

“High achievement always
takes place within a
framework of high
expectation”

The Calderstones Curriculum Map



The Key Stage 4 French curriculum is designed to develop confident, independent linguists who can communicate effectively in French across the four key skills of listening, speaking, reading and writing. The curriculum follows the AQA GCSE French specification and is underpinned by the Oxford University Press Kerboodle course, ensuring full coverage of the specification through a carefully sequenced programme of study.

The curriculum is organised to build knowledge progressively over two years, with vocabulary, grammar and phonics revisited regularly through planned retrieval practice. Students are encouraged to make connections between topics and grammatical structures, enabling them to apply previously learned language with increasing confidence and accuracy in new contexts.

Students study French for **two lessons per week in Year 10** and **three lessons per week in Year 11**. The curriculum is sequenced to reflect this allocation, ensuring students develop secure foundations throughout Year 10 before progressing through the remaining GCSE themes during Year 11. All taught content is completed before the GCSE examination period, allowing dedicated time for revision, targeted intervention and examination preparation.

Throughout the course, students develop cultural knowledge alongside linguistic competence through the study of life in France and the wider francophone world. Explicit teaching of vocabulary, phonics, grammar and translation underpins every unit, supporting students to communicate with increasing accuracy, fluency and confidence across all four language skills.

The curriculum is designed to enable all students to develop the knowledge, skills and confidence required to communicate effectively in French and to achieve success in the AQA GCSE qualification. Whilst teachers respond to the needs of individual classes, this curriculum map provides the agreed sequence of learning to ensure consistency of curriculum delivery across the department.

Year 10: Autumn Term (Half-Term 1)

Unit of Study	Identity and Relationships with Others Oxford Kerboodle: Unit 1.1F, 1.1H, 1.2F and 1.2H.
Why? What are we trying to achieve?	Students build on the language acquired at Key Stage 3 by developing the vocabulary and grammatical knowledge needed to describe themselves, their personality, family and friendships. They begin to communicate with increasing confidence across a range of familiar contexts whilst developing secure foundations in key grammatical structures and pronunciation. Through regular retrieval of previously taught vocabulary and language patterns, students become increasingly accurate and independent communicators across all four language skills. This unit establishes the foundations for the GCSE course and prepares students for the study of healthy lifestyles and wider social issues in the following unit.
Key Content / Knowledge	Topic Knowledge • Personality and character • Future aspirations and relationships • Different family structures • Friendships and relationships • Qualities of a good friend • Relationships in contemporary French-speaking communities Grammar • Present tense of regular -re verbs • Adjective agreement • Future tense of regular -er verbs • Ne... aucun(e) • Present tense of regular -ir verbs • Comparative adjectives • Present participle of regular verbs • Impersonal verbs Phonics • Silent final -e and final consonants • -aille- / -ail and -ill- / -ille • Soft g, hard g and gn

	Core Curriculum Skills • Describing people and relationships • Expressing and justifying opinions • Comparing people and family members • Translation between English and French • Reading for gist and detail • Developing extended spoken and written responses • Retrieval of key vocabulary and grammatical structures • Developing pronunciation and decoding through explicit phonics teaching
Key Language / Vocabulary	Core Topic Vocabulary • la personnalité • les amis • la famille • le mariage • le PACS • les enfants • les parents • les grands-parents • les cousins • les relations High-Frequency Verbs and Phrases • être • avoir • se marier • rester • aider • rencontrer • s'entendre avec • choisir • grandir • il vaut mieux... Descriptive Language • gentil(le) • drôle

	• patient(e) • indépendant(e) • important(e) • proche • meilleur(e) • pire Opinion and Linking Phrases • à mon avis... • je pense que... • je crois que... • parce que... • cependant... • aussi... • mais...
Year 10: Autumn Term (Half-Term 2)	
Unit of Study	Healthy Living and Lifestyle Oxford Kerboodle: Unit 2.1F, 2.1H, 2.2F and 2.2H
Why? What are we trying to achieve?	Students build on the language developed in Unit 1 by exploring healthy lifestyles and everyday wellbeing. They develop the vocabulary and grammatical knowledge needed to discuss food, exercise, healthy habits and lifestyle choices whilst expressing and justifying opinions with increasing confidence. Through regular retrieval of previously taught vocabulary and grammar, students become increasingly accurate and independent communicators across all four language skills. This unit prepares students for the study of education and future aspirations by broadening students' ability to discuss daily life, routines and personal choices.
Key Content / Knowledge	Topic Knowledge • Healthy and unhealthy lifestyles • Food, drink and balanced diets • Exercise and keeping fit • Healthy routines and wellbeing • Lifestyle choices and their consequences • Young people's health in France and the wider francophone world Grammar • The near future tense

