

Curriculum Content Map							Subject:						
Month			September	October	November	December	January	February	March	April	May	June	July
	Units of Work		Charity and voluntary work	Charity and voluntary work	Environment	Environment	Holidays and travel	Holidays and travel	School and subjects	University or work	University or work	Exams	Exams
Cultural Transmission	National Curriculum area – KS3		two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning section. <i>Linguistic competence is developed</i>	two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning section. <i>Linguistic competence is developed</i>	two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning section. <i>Linguistic competence is developed</i>	two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning section. <i>Linguistic competence is developed</i>	competence . Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 Linguistic competence is developed through the various classroom-based	competence . Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning section.	Focus placed upon key skills - ensuring that students are exam ready. Adding in extra tenses 9Imperfect, conditional, pluperfect) for HA and learners who need stretch	Ensuring that students are exam ready. Able to talk about jobs, careers and express preference/opinion either way. Able to understand others opinions and respond accordingly.	Ensuring that students are exam ready. Able to talk about jobs, careers and express preference/opinion either way. Able to understand others opinions and respond accordingly.	Exams	Exams
	Substantive knowledge	The What!	Learning about charity and voluntary work. Popular charities in french and different sort s of popular causes. Students learn about who they would like to help, as well as what organisations are popular. Giving an insight into what charity work one would like to do/has done.	Learning about charity and voluntary work. Popular charities in french and different sort s of popular causes. Students learn about who they would like to help, as well as what organisations are popular. Giving an insight into what charity work one would like to do/has done.	Talking about towns, cities, and the impact upon our environment. Talking about environmental issues and solutions to these issues. What do we do as individuals in order to help build a brighter future as far as the environment is concerned.	Talking about towns, cities, and the impact upon our environment. Talking about environmental issues and solutions to these issues. What do we do as individuals in order to help build a brighter future as far as the environment is concerned.	The third unit of work builds upon the family unit where students first explore family relationships and describing others. Verbs are also crucial and students have had a good grounding in this throughout Y10 and are familiar with topic and assessment.	The third unit of work builds upon the family unit where students first explore family relationships and describing others. Verbs are also crucial and students have had a good grounding in this throughout Y10 and are familiar with topic and assessment. Continuing to drill the importance of avoir, etre in the imperfect tense.	revisiting modal verbs and irregular verbs (MRS VAN DER TRAMP) verbs which take etre as their auxiliary. Use of devoir.	Building further upon MRS VAN DER TRAMP verbs to thendescribe school facilities, ensure that positive and negative opinions are used, as well as a variety of opinion phrases.	Preparation for the world of work: talking about future study and employment.	Exams	Exams
	Disciplinary knowledge	The How!	Using opinion phrases in conjunction with a variety of tneses to sum up one's opinions: ensuring three tenses are covered as a minimum. Using 'ce que'. 'Ce que j'aime c'est le benevolat...'	Using opinion phrases in conjunction with a variety of tneses to sum up one's opinions: ensuring three tenses are covered as a minimum. Using 'ce que'. 'Ce que j'aime c'est le benevolat...'	Use of the pronouns 'y and en' 'And the use of three tenses in order to describe the environment and issues facing people and the planet.	Use of the pronouns 'y and en' 'And the use of three tenses in order to describe the environment and issues facing people and the planet	Subject Content: Talking about holidays. Describing places.  Grammar: Revision of present and conditional tenses <i>vouloir in the conditional tense</i>	Referring to holidays in at least three tenses: favourite past holidays, holidays they wish to have now + future holidays.	Imperfect tense of devoir and irregular verbs. All key skills geared towards four tenses being used in writing/assessments. Describing experience at school, subjects, in the past, present and aspirations for the future.	Revising jobs and university in class positives and negatives for both sides: key phrases and set phrases and structures to fill learners with confidence	Revising jobs and university in class positives and negatives for both sides: key phrases and set phrases and structures to fill learners with confidence	Exams	Exams
