



French

Key Stage 4 Framework for Learning

Year 10 2017-2018: Successful Foundations


Syllabus:

French AQA (8658)

Autumn 1

<p>Knowledge</p>	<p>THEME: Local, national, international and global interest. UNIT 5 : Home, town, neighbourhood and region</p> <p>Weeks 1 & 2 Green Route (MAPs) "A la maison" Describing furniture and household chores.</p> <p>Blue Route (HAPs) "Ma maison idéale" Describing your ideal home. Grammar: the conditional of regular verbs. The conditional of irregular verbs.</p> <p>Weeks 3 & 4 PREPARE REVISION HANDOUT FOR END OF TERM EXAMS (LISTENING & WRITING)</p> <p>Green Route (MAPs) & Blue Route (HAPs) "Des maisons différentes" Describing your home. Grammar: negative phrases followed by DE Partitive</p> <p>Weeks 5 & 6 Green Route (MAPs) "Là où j'habite" Talking about compass points, surroundings and types of accommodation. Grammar: habiter and vivre. C'est and il y a</p> <p>Blue Route (HAPs) "Ma région" Describing a region. Recognising possessive pronouns. Revision of comparative and superlative adjectives.</p> <p>Week 7 & first week of AUTUMN TERM 1 Green Route (MAPs) & Blue Route (HAPs) "Trouver ta ville jumelée idéale" Describing what a town is like and what there is to see/ do)</p>
<p>Skills</p>	<p>GREEN ROUTES (MAPS) Grade 4-6; C-D</p> <p>Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present or the past, ore the present and the future spoken clearly. [D]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [C]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [B]</p>




	<p>BLUE ROUTES [HAPS] Grade 6-9; B –A*</p> <p>Listening Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers.</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 <i>Reading Comprehension tasks (4)</i> <i>Home and town</i></p> <p>Marking Point 2 <i>J’habite en ville</i> Listening task</p> <p>Marking Point 3 <i>Trouver ta ville ideal</i> <i>Listening task</i></p>
Cultural enrichment	<p>France’s new 22 regions. Housing (private and council).</p>
Character	<p></p> <p>QofS – Optimism Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment</p> <p>CV – Openness & Honesty Open tools for students’ collaboration in peer and self-assessment leading to more autonomy.</p>

Autumn 2

Knowledge	<p>THEME: Local, national, international and global interest. End of UNIT 5 UNIT 8: Travel and tourism</p> <p>Week 1 Green Route (MAPs) & Blue Route (HAPS) “Trouver ta ville jumelée idéale” Describing what a town is like and what there is to see/ do)</p> <p>Weeks 2 Green Route (MAPs) & Blue Route (HAPS) “On part en vacances!” Describing holiday destinations. Grammar: using prepositions for countries and modes of transport.</p> <p>Week 3 & 4 Green Route (MAPs) & Blue Route (HAPS) « Moi, je préfère... » Talking about holiday preferences Grammar: Sequencing words and phrases. DEPUIS + present tense. The pronoun Y</p> <p>Week 5 – EXAMS</p>
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	<p>Reading & Writing Sports Hall</p> <p>Weeks 6 & 7 Green Route (MAPs) & Blue Route (HAPs) « Découverte de la France » Talking about visiting French towns and cities. Grammar : using three time frames : past, present and future. Revision of the imperfect tense.</p> <p>Weeks 8 & first week of SPRING TERM 1 Green Route (MAPs) “Qu’est-ce que tu as fait?” Revision of the perfect tense with AVOIR. Revision of the perfect tense with ETRE.</p> <p>Blue Route (HAPs) Describing holidays in detail Grammar : revision of the imperfect tense of ER verbs.</p>
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 4-6; C-D</p> <p>Speaking Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past <u>or</u> future as well as the present. [D]</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past <u>and</u> the future. Use a range of common vocabulary and grammatical structures [C]</p> <p>Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding. [B]</p> <p>BLUE ROUTES [HAPS] Grade 6-9; B –A*</p> <p>Speaking Speak effortlessly, use lots of complex vocab, advanced grammar & at least 5 tenses & I am always precise & fluent [A*] Has excellent pronunciation [A*] Use subordinate clauses [A*] Express complex ideas and interesting opinions fluently & accurately [A*] Take the initiative & speak spontaneously by asking unsolicited questions, responding to unexpected questions and points of view, & confidently with good pronunciation & a nice accent [A*/A] Talk for a long time using a wide variety of grammar, vocabulary (including connectives) and at least 4 tenses correctly and not make many errors [A] Take the initiative & give lots of opinions & justifications [A]</p>
<p>Assessment</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 <i>Reading Comprehension tasks on Holidays</i></p> <p>Marking Points 2 & 3 <i>Listening, Reading and Writing TEST</i></p>
<p>Cultural enrichment</p>	<p>Twin towns and cities.</p>
<p>Character</p>	<p></p> <p>QoFS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/ groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p>



