

## Program of Study KS4

First lesson: introduce new syllabus and new style exams.

Listening / reading / writing / speaking – 25% allocated to each skill

Higher or Foundation – no mixing of levels, you will either sit Higher or Foundation for all 4 skills.

3 themes:

- 1) Identity and culture
- 2) Local, national, international and global areas of interest
- 3) Current and future study and employment

10 half terms to Easter of y11

Each theme is split into 3 sub themes, each of which we will cover over one half term. Plus revision time

<b>Topic</b>	Family and Friends
<b>Timescale</b>	Sept - Oct half term
<b>Learning outcomes</b>	<p>To be able to talk about <u>Family members</u>, types of family groupings and dynamics</p> <p>To identify and discuss <u>personal qualities</u> and appearance</p> <p>To recognise how different groupings (school/language/family) can provide different identity sets</p> <p>To recognise and be able to discuss <u>relationships</u> and family activities including:</p> <ul style="list-style-type: none"> <li>• Time spent with the family</li> <li>• Activities in the home</li> <li>• Attitudes to relationships</li> <li>• Problems in relationships</li> <li>• Importance of family and friends</li> </ul> <p>To discuss and understand friendships and social groups</p> <ul style="list-style-type: none"> <li>• Personal introductions, including online</li> <li>• Plans for social outings and events</li> <li>• Types of social gatherings</li> <li>• Expressions of friendship</li> <li>• Problems with friendships</li> </ul> <p><i>Inclusion of complex tickables from the beginning - using A* cake framework or similar</i></p> <p><i>Producing work that ALWAYS contains 3 tenses minimum</i></p>
<b>Grammar</b>	<p>Past tense - passé compose</p> <p>Future immediate - je vais + infinitive</p> <p>Extension to imperfect / future simple</p>

	'Tickables' - exam criteria / A* criteria
<b>Literacy</b>	Tenses / scanning / letter writing / use of text 'Entre les Murs'
<b>SMSC</b>	Peer assessment
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / It rooms (linguscope) / GCSE OCR textbook / MFL literary resource bank Use of learning mats to encourage TL use and spontaneous speaking 'bingo' sheets for TL practise 'picture' descriptions
<b>End objective</b>	To be able to prep and produce a 150 word paragraph about yourself (last week of October half term, see SOW resources for guidance of how to carry out assessment if needed)
<b>Assessment</b>	Vocab tests throughout, Reading assessment mid term Graded essay

<b>Topic</b>	My town / area
<b>Timescale</b>	Oct - Dec
<b>Learning outcomes</b>	To be able to understand and discuss: Geographical features of your area and Francophone countries Comparisons of Urban and rural environments Transport / directions Places around town Facilities and things to do in a town/area
<b>Grammar</b>	Imparfait Future immediate and simple Conditional Modal verbs Tickables
<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts / translations
<b>SMSC</b>	Health issues
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / linguascope authentic texts, expo, exampro
<b>End objective</b>	Carry out a spoken debate about your town (200 words) and a mini- spoken exam paper in the style of the written test.

<b>Assessment</b>	Vocabulary tests / translation challenge
<b>Topic</b>	Youth culture
<b>Timescale</b>	Jan- Feb
<b>Learning outcomes</b>	To understand how <u>dress and appearance</u> can be used as an expression of identity or culture - clothing vocabulary to understand, discuss and debate types of film, book, television programme, apps, music, hobbies and sport To discuss social media and advertising in the context of the use of technology (including mobile technology) <i>To be able to link these criteria in a complex paragraph using idioms and colloquialisms</i>
<b>Grammar</b>	Time / numbers Complex connectives and reasons Past tense - passé composé Regular and irregular verbs - faire / jouer Simple future regular verbs + faire
<b>Literacy</b>	Tenses / scanning / debates
<b>SMSC</b>	Culture - dress, appearance / stereotypes
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / (linguscope) / GCSE OCR textbook Exampro to create mock listening exam
<b>End objective</b>	To carry out a mock listening exam
<b>Assessment</b>	Vocab tests throughout, grammar test on past/future Written paragraph about media (film/tv/music)

<b>Topic</b>	Lifestyle and relaxation
<b>Timescale</b>	March - april (to Easter)
<b>Learning outcomes</b>	Be able to recognise and discuss <ul style="list-style-type: none"> <li>• Personal lifestyle and typical lifestyle of target language countries</li> <li>• Attitudes towards food in target language countries / compare to home country, to include traditional food and recipes of target-language countries and own country (to include revision of food types)</li> </ul> To be able to discuss healthy/unhealthy lifestyles <ul style="list-style-type: none"> <li>• Holiday destinations, including reference to</li> </ul>

	climate, accommodation, activities and travel  <i>To speak in front of the class with confidence and without prompts during a scaffolded debate lesson. To be able to counter-argue simple points of view spontaneously.</i>
<b>Grammar</b>	Modal verbs - on peut / il faut / on doit Conditional tense - on pourrait / on devrait The plus-que-parfait (the past in the past) More complex opinion phrases
<b>Literacy</b>	Carousel of opinions ./ speaking practise / spelling and vocab
<b>SMSC</b>	Environmental issues / social issues
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / laptops/ GCSE OCR textbook / poems etc
<b>End objective</b>	Carry out a spoken assessment in the style of the exam including one or more of the above topics
<b>Assessment</b>	Reading assessment / vocab tests in class

