

TCS KS4 MFL Curriculum: French

KS4: GCSE French

Exam Board:	Educas (WJEC)
Course Title:	French GCSE
QAN:	Foundation: C800PF Higher: C800PH
Examination Dates	End of course
Controlled Assessment Dates	None

Year 10

	Outline of Course/SOW delivery	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p>Local area, holidays and travel</p> <p>MODULE 4</p> <p>Comparisons, superlatives, town vs country, advantages and disadvantages</p> <p>Speaking booklet</p> <p>Theme 2</p> <p>Local area, holiday and travel, environmental issues</p>	<p>Teacher assessment</p> <p>Listening -MINI module test 4 (available)</p> <p>past papers via Exam pro - focused on the specific topic F and H tiers</p> <p>Reading</p> <p>MINI exam pro and module test 4 (available)</p>	<p>Listening student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported. Adapting model answers by changing the detail or changing the</p>	<p>LINK for vocab</p> <p>https://classroom.google.com/u/0/c/MjkyNTEzNzUzOTZa/m/MTMyOTE3MTA3NjEw/details</p> <p>Speaking Booklet</p>

		<p>Speaking booklet theme 2 for general conversation</p> <p>Role play practice</p> <p>Picture cards SAMS</p>	<p>verb. Using sophisticated adjectives and checking the agreements trying to avoid repetition for creating rich language.(see grammar toolkit)</p>	<p>Theme 2 part 2</p> <p>https://docs.google.com/presentation/d/1hEkxbHcnOudKWTOc1sPZwoOlaD_2Y5Wyr-J3526DWVA/edit?usp=sharing</p>
Autumn 2	<p>Local area, holidays and travel</p> <p>MODULE 4</p>	<p>Writing</p> <p>exam style</p> <p>60-70 or</p> <p>100-150 words on region</p> <p>OR</p> <p>exam style</p> <p>60-70 or</p> <p>100-150 words on town versus country</p> <p>OR</p> <p>exam style</p> <p>60-70 or</p> <p>100-150 words on promoting your local area</p>	<p>Reading - scanning for cognates and key vocabulary extracting key information, deducing meaning, interpreting information from target language- use of past papers - exampro- can tailor to specific topics -may be used for homeworks- or link to seneca and quizlet</p>	<p>https://classroom.google.com/u/0/c/MjkyNTExNzUzOTZa/m/MTMyOTE3MTA3NjEw/details</p>
Spring 1	<p>School</p> <p>MODULE 6</p> <p>Foundation</p>	<p>Listening -MINI module test 6 (available)</p>	<p>Listening student audiological loop development -recognising sounds, grammatical knowledge, noting key</p>	<p>LINK for vocab</p>

	<p>Giving opinions about school and timetable, facilities; direct object pronouns</p> <p>Comparing UK with France rules and regulations ;</p> <p>il faut , il est interdit de + inf</p> <p>Talking about primary school ;imperfect tense</p> <p>Higher - compare with current experience</p> <p>successes at school combining imperfect with present tense</p> <p>Plans for future -</p> <p>prepare speaking booklet Theme 3 part 1 in advance of speaking PPE</p>	<p>past papers via Exam pro - focused on the specific topic F and H tiers</p> <p>Reading</p> <p>MINI exam pro and module test 6</p> <p>(available)</p> <p>PPE in all L, R and W skills past papers - tiered opportunities F and H</p>	<p>vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported</p> <p>Reading - scanning for cognates and key vocabulary extracting key information, deducing meaning, interpreting information from target language- use of past papers - exampro- can tailor to specific topics -may be used for homeworks- or link to seneca and quizlet</p>	<p>https://classroom.google.com/u/0/c/MjkyNTEwNzUzOTZa/m/MTMzMjJkxMDE1NjU4/details</p> <p>prepare speaking booklet Theme 3 part 1 in advance of speaking PPE</p> <p>https://classroom.google.com/u/0/c/MjkyNTEwNzUzOTZa/m/MTM2MjJg1NTY1MTE0/details</p>
Spring 2	<p>School</p> <p>MODULE 6</p> <p>prepare speaking booklet Theme 3 part 1 in advance of speaking PPE</p>	<p>PPE Speaking with invigilators</p> <p>Foundation only</p> <p>Speaking assessment</p> <p>roleplay + picture card + theme 1 general</p>	<p>Speaking booklet Theme 3- use of sentence builders, grammar toolkits and vocab lists to create personalised answers to general conversation questions.Develop from</p>	<p>https://classroom.google.com/u/0/c/MjkyNTEwNzUzOTZa/m/MTMzMjJkxMDE1NjU4/details</p>