	• Plural nouns • Two tenses together: present and future • Avant de + infinitive • The perfect tense of regular verbs with avoir • Indirect object pronouns (singular forms) • Irregular present participles • Impersonal expressions Phonics • Retrieval and consolidation of previously taught phonics Core Curriculum Skills • Describing healthy and unhealthy lifestyles • Expressing and justifying opinions • Giving advice and recommendations • Translation between English and French • Reading for gist and detail • Developing extended spoken and written responses • Retrieval of previously taught vocabulary and grammar • Developing pronunciation and decoding through explicit phonics teaching
Key Language / Vocabulary	Core Topic Vocabulary • la santé • la nourriture • les légumes • les fruits • le petit déjeuner • le déjeuner • le dîner • le sport • l'exercice • le sommeil High-Frequency Verbs and Phrases • manger • boire

	• faire du sport • dormir • se lever • se coucher • il faut... • on devrait... • essayer de... • éviter de... Descriptive Language • sain(e) • équilibré(e) • en bonne santé • mauvais(e) • énergétique • fatigué(e) • actif/active • paresseux / paresseuse Opinion and Linking Phrases • à mon avis... • je pense que... • je crois que... • parce que... • cependant... • de plus... • donc... • en revanche...
Year 10: Spring Term (Half-Term 3)	
Unit of Study	Education Oxford Kerboodle: Unit 3.1F and 3.1H.
Why? What are we trying to achieve?	Students apply the language and grammatical knowledge developed during the first two units to discuss school life, personal qualities and future education. They develop the confidence to express opinions about school, describe their strengths and consider post-16 pathways and future aspirations. Through continued retrieval of previously taught vocabulary and grammar, students become increasingly fluent and independent

	communicators across all four language skills. This unit prepares students for discussions about careers, work experience and future employment in the following half term.
Key Content / Knowledge	Topic Knowledge • School subjects and opinions • School life and routines • School rules, uniform and teachers • Personal qualities and skills • Post-16 education and training • Future aspirations • Education in France and the wider francophone world Grammar • Negative constructions • Nouns ending in -ation • Conditional tense of regular -er verbs • Superlative adjectives • Retrieval and consolidation of: ◦ Present tense ◦ Future tense ◦ Near future tense ◦ Comparative adjectives Phonics • -tion • Retrieval and consolidation of previously taught phonics to develop accurate pronunciation, reading fluency and listening discrimination Core Curriculum Skills • Expressing and justifying opinions about school • Describing personal qualities and future ambitions • Discussing post-16 education and career pathways • Translation between English and French • Reading authentic texts for gist and detail • Developing extended spoken and written responses • Retrieval of previously taught vocabulary and grammar • Developing pronunciation and decoding through explicit phonics teaching

Key Language / Vocabulary

Core Topic Vocabulary

- le collège
- le lycée
- l'université
- l'apprentissage
- les matières
- les professeurs
- les devoirs
- les examens
- les études
- le travail

High-Frequency Verbs and Phrases

- étudier
- apprendre
- réussir
- travailler
- vouloir
- aimer
- préférer
- continuer
- devenir
- faire un apprentissage

Descriptive Language

- intéressant(e)
- ennuyeux / ennuyeuse
- passionnant(e)
- patient(e)
- indépendant(e)
- organisé(e)
- ambitieux / ambitieuse
- créatif / créative

Opinion and Linking Phrases

- à mon avis...
- je pense que...
- je crois que...
- parce que...

	• cependant... • de plus... • donc... • à l'avenir...
Year 10: Spring Term (Half-Term 4)	
Unit of Study	Education and Work Oxford Kerboodle: Unit 3.2F and 3.2H, including Theme 1 Culture
Why? What are we trying to achieve?	Students build on their understanding of education by exploring future careers, work experience and personal ambitions. They develop the confidence to discuss the skills and qualities required for different jobs, describe work-related experiences and express future aspirations using an increasingly wide range of grammatical structures. Through continued retrieval of previously taught vocabulary and grammar, students become increasingly fluent and independent communicators across all four language skills. This unit completes the teaching of Theme 1 and prepares students for consolidation and retrieval before progressing to Theme 2.
Key Content / Knowledge	Topic Knowledge • Future careers and ambitions • Jobs and professions • Skills and qualities required for employment • Work experience • Future education and employment pathways • Pilgrimages and sacred sites in the francophone world (Theme 1 Culture) Grammar • Il y a and il y aura • Indefinite adjectives • Être en train de + infinitive • Venir de + infinitive • Adverbs of quantity • Retrieval and consolidation of: ◦ Present tense ◦ Near future tense ◦ Future tense ◦ Conditional tense ◦ Superlative adjectives ◦ Negative constructions

