



# Queen Elizabeth's Girls' School

Educating Women of the Future

## French Key Stage 4 Curriculum 2022/23

	Topic/Big Question	Focus	National Curriculum
Year 10	<p><i>Est-ce que le mariage demeure une institution importante dans nos sociétés actuelles?</i></p> <p>Does marriage remain an important institution in today's society? (Unit 1)</p>	Relationships are at the core of this unit. Students have the chance to describe and talk about different family models, friendships and getting along with others more generally. In doing so, they get to revise and consolidate their understanding of the immediate and the simple future, direct and indirect object pronouns whilst learning to make future plans or assessing the pros and cons of marriage. Finally, students get the opportunity to revise and use possessive adjectives (mon, ma, mes etc), understanding agreement/position of adjectives and the use of reflexive verbs.	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><i>Quels sont les principaux dangers des réseaux sociaux?</i></p> <p>What is the most serious danger of social media? (Unit 2)</p>	In this topic, students talk about the uses of social media and learn how to give opinions on their advantages and disadvantages. This is done by, using a range of irregular verbs in the present tense to describe how, when and why they use mobile technology.	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><i>Qu'est-ce qui rend les sports extrêmes intéressants chez les jeunes?</i></p> <p>What makes extreme sports interesting for young people? (Unit 3)</p>	Pupils build on previous knowledge to describe leisure activities, special occasion meals, food specialities around the world, sport and extreme sports. Special emphasis is put on discussions around new sports and taking risks by using regular adverbs, regular and irregular verbs, the past perfect tense with avoir and être.	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><i>En quoi nos célébrations sont une</i></p>	Students learn about French festivities (eg. la fête nationale et la fête de rois), festivals and traditions and how to describe their favourite family celebrations. Students have an opportunity to revise and consolidate how to use the imperfect tense when describing how they used to celebrate when they were younger.	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6,

<p><i>réflexion de nos identités collectives?</i></p> <p><b>To what extent are our celebrations a reflection of our collective identities? (Unit 4)</b></p>		<p>7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
<p><b>En quoi votre vie serait-elle différente si, demain, vous gagniez la loterie?</b></p> <p><b>How different your life would be if, tomorrow, you would win the lottery? (Unit 5)</b></p>	<p>Pupils learn to use descriptive language to talk about their home and its location, using prepositions to say where things are, using 'il y a' and 'il n'y a pas de' to describe what you can and can't do in my area, revising 'aller' to describing where they go, discussing the advantages and disadvantages of living in different environments, using the conditional tense to describe their ideal home. They also learn about different homes in French speaking countries around the world.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
<p><b>Comment pouvons-nous participer à l'essor de nos communautés locales?</b></p> <p><b>How can we take part in the development of our local communities? (Unit 6)</b></p>	<p>Using a range of tenses, students learn about charities and volunteering, using the conditional tense to say what we could and should do, talking about healthy and unhealthy lifestyles, using negative structures and discussing opinions related to healthy living. They are introduced to the present subjunctive.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>

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Year 11	<p><b><i>Qu'est-ce qu'on devrait faire pour protéger l'environnement et aider les SDF?</i></b> What should we do to protect the environment and help the homeless? (Unit 7)</p>	<p>This topic introduces pupils to local and global environmental issues, and the way to protect the environment. They also learn about the importance of helping the homeless and those in need. They reflect on what they do to help the local community using modal verbs to express recommendations and obligations,</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b><i>Quelles ont été tes meilleures vacances? Comment seraient tes vacances de rêve?</i></b> What is the best holiday you have had? What would your dream holiday be like? (Unit 8)</p>	<p>Students build on their understanding to describe holiday accommodation, using expressions of sequence, discussing a range of holiday activities. They also enhance their knowledge about the past and imperfect tenses. In doing so, they investigate what different regions of France have to offer using tourist leaflets and websites, using that knowledge to describe a past holiday and an ideal trip, using "if" clauses (imperfect + conditional).</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b><i>La journée scolaire en France ou dans un autre pays francophone, comment est-elle différente de celle d'Angleterre?</i></b> How does the French school day (or that of another French-speaking country) compare with a typical school day in England? (Unit 9)</p>	<p>Pupils develop their knowledge of school, facilities, daily routine and their studies, revision and using the present and past tenses. They also take the opportunity to apply their knowledge to describe school trips and make comparison with their own education system.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b><i>Si tu étais la directrice, que changerais-tu au collège?</i></b> If you were the headteacher, what would you change and</p>	<p>Building on their prior knowledge of the French school system, students explore school rules and uniforms, using verbs that take the infinitive to describe the positive and negative aspects of school.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>

<p>why? <b>(Unit 10)</b></p>		
<p><b><i>Étant donné le choix, est-ce qu'on peut justifier le coût d'aller à l'université?</i></b> Given the alternatives, can the financial cost of university be justified? <b>(Unit 11)</b></p>	<p>This topic covers the choices at 18, allowing students to explore different jobs or studying at university, and the benefits of higher education.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
<p><b><i>Quel serait ton métier idéal?</i></b> What would be your ideal job and why? <b>(Unit 12)</b></p>	<p>Students use a variety of tenses and "if" clauses, to describe their ideal job plus the pros and cons of a range of careers. They also learn about idioms and faux amis.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>