		<p>conversation Foundation / Higher (invigilators ?/ cover needed for staff to conduct orals)</p>	<p>reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning.</p>	<p>kxMDE1NjU4/details</p>
Summer 1	<p>MODULE 7</p> <p>Foundation jobs and aspirations, higher education and work experience using different forms of verbs expressing intention , conditional and future tenses</p> <p>Higher</p> <p>Talking about life when you were younger -imperfect tense-</p> <p>Talking about role models - combining present , perfect and imperfect tenses</p>	<p>Listening -MINI module test 7 (available)</p> <p>past papers via Exam pro - focused on the specific topic F and H tiers</p> <p>Reading</p> <p>MINI exam pro and module test 7 (available)</p> <p>Speaking booklet theme 3 part 2 for general conversation</p> <p>Role play practice</p> <p>Picture cards SAMS</p>	<p>Listening student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported</p> <p>Reading - scanning for cognates and key vocabulary extracting key information, deducing meaning, interpreting information from target language- use of past papers - exampro- can tailor to specific topics -may be used for homeworks- or link to seneca and quizlet</p>	<p>LINK for vocab</p> <p>https://classroom.google.com/u/0/w/MjkyNTEyNzUzOTZa/tc/MTMyOTA5NjM5NzQw</p> <p>Sentence builders for theme 3 part 2 speaking booklet</p> <p>https://classroom.google.com/u/0/c/MjkyNTEyNzUzOTZa/m/MTM2Mjg2NTgzNjA5/details</p>
Summer 2	<p>MODULE 7</p> <p>Foundation jobs and aspirations, higher education and work experience continued</p>	<p>Writing</p> <p>exam style</p> <p>60-70 or</p> <p>100-150 words on future aspirations</p> <p>OR</p> <p>exam style</p> <p>60-70 or</p>	<p>Writing - student productive skills using sentence builders, grammar toolkits and vocab lists to form well structured sentences</p> <p>with accurate grammar- then adding detail using www.wordreference to add detail e.g. adverbs, quantifiers , connectives, sophisticated opinions,</p>	<p>Speaking booklet</p> <p>Link to sentence builders which support the speaking booklet</p> <p>Sentence builders for</p>

		<p>100-150 words on work experience</p> <p>OR</p> <p>exam style</p> <p>60-70 or</p> <p>100-150 words on how languages can benefit your career.</p>	<p>check verb conjugations and tenses, key words, extended vocabulary to personalise your work</p>	<p>theme 3 part 3 speaking booklet</p> <p>https://classroom.google.com/u/0/c/MjkyNTEzNzUzOTZa/m/MTM2Mjk0OTU5MDYx/details</p>
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Year 11

	Outline of Course/SOW delivery	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p>Environment</p> <p>MODULE 8</p> <p>Our planet - discussing weather and natural disasters.</p> <p>protection of the planet - on doit , on peut + infinitive - modal verbs</p> <p>discussing ethical shopping, understanding the passive</p> <p>volunteering - emphatic pronouns: moi, toi, lui, elle</p> <p>discussing big events using 3 tenses</p>	<p>Listening -MINI module test 8 (available)</p> <p>past papers via Exam pro - focused on the specific topic F and H tiers</p> <p>Reading</p> <p>MINI exam pro and module test 8</p> <p>(available)</p> <p>Speaking assessment</p> <p>roleplay + picture card + theme 1 general conversation</p> <p>Foundation / Higher</p> <p>(invigilators ?/ cover needed for staff to conduct orals)</p>	<p>Listening student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported</p> <p>Reading - scanning for cognates and key vocabulary extracting key information, deducing meaning, interpreting information from target language- use of past papers - exampro- can tailor to specific topics -may be used for homeworks- or link to seneca and quizlet</p>	<p>Vocab lists link</p> <p>https://classroom.google.com/u/0/c/MjkyNTEzNzUzOTZa/m/NTU0ODQ0NTcyMzFa/details</p> <p>Studio GCSE Foundation and Higher vocab lists</p> <p>https://classroom.google.com/u/0/c/MjkyNTEzNzUzOTZa/m/MTM2Mjk0OTU5MDYx/details</p> <p>Speaking booklet</p> <p>Theme 2 part 1</p>