	Sequencing (Flow)	Retrieval & Extension	The concept of verbs introduced throughout KS3 is further <b>built upon</b> here with the knowledge of impersonal verbs and crucially the opinion-forming one – “aimer”.	The concept of verbs introduced throughout KS3 is further built upon here with the knowledge of impersonal verbs and crucially the opinion-forming one – “aimer”.	basic information picked up from the first unit. The tenses learnt are also revisited and practised here as students are required to produce them in written, and spoken work as well as ensuring that speaking and listening are focussed upon.	The second unit of work builds upon the basic information picked up from the first unit. The tenses learnt are also revisited and practised here as students are required to produce them in written, and spoken work as well as ensuring that speaking and listening are focussed upon.	Imperfect tense of avoir, etre and faire.Ensuring that the imperfect tense is also used. Building on from previous unit: i.e.the environment and impact that this can have upon these two topics	Revision of opinions -Drilling of tenses to ensure that reflexives can also be used.	The third unit of work <b>builds upon</b> the family unit (Year 9) where students first explore family relationships and describing others. Verbs are also crucial and students have had a good grounding in this throughout Year 10 by this point.	How to use two verbs structures - 'I would like to be', je voudrais etre - and continue to write and speak accordingly about target topic. Progression through careers using authentic sources, opportunities available to students.	Focus upon indefinite articles, leave them out when speaking about jobs: able to confidently write, speak, and listen and read in the past, present and future tenses.	Exams	Exams
	Summative Assessment		Regular assessment in class - speaking and reading assessment	AP1	Listening - Continuous testing AP1	Writing - Continuous testing	Regular assessments, mocks, ensuring thorough preparation for exams. (AP2)	Regular assessments, mocks, ensuring thorough preparation for exams. (AP2)	Continuous testing of vocabulary and tenses through drills, vocab/mock tests etc etc	Mocks (AP3)	Mocks (AP3)	Exams	Exams
Personal Empowerment	Virtue		Friendliness and civility	Justice and truthfulness	Courage	Generosity	Gratitude	Good speech	Good humour & temper	Self-mastery	Self-mastery	Compassion	Good sense
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.	Having the civility and friendliness to ensure that the importance of charity work is recognised. Being respectful of one's choice of charity or choice not to support a charity.	Being truthful with regards to charity and voluntary work and just and fair when evaluating one's needs and others' needs.	Having the courage to make a stand for the environment, making right decisions and being courageous in looking to the future.	Being generous with one's time and attitude in terms of the environment and thinking for the future.	Being grateful to have the opportunity to have holidays, even the possibility to travel, go abroad, if means allow. Possibly having the opportunity to travel abroad in the future etc.	Students get the chance to offer advice to one another about the holidays they had.	Students must demonstrate good temper and humour when giving opinions on teachers and their school subjects	Students will need to focus on their self-mastery to examine what they would like to do post 16 and what they need to do to attain that future for themselves	Students will need to focus on their self-mastery to examine what they would like to do post 16 and what they need to do to attain that future for themselves	Exams	Exams
Preparation for Work	Skill	Transferable skills	Listening	Leadership	Problem-solving	Creativity	Staying positive	Speaking	Staying positive	Aiming high	Aiming high	Speaking	Teamwork
	Link to Skill		Being able to listen to peers, respect their opinions and move forwards with one's opinions.	Showing leadership through one's choice and convictions, helping and guiding others towards making just choices.	Ensuring that there is a future for our planet by problem solving with the environment in mind and future geenrations.	Being creative with our language, solutions for the present era and for the future.	Being positive about opportunities to travel and see family after the difficulties of the pandemic: rethinking travel to preserve our planet	Speaking assessments. Advice on how to speak not feel nervous, etc.	Students consider staying positive when talking about their holidays and what was good about them.	Students get the chance to look how other people lead their lives post 16 and in their careers	Students get the chance to look how other people lead their lives post 16 and in their careers	Link to exams, carrying out last minute preparations for this.	Exams
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	Democracy and rule of law	Democracy and rule of law	Mutual respect	Rule of law	Individual liberty	Tolerance	Democracy	Freedom of speech	Rule of law	Exams	Exams
	Link to SMSC & British Values		Ensuring that one ensures that relationships and rules are adhered to all the while understanding the world we are growing up in.	Ensuring that one ensures that relationships and rules are adhered to all the while understanding the world we are growing up in.	Being respectful of others as well as one's own personal choices. Compromising and finiding a mutually acceptable agreement.	Ensuring that one understands that the rule of law needs to be upheld, especially at social occasions.	Being tolerant of other people's beliefs regardless of personal belief being tolerant and understanding.	Being tolerant of the fact that some of us may be able to go on holiday or not, and their choice of rest.	Understanding that school subjects are taught for a reason -particular subjects	To respect others' freedom of speech and their right to express themselves all the while maintaining one's own opinion on matters.	Being able to respect others' freedoms, accept that there are requirements/ certain levels of experience or otherwise needed for certain professions and or		