CV – Solidarity, Caring for Others, Equality, Equity
Paired and group works to help each other and self- manage in their own learning.

Spring 1

Knowledge

THEME: Local, national, international and global interest.

END of UNIT 8: Travel and tourism
UNIT 6: Social issues

Weeks 1 & 2

Green Route (MAPs)

“Qu’est-ce que tu as fait?”

Revision of the perfect tense with AVOIR.
Revision of the perfect tense with ETRE.

Blue Route (HAPs)

« Quelles vacances ! »

Describing holidays in detail.
Grammar : revision of the imperfect tense of ER verbs.

Week 3

Green Route (MAPs)

End of unit revision (vocabulary self-assessment / grammar)

Blue Route (HAPs)

« Les vacances en ville »

Talking about visiting different French towns and cities.
Grammar : using 3 time frames : past, present and future.
Revision of the imperfect tense.

Weeks 4 & 5

PREPARE REVISION HANDOUT FOR END OF TERM EXAMS (LISTENING & WRITING)

Green Route (MAPs) & Blue Route (HAPs)

« Mon travail bénévole »

Describing charity work
Grammar : the conditional of VOULOIR and AIMER. EN + present participle

Week 6 first week of SPRING TERM 1

Green Route (MAPs)

“Les associations caritatives”

Talking about charities

Blue Route (HAPs)

« Pourquoi a-t-on besoin d’associations ? »

Understanding the importance of charities.

Skills

GREEN ROUTES [MAPS]

Grade 4-6; C-D

Reading

Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]

Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]

Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [B]

BLUE ROUTES [HAPS]



Grade 6-9; B –A*

Reading

Skim a text to pinpoint answers.

Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text.





	<p>Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms.</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 <i>Grammar: the perfect and pluperfect tenses.</i></p> <p>Marking Point 2 <i>Speaking: A l'hôtel</i></p> <p>Marking Point 3 <i>Paraphrasing skill and reading comprehension</i></p>
Cultural enrichment	<p>Holidaying in France. France: diversity of landscapes and holiday destinations.</p>
Character	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <small>Creativity</small> </div> <div style="margin-right: 20px;">  <small>Curiosity</small> </div> <div> <p>QoS – Creativity & Curiosity Curious to try sports/ games that are popular in France (eg handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> </div> </div> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>

Spring 2

Knowledge	<p>THEME: Local, national, international and global interest. UNIT 6: Social issues</p> <p>Week 1 Week 6 first week of SPRING TERM 1 Green Route (MAPs) "Les associations caritatives" Talking about charities</p> <p>Blue Route (HAPs) «Pourquoi a-t-on besoin d'associations ? » Understanding the importance of charities.</p> <p>Weeks 2 & 3 Green Route (MAPs) "Un régime alimentaire sain" Describing eating habits Grammar: DEVOIR and POUVOIR + infinitive. IL FAUT + infinitive.</p> <p>Green Route (MAPs) Blue Route (HAPs) "Mon mode de vie avant et maintenant" Grammar: comparing old and new health habits.</p> <p>Week 4 – EXAMS Listening & Writing</p> <p>Week 6 Blue Route (HAPs) "Opérations REMISE EN FORME" Describing health resolutions Grammar: il vaut/ vaudrait mieux. Revision of negative constructions.</p> <p>Green Route (MAPs) – end of unit 6 vocabulary: further vocabulary practice and tense formation & recognising.</p>
Skills	<p>GREEN ROUTES [MAPS]</p>