				https://classroom.google.com/u/0/c/MjkyNTE5NzUzOTZa/m/MTM2MDMzNjQ3MjYx/details
Autumn 2	Global issues continued and film project MODULE 8	PPE Speaking timetabled with invigilator and PPE for L, R and W	Speaking Students record their answers to speaking booklet. GCSE Picture cards - use of PALMs to describe the pictures. Building on descriptions using he /she and they- pronunciation of verbs in plural silent letters Role play opportunities - talking about your local environment- town versus country, global issues speaking student productive skills	https://classroom.google.com/u/0/c/MjkyNTE5NzUzOTZa/m/MTM2MDk3NzcwODk1/details Speaking booklet Theme 2 part 3 Global sustainability https://classroom.google.com/u/0/c/MzA4NTE5NDE5ODJa/m/MTM2MDUwOTY0OTYz/details
Spring 1	Hotels,travel, holidays eating out and problems MODULE 5	Role play cards and photocards - exam skills Higher and foundation SAMS	GCSE Picture cards - use of PALMs to describe the pictures. Building on descriptions using he /she and they- pronunciation of verbs in plural silent letters Role play opportunities - talking about your local environment- town versus country, global issues speaking student productive skills	https://classroom.google.com/u/0/c/MzA4NTE5NDE5ODJa/m/MTM2Mjk2NzUyOTQz/details Speaking booklet Theme 2 part 2

				https://docs.google.com/presentation/d/1hEkxbHcnOudKWTOc1sPZwoOlaD_2Y5Wyr-J3526DWVA/edit?usp=sharing
Spring 2	<p>Revision – exam skills</p> <p>Track and trace gaps in knowledge- from PPE exams- PPE debrief and work on what you don't know - this will be bespoke to the individual- personalised revision guided by the teacher.</p>	<p>Teacher assessment and past exam papers, end of module tests</p>	<p>Recognise, remember and manipulate verbs to describe social and environmental issues.</p> <p>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses.</p> <p>Use a variety of other tenses to show complexity and variety.</p> <p>Create a piece of extended writing under exam conditions.</p> <p>Exam skills:</p> <p>Speaking</p> <p>Apply the PALMS acronym to create an answer for photo cards.</p> <p>Recognise and remember question words to create an answer to the role play task.</p> <p>Reading</p> <p>Recognise and remember vocabulary on a variety of topics.</p> <p>Recognising cognates and false friends.</p>	<p>End of Module tests</p> <p> https://classroom.google.com/u/0/w/MjkyNTEwNzUzOTZa/tc/NTY2NTI2Mjk5NDJJa </p>

			<p>Deduce the meaning of unknown vocabulary using context clues.</p> <p>Recognise vocabulary on a variety of topics to translate from French to English.</p> <p>Listening</p> <p>Deduce the meaning of unknown vocabulary using context clues.</p> <p>Understand the gist of the piece and identify key information.</p> <p>Writing</p> <p>Demonstrating knowledge on a variety of topics by creating pieces of extended writing.</p> <p>Use and manipulate a variety of verbs in at least three tenses.</p> <p>Evaluate and justify opinions and the opinions of others.</p>	
Summer 1	<p>N/A - exams</p> <p>remote learning bespoke to the individual - identifying weak areas and revision based on these gaps in knowledge- resources on google classroom- model answers/ unit tests/ past papers/ markschemes/ audio with transcripts</p>			<p>End of module tests</p> <p>https://classroom.google.com/u/0/w/MjkyNTExNzUzOTZa/tc/NTY2NTI2Mjk5NDJa</p>
Summer 2				EXAMS DATES

Spanish

TCS MFL Curriculum: Spanish

KS4: GCSE Spanish

Exam Board: Course Title:	Eduqas (WJEC) Spanish GCSE
QAN:	Foundation C810PF Higher : C810PH
Examination Dates	End of course
Controlled Assessment Dates	None

