for suggesting solutions, giving advice and discussing actions that can protect the environment.	• Key vocabulary, structures and phrases across the three GCSE themes. • Strategies for answering questions, extending responses and responding spontaneously. • Accurate pronunciation, intonation and grammatical structures needed for effective spoken French.
	Apply (Skills)	Students apply their knowledge to discuss environmental issues in spoken and written French. They practise listening and reading for specific information, describing problems and their impacts, explaining causes, suggesting solutions, and expressing and justifying opinions. Students develop increasingly extended and spontaneous responses using accurate grammatical structures, connectives and topic-specific vocabulary.	Students apply their knowledge through structured speaking practice, role plays, photo-based discussion and conversation questions. They practise responding spontaneously, extending and developing answers, asking and answering questions, expressing and justifying opinions, and using different time frames. Students develop fluency, pronunciation, accuracy and confidence in preparation for formal speaking assessment.
Summer 1	Content (Why)	Students develop the French language needed to discuss education, school experiences and future study. The unit builds on previous learning about school life, while developing students' ability to express opinions, make comparisons and discuss their	Examination Preparation

Werneth French Curriculum KS4

		aspirations.	
	Content (What)	Students explore school subjects, timetables, school facilities, rules, teachers and different education systems. They discuss their experiences of school, compare education in France and the UK, and consider future educational choices.	Examination Preparation
	Acquire (Knowledge)	• Vocabulary for subjects, lessons, facilities, school rules, teachers and education. • Structures for describing school experiences, expressing and justifying opinions, and making comparisons. • Knowledge of key similarities and differences between education in France and the UK.	Examination Preparation
	Apply (Skills)	Students apply their knowledge to discuss education in spoken and written French. They practise listening and reading for specific information, describing school experiences, expressing and justifying opinions, making comparisons and discussing future study plans. Students develop increasingly detailed and spontaneous responses using accurate grammar, varied vocabulary and appropriate connectives.	Examination Preparation
Summer 2	Content (Why)	Students develop the French language needed to discuss jobs, employment and the world of work. The unit builds on previous learning about education and future plans, enabling students to communicate about career choices, ambitions and the skills needed for employment.	Examination Preparation
	Content (What)	Students explore different jobs and workplaces, working conditions, skills and qualifications. They discuss their ideal job, reasons for career choices, work experience and future employment plans, including the benefits and challenges of different careers.	Examination Preparation
	Acquire (Knowledge)	• Vocabulary for jobs, workplaces, qualifications, skills and employment. • Structures for describing jobs, expressing preferences and discussing future career plans. • Language for giving reasons, discussing advantages and disadvantages, and describing skills and qualities needed for different careers.	Examination Preparation
	Apply (Skills)	Students apply their knowledge to discuss work and careers in spoken and written French. They practise listening and reading for specific information, describing jobs and skills, expressing and justifying career preferences, making comparisons and discussing	Examination Preparation

Werneth French Curriculum KS4

		future employment plans. Students develop increasingly extended and spontaneous responses using different time frames, accurate grammar and a wider range of vocabulary.	
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