	<p>Grade 4-6; C-D</p> <p>Writing Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D] Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future. [C] Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. [B]</p> <p>BLUE ROUTES [HAPS] Grade 6-9; B –A*</p> <p>Writing Have a wealth of interesting ideas, which are expressed accurately & succinctly [A*] Use sophisticated vocabulary & write in different registers [A*] Manipulate grammar & tenses effortlessly & accurately [A*] Use a wide range of tenses and structures accurately [A] Use varied & interesting vocabulary & well-structured [A] Express themselves well & justify my opinions accurately [A] Make very few errors but verbs are always correct [A]</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Points 1,2,3</p> <p><i>Listening, Reading and Writing TEST.</i></p>
Cultural enrichment	<p>Differences of meals and eating habits in France.</p>
Character	<div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p> </div> </div>


Summer 1

Knowledge	<p>THEME: Current and future study and employment. UNIT: 7 Global issues</p> <p>Weeks 1 & 2 Green Route (MAPs) & Blue Route (HAPS) “Les problèmes de l’environnement” Discussing environmental problems and their solutions. Grammar: using SI + present tense.</p> <p>Weeks 3 & 4 PREPARE REVISION HANDOUT FOR END OF YEAR EXAMS (SPEAKING)</p> <p>Green Route (MAPs) & Blue Route (HAPS) “Ma ville, mon environnement” Discussing local environmental problems and their solutions.</p> <p>“Planète en danger” Discussing global issues Grammar: recognising and using the pluperfect tense. Revision of EN and Y.</p> <p>Week 5 & 6 Green Route (MAPs) & Blue Route (HAPS) “Les inégalités” Discussing inequality.</p>
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	Grammar: verbs of possibility. PERMETTRE DE + infinitive.
Skills	<p>GREEN ROUTES [MAPS] Grade 4-6; C-D</p> <p>Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future spoken clearly. [D]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [C]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 6-9; B –A*</p> <p>Listening Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers.</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 <i>Reading comprehension task: foods and descriptive language.</i></p> <p>Marking Point 2 <i>Listening task: Avant et maintenant</i></p> <p>Marking Point 3 <i>Reading task & “negatives”tasks.</i></p>
Cultural enrichment	France health insurance.
Character	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p>Practice</p> </div> <div style="margin-right: 20px;">  <p>Resiliency</p> </div> <div> <p>QofS – Practice & Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary.</p> </div> </div>
Summer 2	
Knowledge	<p>THEME: Current and future study and employment. UNIT: 7 Global issues</p> <p>Weeks 1 & 2 Blue Route (HAPS) “La pauvreté” Discussing poverty in the world. Grammar: the subjunctive. Present tense-forms of the subjunctive.</p> <p>Green Route (MAPS) End of unit 8: further vocabulary practice & grammar (tenses and high frequency structures).</p> <p>Week 3 SPEAKING EXAM</p> <p>WEEKS 4 & 5: work experience.</p>



	<p>WEEK 6 & 7</p> <ul style="list-style-type: none"> • Tenses revision • Learning verbs • Listening for different tenses (including time key time phrases) • Translation both ways
Skills	<p>GREEN ROUTES [MAPS] Grade 4-6; C-D</p> <p>Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 6-9; B –A*</p> <p>Reading Skim a text to pinpoint answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms.</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point: MOCK SPEAKING EXAMS</p>
Cultural enrichment	<p>Film study “Entre les murs”</p>
Character	 <p>QofS – Motivation Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them.</p> <p>CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.</p>