

Class of 2022/2023 (current Year 10) Curriculum Map

FRENCH

following the GCSE exams students will be sufficiently prepared to move on to undertaking the French A level course as the same core skills of listening, reading, writing, translation and speaking are required for this course. At A Level there is much more of an emphasis on vocabulary and structures across all themes which are based on the society and culture of the language being studied. As well as this students will study literary texts and films in the language of study Those students not continuing to study A level French will be equipped not only with French skills specifically as outlined above but language learning skills which will allow them to pick up another lanuage at a future stage. They will have developed their logic from applying grammatical rules and will be able to apply these skills and knowledge to other domains. BON TRAVAIL! - THEME CONSOLIDATION, REVISION AND REINFORCEMENT OF MOCK EXAMS BON TRAVAIL! - THEME: FUTURE FRENCH IN OEIL SUR LE MONDE - THEME: INTERNATIONAL AND GLOBAL **FUTURE ASPIRATIONS,** 5 THEMES AND TOPICS BASED ON TEACHER FRENCH SPEAKING EXAM FOCUS FEEDBACK AND ASPIRATIONS, STUDY AND WORK SPEAKING EXAM **DIMENSION - MODULE 8** STUDY AND WORK -PROFESSIONAL JUDGEMENT AND MOCK EXAMS WAGOLLS MODULE 7 Part 2 PREP MODULE 7 Part I FEEDBACK Unit 2 Unit I Unit 3 Talking Unit 5 **Talking** Unit 4 Unit 3 Talking Fyam Unit 4 Underst Role Discussi and g the g Discuss **Picture** nding Départ g ethica g big nts Week Départ g career Plays Card Reading Speakin importa tion g the case hopes for job facing the hoppin **Papers Papers** ce of FRENCH GCSE COURSE AND EXAMS studies nviron ing and ent wishes COMPLETED MOCK 2 FRENCH EXAMS IN ALL FOUR SKILLS USING PAST GCSE FRENCH MOCK I FRENCH EXAMS IN ALL FOUR SKILLS USING PAST PAPERS Half-termly assessments in all 4 skills as per End of Module Tests Half-termly assessments in all 4 skills as per End of Module Tests PAPERS FXAMS Regardless of the language which has been studied at Key Stage I and 2 we would expect pupils to arrive at Cornelius Vermuyden having some understanding of studying a language; using familiar vocabulary to ask and answer questions and give opinions; developing accurate ronounciation; understanding of simple written language and writing some simple phrases from memory. Grammatically speaking we would expect pupils to have some understanding of verb conjugation, masculine and feminine forms and sentence construction in a second language. I does not matter which language has been studied at KS2, the skills that are developed via the National Curriculum will equip pupils for whichever language they begin in year 7. dary National Curriculum and Assessment Objectives: The national curriculum for languages aims to ensure that all pupils: Understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discovering the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discovering the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discovering the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discovering the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical structures that they have learnt; discovering the variety of grammatical s and develop an appreciation of a range of writing in the language studied. At GCSE Level the assessment objectives are: AOI Listening - understand and respond to different types of spoken language AO2 Speaking - communicate and interact effectively in speech AO3 Reading – understand and respond to different types of written language AO4 Writing - communicate in writing Coherent - Makes explicit connections and links between the different subjects/experiences encountered. **Curriculum Principles** Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject Progression Model - Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important. Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed and remember more) Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline. Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.