

# RHS French GCSE Curriculum

## Introduction

At RHS we follow the AQA GCSE which divides teaching into three broad themes, within each theme are a number of topics and subtopics.

There are the three broad themes:

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

Our curriculum focuses on development of all four skills; reading, listening, speaking and writing, as well as translation from English to French and French to English. We focus heavily on the development of the use of language spontaneously in speaking and in writing. Our curriculum is planned to make learning engaging and relevant to our students and is based on the AQA published scheme of learning.

The outline of our curriculum below shows what we will cover and when we plan to do so, however this is flexible, depending on students' responses to the topics and grammar we may spend more or less time on specific topic areas. Many areas of our GCSE curriculum are introduced at KS3, therefore some topic areas will require revision only. The curriculum will ensure that students are fully prepared for success at GCSE and will equip students with relevant skills to take out and use in the wider world.

Teacher will use a range of resources to deliver the curriculum but each student will be given a copy of a textbook for use during the two year course.

## Year 10

Timescale	Theme	Topic	Grammar
Autumn Half Term 1  September/ October	Identity and culture	Free-time activities  <i>Music</i>  <i>Cinema and TV</i>  <i>Food and eating out</i>  <i>Sport</i>    <i>Watch 'Kirikou et la sorcière' final week of term – introduce le monde francophone</i>	<ul style="list-style-type: none"><li>• consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i></li><li>• extend range of two verbs together</li><li>• future tense introduced for eg weekend plans</li><li>• adverbs such as <i>d'habitude/normalement</i></li><li>• clauses introduced by <i>quand/lorsque</i> and <i>si</i></li></ul>
Autumn Half Term 2  November/ December	Local, national, international and global	Social issues  <i>Healthy/ unhealthy living</i>	<ul style="list-style-type: none"><li>• partitive articles with food items</li><li>• recap on <i>devoir/il faut</i> and introduce conditional forms</li></ul>

Timescale	Theme	Topic	Grammar
Autumn Half Term 2  November/ December	areas of interest Local, national, international and global areas of interest	Social issues  <i>Healthy/ unhealthy            living</i>	<ul style="list-style-type: none"> <li>• <i>il vaut mieux/il vaudrait mieux</i></li> <li>• negative <i>ne...jamais</i></li> <li>• previous health habits using imperfect tense</li> </ul>
Spring Half Term 1  January/ February	Identity and culture	Me, my family and friends  <i>Relationships with family            and friends</i>  <i>Marriage/ partnership</i>	<ul style="list-style-type: none"> <li>• present tense revision</li> <li>• possessive adjectives</li> <li>• adjective agreement rules</li> <li>• reflexive verbs</li> <li>• comparatives adverbs of frequency</li> <li>• revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions</li> <li>• <i>en</i> + present participle</li> <li>• revision of future tense to outline future plans</li> <li>• direct and indirect object pronouns</li> </ul>
Spring Half Term 2  March/ April   Year 10 exams	Local, national, international and global areas of interest	Home, town, neighbourhood and region	<ul style="list-style-type: none"> <li>• <i>il y a</i></li> <li>• <i>on a</i></li> <li>• <i>c'est</i></li> <li>• prepositions</li> <li>• plural partitive article and <i>de</i> after negative</li> <li>• <i>pouvoir</i> + infinitive</li> <li>• expressions of quantity</li> <li>• irregular verbs <i>aller/faire</i></li> <li>• <i>ceux qui</i> + verb</li> <li>• <i>s'intéresser à</i></li> </ul>

Timescale	Theme	Topic	Grammar
			<ul style="list-style-type: none"> <li>enhancing descriptions using <i>qui/que/dont</i> demonstrative adjectives</li> </ul>
<b>Summer Half Term 1</b>  <b>June</b>	<b>Identity and culture</b>	<b>Technology in everyday life</b>  <i>Social media</i>  <i>Mobile technology</i>	<ul style="list-style-type: none"> <li>revision of past tenses to recount how social media have been used; or life before technology</li> <li><i>grâce à/sans/avec</i></li> <li>enhanced statements of possibility including <i>permettre de</i>  <i>il est possible que + subjunctive</i></li> </ul>
<b>Summer Half Term 2</b>  <b>June/ July</b>	<b>Identity and culture</b>	<b>Customs and festivals in French-speaking countries/ communities</b>	<ul style="list-style-type: none"> <li>perfect of verbs with <i>être + agreement rules</i>)</li> <li>reflexive verbs in perfect; perfect and imperfect tenses together</li> <li>describing a past event/festival; actions and opinions</li> </ul>