Year 10

	Outline of Course/SOW delivery	Key Assessments (End point task)	Skill Development (How does this unit build on prior knowledge?)	Key Vocabulary (URL link to Tier 2&3 key words)
Autumn 1	School	Teacher assessment	<p>Listening student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported. Recognise and remember vocabulary about school, such as subjects, uniform and extracurricular activities. Recognise and manipulate verbs in the conditional tense. Justify opinions using sophisticated opinion phrases. Evaluate the opinions of others. Use and apply complex structures to show variety. Demonstrate cultural awareness of the education system in the Hispanic world.</p>	<p>Link to vocabulary and 'bigger picture' https://drive.google.com/drive/folders/1qPhdRhNgKC1-6kpEyksna7nIF_1eRUWv?usp=sharing</p>
Autumn 2	School continued	Four skills, as appropriate	Recognise, remember and manipulate verbs of study and	End of unit test

			<p>preferences to describe school routine and plans.</p> <p>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses.</p> <p>Create a piece of extended writing under exam conditions.</p>	<p>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/m/NTY2MDQ5Mzk5NjNa/details</p> <p>Speaking booklet (school section)</p> <p>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all</p>
Spring 1	Personal relationships	Teacher assessment	<p>Reading - scanning for cognates and key vocabulary extracting key information, deducing meaning, interpreting information from target language- use of past papers - exampro- can tailor to specific topics -may be used for homeworks- or link to Seneca and Quizlet;</p> <p>recognise and remember vocabulary about personality, technology and family members.</p> <p>Recognise and manipulate verbs in the conditional tense.</p> <p>Justify opinions using sophisticated opinion phrases.</p> <p>Evaluate the opinions of others.</p> <p>Use and apply complex structures to show variety.</p> <p>Demonstrate cultural awareness of the Hispanic world and attitudes towards technology.</p>	<p>Link to vocabulary and 'bigger picture'</p> <p>https://drive.google.com/drive/folders/16vLjAatjMwCgTL2Dd66b5kaMunlXT0k?usp=sharing</p>
Spring 2	Relationships with technology and social media	Four skills, as appropriate	<p>Recognise, remember and manipulate verbs of study and preferences to describe</p>	<p>End of unit test</p> <p>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/t/all</p>

			<p>relationships between family members and friends.</p> <p>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses, as well as use complex structures to show variety.</p> <p>Create a piece of extended writing under exam conditions.</p>	<p>ha/m/NTY2MDQ5NDAXNTha/details</p> <p>Speaking booklet (relationships and technology section)</p> <p>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all</p>
Summer 1	Free time and healthy lifestyles	Teacher assessment	<p>Listening: student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported</p> <p>Reading:</p> <p>Recognise and remember vocabulary about free time activities such as music, sports and TV/film. Writing: Recognise and manipulate verbs in the conditional tense to express a wish or desire.</p> <p>Justify opinions using sophisticated opinion phrases.</p> <p>Evaluate the opinions of others.</p> <p>Use and apply complex structures to show variety.</p> <p>Demonstrate cultural awareness of music, sport and TV/film from the Hispanic world.</p>	<p>Link to vocabulary and 'bigger picture'</p> <p>https://drive.google.com/drive/folders/1qKw5n1JxnXQwz_cZQKOomkbxSLi134k?usp=sharing</p>
Summer 2	Healthy lifestyles	Four skills, as appropriate	<p>Writing - student productive skills using sentence builders, grammar</p>	<p>End of unit test</p> <p>https://classroom.google.com/u/0/c/</p>

	continued and traditions		<p>toolkits and vocab lists to form well structured sentences</p> <p>with accurate grammar- then adding detail using www.wordreference.com to add detail e.g. adverbs, quantifiers , connectives, sophisticated opinions, check verb conjugations and tenses, key words, extended vocabulary to personalise your work</p> <p>Recognise, remember and manipulate verbs to describe healthy and unhealthy habits, preferences and traditions.</p> <p>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses as well as use and manipulate complex phrases to show variety.</p> <p>Create a piece of extended writing under exam conditions.</p>	<p>MjkyNTM5NjQ2Nzha/m/NTY2MDQ5NDAXNjJa/details</p> <p>Speaking booklet (healthy lifestyles and free time sections)</p> <p>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all</p>
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Year 11

