



# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: FRENCH</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	We continue to use the AQA GCSE 3 year scheme of work as a guide. We build on and recycle language from KS3 and focus specifically on building skills around using complex language and tenses and building spontaneity and fluency.		

## UNITS OF WORK

Holidays	Customs and Festivals	Education Post 16
Healthy and Unhealthy Living	Marriage and Partnership	Charity and Voluntary Work

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>• Writing and speaking about holidays</li> <li>• Customs and festivals in the French-speaking world</li> <li>• Choices after GCSEs</li> <li>• Making positive choices to stay healthy</li> <li>• Discussing differing types of marriage and partnership</li> <li>• Describing charity work and its importance</li> </ul>	<ul style="list-style-type: none"> <li>• Writing and speaking at greater length and with greater complexity</li> <li>• Developing skills in understanding unfamiliar words from their context</li> <li>• Using verb tenses more confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Unit tests in terms 1, 2, 3, 4.</li> <li>• PPE (including speaking) in Term 5</li> </ul>
		Curriculum Enrichment
		<ul style="list-style-type: none"> <li>• European Day</li> <li>• Pause Cafe</li> </ul>
EDI/SMSC/British Values/Careers	Literacy/Numeracy	
<ul style="list-style-type: none"> <li>• Development of knowledge and appreciation of a different culture.</li> <li>• Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>• Students encouraged to embrace “difference” from their culture.</li> <li>• Discussing and challenging stereotypes within a national and international context.</li> <li>• Gaining understanding of the range of events and public holidays in the French speaking area</li> <li>• Understanding of different types of marriage and relationship</li> <li>• Understanding inclusivity in charity and voluntary work</li> </ul>	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	



# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: GERMAN</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	We continue to use the AQA GCSE 3 year scheme of work as a guide. We build on and recycle language from KS3 and focus specifically on building skills around using complex language and tenses and building spontaneity and fluency		

## UNITS OF WORK

Holidays	Customs and Festivals	Education Post 16
Healthy and Unhealthy Living	Marriage and Partnership	Charity and Voluntary Work

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Writing and speaking about holidays</li> <li>Customs and festivals in the German-speaking world</li> <li>Choices after GCSEs</li> <li>Making positive choices to stay healthy</li> <li>Discussing differing types of marriage and partnership</li> <li>Describing charity work and its importance</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speaking at greater length and with greater complexity</li> <li>Developing skills in understanding unfamiliar words from their context</li> <li>Using verb tenses more confidently</li> </ul>	Unit tests in terms 1, 2, 3, 4. PPE (including speaking) in term 5
		Curriculum Enrichment
		<ul style="list-style-type: none"> <li>European Day</li> <li>German exchange</li> <li>Aachen Christmas markets trip</li> <li>Visiting German teacher</li> </ul>
EDI/SMSC/British Values/Careers	Literacy/Numeracy	
<ul style="list-style-type: none"> <li>Development of knowledge and appreciation of a different culture.</li> <li>Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>Students encouraged to embrace “difference” from their culture.</li> <li>Discussing and challenging stereotypes within a national and international context.</li> <li>Gaining understanding of the range of events and public holidays in the German speaking area</li> <li>Understanding of different types of marriage and relationship</li> <li>Understanding inclusivity in charity and voluntary work</li> </ul>	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	





# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: FRENCH</b>	<b>YEAR:</b>	<b>11</b>
<b>INTENT:</b>	Students complete the GCSE course. In doing so, they will be fully prepared for future advanced language study, future travel to Francophone countries, or will have developed skills to study other languages in future.		

## UNITS OF WORK

Social Media and New Technology	Jobs	Environment, Homelessness, Poverty	Revision for Exams
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Uses of mobile technology, advantages, disadvantages</li> <li>Career choices and ambitions</li> <li>Homelessness/ poverty</li> <li>Charity/voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speaking at greater length and with greater complexity</li> <li>Developing skills in understanding unfamiliar words from their context</li> <li>Using verb tenses more confidently</li> </ul>	October unit tests November PPE February PPE
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Development of knowledge and appreciation of a different culture (Francophone).</li> <li>Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>Students encouraged to embrace “difference” from their culture.</li> <li>Discussing and challenging stereotypes within a national and international context.</li> <li>Understanding that some people live in poverty, the basic reasons for that, and what society could do</li> <li>A diverse range of career choices discussed, not limited by (eg) gender</li> <li>Technology in less affluent countries</li> </ul>	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	<ul style="list-style-type: none"> <li>European Day</li> <li>Pause Café</li> </ul>



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<b>INTENT:</b>	Students complete the GCSE course. In doing so, they will be fully prepared for future advanced language study, future travel to German-speaking countries, or will have developed skills to study other languages in the future.		

## UNITS OF WORK

Social Media and New Technology	Jobs	Environment, Homelessness, Poverty	Revision for Exams
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Uses of mobile technology, advantages, disadvantages</li> <li>Career choices and ambitions</li> <li>Homelessness/ poverty</li> <li>Charity/voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speaking at greater length and with greater complexity</li> <li>Developing skills in understanding unfamiliar words from their context</li> <li>Using verb tenses more confidently</li> </ul>	October unit tests November PPE February PPE
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Development of knowledge and appreciation of a different culture (Francophone).</li> <li>Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>Students encouraged to embrace “difference” from their culture.</li> <li>Discussing and challenging stereotypes within a national and international context.</li> <li>Understanding that some people live in poverty, the basic reasons for that, and what society could do</li> <li>A diverse range of career choices discussed, not limited by (eg) gender</li> <li>Technology in less affluent countries</li> </ul>	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	<ul style="list-style-type: none"> <li>European Day</li> <li>Berlin January trip</li> <li>Visiting German teacher</li> </ul>