	Phonics • c and ç • s, qu and th • Retrieval and consolidation of previously taught phonics to develop accurate pronunciation, reading fluency and listening discrimination. Core Curriculum Skills • Describing future careers and ambitions • Discussing work experience and employment • Applying a range of time frames accurately • Translation between English and French • Reading authentic texts for gist and detail • Developing extended spoken and written responses • Retrieval of vocabulary and grammar from Theme 1 • Developing pronunciation and decoding through explicit phonics teaching
Key Language / Vocabulary	Core Topic Vocabulary • le métier • la carrière • le stage • l'entreprise • le travail • l'expérience professionnelle • les compétences • les qualités • l'avenir • le pèlerinage High-Frequency Verbs and Phrases • travailler • devenir • vouloir • faire un stage • s'occuper de... • être en train de... • venir de... • gagner

	• construire • changer Descriptive Language • créatif / créative • organisé(e) • indépendant(e) • responsable • passionnant(e) • utile • intéressant(e) • motivé(e) Opinion and Linking Phrases • à mon avis... • je pense que... • je crois que... • parce que... • cependant... • de plus... • à l'avenir... • pour cette raison...
Year 10: Summer Term (Half-Term 5)	
Unit of Study	Free-time Activities Oxford Kerboodle: Unit 4.1F, 4.1H, 4.2F and 4.2H.
Why? What are we trying to achieve?	Students apply the language and grammatical knowledge developed throughout Theme 1 to discuss leisure activities, hobbies and entertainment. They develop the confidence to express and justify opinions, compare preferences and describe how they spend their free time using an increasingly wide range of grammatical structures. Through continued retrieval of previously taught vocabulary and grammar, students become increasingly fluent and independent communicators across all four language skills. This unit prepares students for the study of customs, festivals and celebrations by broadening their understanding of everyday life and culture in France and the wider francophone world.
Key Content / Knowledge	Topic Knowledge • Hobbies and interests • Television, films and music

- Reading and entertainment
- Digital leisure activities
- Expressing preferences and opinions
- Leisure and culture in France and the wider francophone world

Grammar

- The perfect tense with avoir: irregular past participles
- Emphatic pronouns (moi,toi)
- Reflexive pronouns in the present tense (plural forms)
- Reflexive verbs in the correct position
- The perfect tense with être
- En and à with places
- Modal verbs in the perfect tense
- Agreement with preceding direct object pronouns
- Retrieval and consolidation of:
 - Present tense
 - Future tense
 - Conditional tense
 - Comparative adjectives

Phonics

- U and ou; oi and oy
- Liaison
- E and Eu; é, er,ez
- Retrieval and consolidation of previously taught phonics.

Core Curriculum Skills

- Describing hobbies and leisure activities
- Expressing and justifying opinions
- Comparing preferences
- Translation between English and French
- Reading authentic texts for gist and detail
- Developing extended spoken and written responses
- Retrieval of previously taught vocabulary and grammar
- Developing pronunciation and decoding through explicit phonics teaching

Key Language / Vocabulary

Core Topic Vocabulary

- les loisirs
- le cinéma
- la télévision
- la musique
- les réseaux sociaux
- les jeux vidéo
- les livres
- les sorties
- les passe-temps
- les vacances

High-Frequency Verbs and Phrases

- regarder
- écouter
- lire
- jouer à
- sortir
- retrouver
- préférer
- s'intéresser à
- passer du temps à...
- faire de...