	Outline of Course/SOW delivery	Key Assessments <i>(End point task)</i>	Skill Development <i>(How does this unit build on prior knowledge?)</i>	Key Vocabulary <i>(URL link to Tier 2&3 key words)</i>
Autumn 1	World of work	Teacher assessment	<p>Listening: student audiological loop development - recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what</p>	<p>Link to vocabulary and 'bigger picture'</p> <p>https://drive.google.com/drive/folders/1ZcO1Fx0cXMLq6GvoG-i2MkGQVBmIXMyi?usp=sharing</p>

			<p>you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported</p> <p>Reading: Recognise and remember vocabulary about the world of work such as jobs, qualifications and future plans..</p> <p>Writing: Recognise and manipulate verbs in the conditional tense.</p> <p>Justify opinions using sophisticated opinion phrases.</p> <p>Evaluate the opinions of others.</p> <p>Use and apply complex structures to show variety.</p> <p>Demonstrate cultural awareness of the world of work in the Hispanic world.</p>	
Autumn 2	Work experience	Four skills, as appropriate	<p>Speaking:</p> <p>GCSE Picture cards - use of PALMs to describe the pictures. Building on descriptions using he /she and they- pronunciation of verbs in plural silent letters</p> <p>Role play opportunities - talking about your local environment- town versus country, global issues speaking student productive skills</p>	<p>End of unit test</p> <p>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/m/NTY2MDQ5NDAYMTFa/details</p> <p>Speaking booklet (world of work section)</p> <p>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all</p>

			<p>Recognise, remember and manipulate verbs of study to describe future plans, as well as describe a work experience placement in the past tense.</p> <p>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses and use a variety of complex phrases.</p> <p>Create a piece of extended writing under exam conditions.</p>	
Spring 1	Environment	Teacher assessment	<p>Recognise and remember vocabulary about the environment such as environmental problems, solutions and social issues.</p> <p>Recognise and manipulate verbs in the conditional tense.</p> <p>Justify opinions using sophisticated opinion phrases.</p> <p>Evaluate the opinions of others.</p> <p>Use and apply complex structures to show variety.</p> <p>Demonstrate cultural awareness of environmental and social issues in the Hispanic world.</p>	<p>Link to vocabulary and 'bigger picture'</p> <p>https://drive.google.com/drive/folders/1wxKZpjNAN9c17fASyUCjXwn8_XSvqfjL?usp=sharing</p> <p>End of unit test</p> <p>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/m/NTY2MDQ5NDAYNzla/details</p> <p>Speaking booklet (environment section)</p> <p>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all</p>
Spring 2	Revision of tenses and exam skills	Past exam papers	Recognise, remember and manipulate verbs to	End of module tests

			<p>describe social and environmental issues.</p> <p>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses.</p> <p>Use a variety of other tenses to show complexity and variety.</p> <p>Create a piece of extended writing under exam conditions.</p> <p>Exam skills:</p> <p>Speaking</p> <p>Apply the PALMS acronym to create an answer for photo cards.</p> <p>Recognise and remember question words to create an answer to the role play task.</p> <p>Reading</p> <p>Recognise and remember vocabulary on a variety of topics.</p> <p>Recognising cognates and false friends.</p> <p>Deduce the meaning of unknown vocabulary using context clues.</p> <p>Recognise vocabulary on a variety of topics to translate from Spanish to English.</p> <p>Listening</p>	<p>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/tc/NjU3MjgyNjM2OTJa</p>
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			<p>Deduce the meaning of unknown vocabulary using context clues.</p> <p>Understand the gist of the piece and identify key information.</p> <p>Writing</p> <p>Demonstrating knowledge on a variety of topics by creating pieces of extended writing.</p> <p>Use and manipulate a variety of verbs in at least three tenses.</p> <p>Evaluate and justify opinions and the opinions of others.</p> <p>Use complex structures to show sophistication and variety.</p> <p>Remember and create translations from English into Spanish on a variety of topics.</p>	
Summer 1	N/A - exams	GCSE exam		
Summer 2				