

## Modern Languages KS4 Curriculum Intent, Implementation and Impact Overview: 2022-2023

	Year: 11 Subject: French IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>AQA GCSE specification coverage, key concepts and skills ('Big Ideas')</b>	<p><b>Context:</b> Travel and tourism (Theme 2)</p> <p><b>Key Vocabulary:</b> Negative, pronoun, past participle, auxiliary, imperfect</p> <p><b>Prior Learning / LTM:</b> Perfect and imperfect tenses (Y10), negatives (Y10), holiday vocabulary (Y8)</p> <p><b>Cultural Capital:</b> Geography of France and French-speaking countries, foreign currency, impact of tourism on French-speaking countries</p>	<p><b>Context:</b> My studies and life at school/college (Theme 3)</p> <p><b>Key Vocabulary:</b> conditional, modal, imperative, comparative, superlative, adverb</p> <p><b>Prior Learning / LTM:</b> School vocabulary (Y7), subjunctive (Y9/10), negatives (Y10), conditional tense (Y10), modal verbs (Y8-10), comparatives (Y9-10), perfect tense (Y8-10)</p> <p><b>Cultural Capital:</b> French education systems</p>	<p><b>Context:</b> Education post 16 and jobs, career choices and ambitions (Theme 3)</p> <p><b>Key Vocabulary:</b> pronoun, sequence, passive, active, voice, subjunctive, mood</p> <p><b>Prior Learning / LTM:</b> Comparatives (Y9), subjunctive (Y9), conditional (Y8/9), passive voice (Y9/10)</p> <p><b>Cultural Capital:</b> French education systems, careers in languages</p>	<p><b>Context:</b> Exam skills / Revision of themes 1</p> <p><b>Key Vocabulary:</b> elaborative interrogation, interleaving, spaced practice, dual coding</p> <p><b>Prior Learning / LTM:</b> Present tense (Y7-10), future tense (Y7-10), conditional tense (Y8-10), perfect tense, (Y8-10), imperfect tense (Y10)</p> <p><b>Cultural Capital:</b> Trends/attitudes to marriage and relationships in France, technology trends in French-speaking countries</p>	<p><b>Context:</b> Exam skills / Revision of themes 1-2</p> <p><b>Key Vocabulary:</b> elaborative interrogation, interleaving, spaced practice, dual coding</p> <p><b>Prior Learning / LTM:</b> Present tense (Y7-10), future tense (Y7-10), conditional tense (Y8-10), perfect tense, (Y8-10), imperfect tense (Y10)</p> <p><b>Cultural Capital:</b> Trends/attitudes to marriage and relationships in France, French-speaking countries' festivals and traditions</p>	N/A
Use French/Spanish for routine spoken conversations in the classroom.	X	X	X	X	X	
Take part in situational role plays, coping with unfamiliar language and unexpected responses.	X	X	X	X	X	
Narrate events in speech and writing	X	X	X	X	X	

Use accurate pronunciation and intonation	X	X	X	X	X	
Develop and use a wide-ranging and deepening vocabulary.	X	X	X	X	X	
Ask for, express and justify a range of opinions in writing and speech.	X	X	X	X	X	
Take part in discussions on wider issues.	X	X	X			
Write for a variety of purposes	X	X	X	X	X	
Conjugate verbs in two past tenses.				X	X	
Use a range of tenses together, including compound tenses.	X	X	X	X	X	
Understand the difference between active and passive voice and use the passive.		X			X	
Recognise and use the subjunctive mood.	X	X	X	X	X	
Read and understand authentic French/Spanish literary texts (such as stories, songs, poems and letters).	X	X	X	X	X	
Translate into French/Spanish and English.	X	X	X	X	X	
Understand key points, details, opinions and tenses in French/Spanish recordings and texts of increasing length and complexity, including some taken from authentic sources.	X	X	X	X	X	
Evaluate, draw inferences and conclusions when listening to French/Spanish	X	X	X	X	X	

recordings and reading Spanish texts						
Make comparisons between cultures.	X	X	X	X	X	
<b>IMPACT</b>	<p><b>Assessment:</b> Trial speaking exam, reading and translation</p> <p><b>Progression to KS5:</b> Coping with unfamiliar language on photo cards and in longer texts, recordings and translations.</p>	<p><b>Assessment:</b> 40/90/150 word task &amp; translation.</p> <p><b>Progression to KS5:</b> Coping with unfamiliar language on photo cards and in longer texts, recordings and translations.</p>	<p><b>Assessment:</b> Trial exams 1 (Papers 1-4)</p> <p><b>Progression to KS5:</b> Links to A level French and Spanish sub-themes of the changing nature of family / modern and traditional values, the 'cyber-society' and a culture proud of its heritage.</p>	<p><b>Assessment:</b> Trial exams 2 (Papers 1,3,4)</p> <p><b>Progression to KS5:</b> Subjunctive mood, manipulating a range of tenses, stimulus card (speaking exam), compound tenses. Links to A level French sub-themes of the place of voluntary work and the life for the marginalised.</p>	<p><b>Assessment:</b> External GCSE examinations May/June (AQA)</p> <p><b>Paper 1: Listening</b> <b>Paper 2: Speaking</b> <b>Paper 3: Reading</b> <b>Paper 4: Writing</b></p>	

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.