



St George's School

French

KS4 Curriculum

PRIOR KNOWLEDGE <i>Knowledge and skills developed in KS3</i>	All students study French in years 7 and 8 and then opt for either French or Spanish in year 9. Knowledge and skills developed in KS3 as detailed in our KS3 curriculum maps Topics in KS3 are linked to three of the five thematic contexts of the GCSE course (for teaching from September 2024) ❖ My personal world ❖ Studying and my future ❖ My neighbourhood ❖ Travel and tourism ❖ Lifestyle and well-being
COURSE DELIVERY & STRUCTURE <i>How the curriculum is delivered</i>	Lessons: 5 one-hour French lessons per fortnight. Grouping: Students are taught in mixed ability groups. The majority of students follow the GCSE higher tier content. Students with lower attainment are monitored and may be entered for foundation tier and decisions are made on this in the autumn term of year 11. Structure: We follow the Edexcel coursebook which reviews and builds directly on the skills and knowledge gained in KS3. The course is taught as a series of units, which are sequenced to cover the full GCSE specification and build students' knowledge and levels of complexity of language over time. Prep: Students receive two prep (homework) tasks per week. These will predominantly consist of grammar consolidation tasks, vocabulary learning and "end of unit" assessment preparation.
QUALIFICATION <i>Exam Board, aim and objectives</i>	Pearson Edexcel GCSE (9–1). French (1FR1) First teaching from September 2024 Qualification aims and objectives: ❖ Open students' eyes to other cultures and for them to learn how to communicate about subjects that interest them and foster a love of languages. ❖ The new GCSE French qualification is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.
ASSESSMENT <i>Internal monitoring and final assessment</i>	Internal Assessment: • Prep tasks will be monitored for completion and accuracy. • Regular vocab and grammar testing. • End of unit assessments to provide summative feedback. • Formative feedback will be given for "end of unit" tasks, consisting of past exam questions. • Students will complete mock exams in Year 10 and Year 11 across all four skills (listening, reading, speaking, writing) Final assessment: 4 exams each worth 25% Listening: Multiple choice and short answer tasks based on a series of recordings on a range of topics from the course. Reading: Translation into English, plus a series of multiple-choice and short answer tasks from reading a selection of texts on a range of topics from the course. Writing: Translation into French, plus 2-3 written tasks of 40-50/80-90/130-150 words on a range of topics from the course Speaking: Conducted by the teacher and consists of 3 tasks. A recording is sent to the exam board for marking. - Read aloud task with two straightforward follow up questions - Role-play task - Picture description. Students choose one of two pictures to describe. They then answer two unprepared questions and then participate in a conversation extending from the broader

	thematic context of the picture.
BREADTH	We are currently planning a year 10 school trip to France in February 2026 Other extra-curricular activities include: - Opportunity to watch a play performed in French at St George's aimed at KS4 students - Opportunity to engage with creative translation materials and enter the Anthea Bell Translation Prize organised by The Queen's College, Oxford

	SUBJECT KNOWLEDGE <i>Overview of topics</i>	SKILLS & STRATEGIES <i>Procedural knowledge</i>
Autumn Y10	1. Thematic context: Media and Technology / My personal world - <i>Tu as du temps à perdre?</i> (Do you have time to waste?) 2. Thematic context: My personal world - <i>Mon clan, ma tribu</i> (My clan, my tribe)	- Describe what you do in your free time (online, staying active/sports, what you watch) - Refer to future plans and what you did last weekend, including asking questions about what someone else did last weekend. - Practise the skills required for the 80 - 90 word writing task - Discuss identity, friendship, weekend plans and positive role models - Refer to events in three time frames - Practise describing a photo
Spring Y10	1. Thematic context: Studying and my future - <i>Ma vie scolaire</i> (My life at school) 2. Thematic context: Lifestyle and well-being - <i>En pleine forme</i> (Fit and healthy)	- Describe different aspects of school life - Talk about what school life was like in the past - Talk about learning languages - Practise translation skills - Talk about physical and mental health - Discuss lifestyle changes in the future - Distinguish between different time frames when listening
Summer Y10	Thematic context: Travel and Tourism - <i>Numéro vacances</i> (Holidays)	- Talk about ideal holidays, staycation activities, holiday accommodation and festivals - Create more complex sentences including positive and negative opinions - Use the conditional and if sentences
Autumn Y11	1. Thematic context: My neighbourhood - <i>Notre planète</i> (Our planet) 2. Thematic context: My personal world / My neighbourhood - <i>Mon petit monde à moi</i> (My own little world)	- Talk about the environment and include some key statistics - Talk about environmental problems and solutions, including new green technologies - Practise expressing a range of opinions in different ways - Talk about your town or village and ideal home - Practice strategies for dealing with unfamiliar words - Identify different tenses by looking at the verb endings and apply this to translations
Spring Y11	Thematic context: Studying and my future - <i>Mes projets d'avenir</i> (My plans for the future)	- Talk about future hopes and plans including earning money, travelling and career paths - Refer to the future by using a range of expressions - Practice translating more complex structures

Summer Y11	Revision and exam preparation	
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