



# Queen Elizabeth's Girls' School

*Educating Women of the Future*

## French Key Stage 4 Curriculum

|         | Topic/Big Question                                             | Focus                                                                                                                                                                                                                                                                                                                                            | National Curriculum         |
|---------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Year 10 | <b>What shapes our identity and relationships?</b>             | Students explore identity, personality, friendships and family relationships, reflecting on different family structures and future aspirations. They express opinions, compare relationships and discuss future plans using the present, future and conditional tenses, alongside comparative structures and more sophisticated negative forms.  | NC Grammar L1–5; R1–5; W1–4 |
|         | <b>How can we lead a healthy and balanced life?</b>            | Students discuss physical and mental wellbeing, healthy lifestyles, sport, food choices and the dangers of addictions. They describe healthy habits, give advice and compare current and future lifestyle choices using present, perfect, future and near future tenses, modal verbs and impersonal expressions.                                 | NC Grammar L1–5; R1–5; W1–4 |
|         | <b>How does education prepare us for the future?</b>           | Students reflect on school life, post-16 education and career aspirations. They describe their ideal school, future ambitions and work experience while developing their use of the conditional, future tense, negative constructions and expressions such as <i>être en train de</i> and <i>venir de</i> .                                      | NC Grammar L1–5; R1–5; W1–4 |
|         | <b>How do leisure, traditions and culture shape our lives?</b> | Students explore free-time activities, holidays, sport, festivals, celebrations and celebrity culture across the francophone world. They use a range of time frames to discuss past experiences, cultural traditions and famous people, developing confidence with the perfect tense, imperfect, reflexive verbs, future and conditional tenses. | NC Grammar L1–5; R1–5; W1–4 |

|         | Topic/Big Question                                        | Focus                                                                                                                                                                                                                                                                                                                                                                   | National Curriculum         |
|---------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Year 11 | <b>What shapes our identity and relationships?</b>        | Students explore travel, tourism and French-speaking destinations. They describe holidays, places of interest and travel experiences, compare destinations and discuss future travel plans using the imperfect, perfect, future and near future tenses. They also develop cultural awareness through the study of francophone regions and traditions. ( <i>Unit 7</i> ) | NC Grammar L1–5; R1–5; W1–4 |
|         | <b>How is technology changing the way we communicate?</b> | Students evaluate the impact of digital technology, social media and the internet on everyday life. They discuss online habits, influencers, cyber safety and the advantages and disadvantages of technology using three time frames, modal verbs, the imperative and more complex sentence structures. ( <i>Unit 8</i> )                                               | NC Grammar L1–5; R1–5; W1–4 |

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|  | <b>How can we protect our environment and improve where we live?</b> | Students investigate environmental challenges, sustainability and life in their local area. They describe towns, regions and ideal places to live, discuss environmental issues and propose solutions using the conditional, modal verbs, negatives and a range of present, past and future time frames. ( <i>Unit 9</i> )                                                                                   | NC Grammar L1–5; R1–5; W1–4 |
|  | <b>How can we become confident and independent linguists?</b>        | Throughout Year 11, students consolidate all GCSE themes through retrieval practice, authentic materials and exam-style tasks across listening, speaking, reading and writing. Students refine their grammatical accuracy, spontaneity and translation skills while developing confidence in communicating across a wide range of familiar and unfamiliar contexts in preparation for the GCSE examinations. | NC Grammar L1–5; R1–5; W1–4 |