## Key assessments in year 10

Students will be regularly assessed. Students are expected to revise for fortnightly vocabulary tests and will undertake half termly assessments which will rotate the four skills, for example in autumn half term one students will be formally assessed on reading, then in autumn half term two on reading and then the subsequent half term on writing and then speaking in Spring half term 2, and so on. Teachers will carry out regular assessment of classwork and homework through normal monitoring processes (marking students' work and monitoring in class)

## Year 11

Month	Theme	Topic	Grammar
<b>Autumn Half Term 1</b>  <b>September</b>	<b>Local, national, international and global areas of interest</b>	<b>Travel and tourism</b>	<ul style="list-style-type: none"> <li>consolidation of perfect and imperfect tenses</li> <li>sequencing words, expressions and phrases</li> <li><i>avant de/après avoir etc/pendant que/depuis/venir de</i></li> </ul>

Month	Theme	Topic	Grammar
			<ul style="list-style-type: none"> <li>developing greater complexity in spoken and written accounts of past events or experiences</li> </ul> <p>weather expressions with <i>faire</i></p>
October	Current and future study and employment	Life at school/ college	<ul style="list-style-type: none"> <li>transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context</li> <li><i>si</i> clauses using imperfect and conditional</li> <li>quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</li> </ul> <p>perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait comme devoirs</i>)</p>
November/ December	Local, national, international and global areas of interest	Global issues <i>The environment</i>	<ul style="list-style-type: none"> <li>modal verbs linked to behaviours (must do/can do/should do/could do etc)</li> <li>past tense for effects of behaviours on environment</li> <li><i>si</i> sentences revised for outlining consequences of actions</li> </ul> <p>pluperfect tense</p>
Spring Half Term 1 January	Local, national, international and global areas of interest	Social issues <i>Charity/ voluntary work</i>	<ul style="list-style-type: none"> <li><i>vouloir</i> + infinitive</li> <li><i>vouloir que</i> + subjunctive</li> <li><i>il est possible que</i> + subjunctive</li> </ul>
February	Local, national, international and global areas of interest	Global issues <i>Poverty/ homelessness</i>	<ul style="list-style-type: none"> <li><i>si j'étais...</i></li> <li><i>à la place de ...</i> with conditional completions</li> <li><i>il faut + infinitive</i> and <i>il faut que</i> + subjunctive</li> </ul>
Spring Half Term 2 March	Current and future study and employment	Career choices and ambitions	<ul style="list-style-type: none"> <li>enhanced statements of possibility including <i>permettre de</i></li> </ul>

Month	Theme	Topic	Grammar
April / May		<b>Final GCSE exam preparation</b>	

## Key assessments in year 11

As in year 10 students will be regularly assessed on all four skills. Vocabulary tests will continue. The focus on assessment this year will be on exam style questions in preparation for the final exam. Full mock assessments will be held in November and December, these assessments will include full mock speaking assessments. The final GCSE exams will be held in May/ June.

### **Extension activities that parents can undertake to support learning:**

- Over the two year course students will be set a range of homework tasks, including vocabulary learning, please encourage your daughter to devote sufficient time to her French studies.
- Talk to your daughter about what she is learning, discuss the topics and related issues at home.
- Test your daughter on vocabulary and grammar. Encourage use of [www.memrise.com](http://www.memrise.com)
- Encourage students to use their resources, such as their exercise book and textbooks to complete their work and avoid online translators. Encourage use of [wordreference.com](http://wordreference.com) (online dictionary)
- Talk to students about the importance of language study.
- Watch foreign language films together
- When you are travelling abroad please encourage your daughter to use her language skills.