<b>Topic</b>	Special events and celebrations
<b>Timescale</b>	May-June
<b>Learning outcomes</b>	To be able to understand and discuss festivals, traditions, memorable events, sporting events in target language countries and cultures, (e.g. Le Tour de France, Karneval, La Tomatina), and global events, (e.g. the Olympics and UN world days, such as World Water Day) <ul style="list-style-type: none"> <li>• Traditional celebrations based on religion, history and geography</li> <li>• Value and importance/significance of international events</li> <li>• Ways of celebrating</li> <li>• Festivals and memorable events</li> </ul> <i>To be able to compare countries incorporating a wider world view, discussing such issues as immigration, carbon footprint and globalisation</i>
<b>Grammar</b>	Imparfait Future immediate and simple Conditional

<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts / translations
<b>SMSC</b>	Environment
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / It rooms (linguscope) , Doodle . authentic texts - poetry and excerpts
<b>End objective</b>	To be able to carry out a mock reading exam using an extract from an authentic French text
<b>Assessment</b>	Reading assessment

<b>Topic</b>	Helping others
<b>Timescale</b>	June - July
<b>Learning outcomes</b>	To understand and discuss charity-related activities and initiatives such as fair trade, food miles, global poverty, fundraising events at school, in the local area and nationally including: Campaigns to raise awareness or to raise money • Charity and awareness-raising events (e.g. fair trade, food miles, global poverty) • Global events that provoke charity-related activities - natural disasters, environment issues such as droughts / famines, wars and terrorism Environmental issues such as the greenhouse effect / polar icecaps etc  <i>Use of modal verbs in 3 tenses in a variety of pronouns</i>
<b>Grammar</b>	Modal verbs / imperative
<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts
<b>SMSC</b>	World issues / charity issues
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / . authentic texts / <a href="http://www.zigzag.com">www.zigzag.com</a> / <a href="http://www/teachit.languages.co.uk">www/teachit.languages.co.uk</a>
<b>End objective</b>	To carry out a written assessment in the style of the exam
<b>Assessment</b>	Written assessment

<b>Topic</b>	School and education
<b>Timescale</b>	Sept-oct half term y11

<b>Learning outcomes</b>	To understand and discuss vocabulary related to studying at school and beyond, school routine and activities, plans for after GCSEs and beyond including: School subjects, importance to self and future life choices School life in target-language countries and own country Future plans
<b>Grammar</b>	Imparfait Future immediate and simple Conditional Tickables
<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts / translation
<b>SMSC</b>	French school culture
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / Linguascope ,authentic texts / news in slow French
<b>End objective</b>	To carry out a listening exam mock based on exampro / past papers
<b>Assessment</b>	Vocab tests

<b>Topic</b>	Mock exam revision
<b>Timescale</b>	Nov / Dec y11
<b>Learning outcomes</b>	To carry out mock papers To revise vocab learned so far To be able to feel confident going into the mocks <i>Application of higher reading and listening papers</i>
<b>Grammar</b>	n/a
<b>Literacy</b>	reading
<b>SMSC</b>	Revision techniques / exam skills
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / authentic texts / past papers
<b>End objective</b>	Success in the mocks
<b>Assessment</b>	Mock grades

<b>Topic</b>	Work and the future
<b>Timescale</b>	Jan - Feb Y11
<b>Learning outcomes</b>	<p><i>Preparing for work and employment, work experience, voluntary work, importance of life and language skills in the workplace</i>  <i>World of work, part-time jobs, school/work/life balance, jobs in the future</i></p> <ul style="list-style-type: none"> <li>• Work experience</li> <li>• Part-time jobs and ways of earning money</li> <li>• Voluntary work, to include types of opportunity, benefits and drawbacks</li> <li>• Skills for the workplace and their importance in relation to jobs</li> <li>• Types of job</li> <li>• Personal qualities needed for jobs</li> <li>• Job search and applications</li> <li>• Job interviews</li> </ul> <p>Learners must study all of the themes and their subthemes</p> <p><i>Synergy of all previous learning to produce an A/A* piece of work.</i></p>
<b>Grammar</b>	Imparfait Future immediate and simple Conditional Tickables Opinions
<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts
<b>SMSC</b>	Life after school
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / authentic texts and media
<b>End objective</b>	Spoken exam based on the final oral exams and stimuli.
<b>Assessment</b>	Vocab test

<b>Topic</b>	Revision
<b>Timescale</b>	March - April / May
<b>Learning outcomes</b>	To carry out revision of the syllabus To practise spoken and written exams
<b>Grammar</b>	All prior learning

<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts
<b>SMSC</b>	Study skills
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / It rooms (linguscope) , Doodle . authentic texts / past papers
<b>End objective</b>	Confidence going into exams
<b>Assessment</b>	

*Purple Italics indicate work for Higher attaining students to tackle (A-A\* level) (students going for 4 LOP across the keystage)*