Descriptive Language

- amusant(e)
- passionnant(e)
- relaxant(e)
- intéressant(e)
- ennuyeux / ennuyeuse
- populaire

Opinion and Linking Phrases

- à mon avis...
- je pense que...
- je préfère...
- parce que...
- de plus...
- cependant...

	c'est pourquoi...
Year 10: Summer Term (Half-Term 6)	
Unit of Study	Customs, Festivals and Celebrations Oxford Kerboodle: Unit 5.1F, 5.1H, 5.2F and 5.2H.
Why? What are we trying to achieve?	Students broaden their understanding of customs, festivals and celebrations in France and the wider francophone world whilst applying previously learned vocabulary and grammar in increasingly authentic cultural contexts. They develop the confidence to describe traditions, discuss celebrations and recount events using a wider range of language and grammatical structures. Through continued retrieval of previously taught knowledge, students become increasingly independent communicators across all four language skills. This unit completes the teaching of Theme 2 and provides a secure foundation for the more sophisticated language, wider range of time frames and contemporary issues studied throughout Year 11.
Key Content / Knowledge	Topic Knowledge - Festivals and celebrations in France and the francophone world - Family celebrations and special occasions - Cultural traditions and customs - Describing celebrations and events - Planning and taking part in celebrations - Comparing traditions and cultural experiences Grammar - Present tense of common irregular verbs - Direct object pronouns (<i>me, te, vous, le, la</i>) - Imperfect tense - Pronouns y and en - Two tenses together: past and near future - Functions of the definite and indefinite articles - Future tense of être, avoir, aller and faire - Relative clauses with que, qui, quand and où Phonics -eur / -œur / r Retrieval and consolidation of previously taught phonics

	- Retrieval and consolidation of previously taught phonics to develop accurate pronunciation, reading fluency and listening discrimination. Core Curriculum Skills - Describing traditions and celebrations - Narrating past events - Comparing cultural customs - Translation between English and French - Reading authentic texts for gist and detail - Developing extended spoken and written responses - Retrieval of vocabulary and grammar from Themes 1 and 2 - Developing fluency and confidence across all four language skills
Key Language / Vocabulary	Core Topic Vocabulary - la fête - la célébration - la tradition - l'anniversaire - le mariage - Noël - le Nouvel An - le 14 juillet - le défilé - le feu d'artifice High-Frequency Verbs and Phrases - célébrer - inviter - offrir - recevoir - décorer - organiser - participer à - se retrouver - fêter - passer du temps ensemble

	Descriptive Language • traditionnel(le) • typique • spécial(e) • inoubliable • festif / festive • chaleureux / chaleureuse Opinion and Linking Phrases • à mon avis... • je pense que... • je crois que... • parce que... • cependant... • de plus... • enfin... • c'est pourquoi...
Year 11: Autumn Term (Half-Term 1)	
Unit of Study	Celebrity Culture Oxford Kerboodle: Unit 6.1F, 6.1H, 6.2F and 6.2H.
Why? What are we trying to achieve?	Students build upon the secure grammatical foundations established in Year 10 by applying their knowledge to the contemporary topic of celebrity culture and the influence of famous people in society. They develop the confidence to describe and compare famous people, discuss their achievements and influence, and express balanced opinions using increasingly sophisticated language across multiple time frames. Through continued retrieval of previously taught vocabulary and grammar, students communicate with greater fluency and independence across all four language skills. This unit prepares students for the study of travel and tourism whilst continuing to develop the linguistic accuracy required for GCSE success.
Key Content / Knowledge	Topic Knowledge • Famous people and celebrities • Positive and negative aspects of fame • Social media and celebrity culture • Role models and their influence • Personal achievements and ambitions

- Celebrity culture in France and the wider francophone world

Grammar

- The imperative (**tu** and **vous** forms)
- Infinitives used as nouns
- Conditional of **avoir, être, faire and aller**
- Emphatic pronouns (**lui, elle, nous, vous, eux, elles**)
- Present tense of **avoir, être, faire and aller**
- Possessive adjectives
- Perfect tense of reflexive verbs
- **Il y a** and **depuis**

Phonics

- i / y / -ien
- j / g / ch / gn
- Retrieval and consolidation of previously taught phonics

Core Curriculum Skills

- Describing and comparing people
- Expressing and justifying opinions
- Discussing achievements and influence
- Applying multiple time frames accurately
- Translation between English and French
- Reading authentic texts for gist and detail
- Developing extended spoken and written responses
- Retrieval of vocabulary and grammar from Themes 1 and 2
- Developing fluency and confidence across all four language skills

Key Language / Vocabulary

Core Topic Vocabulary

- la célébrité
- la star
- la réputation
- les réseaux sociaux
- l'influence
- le succès
- le chanteur / la chanteuse
- l'acteur / l'actrice
- le sportif / la sportive
- le modèle

High-Frequency Verbs and Phrases

- réussir
- devenir
- inspirer
- influencer
- suivre
- admirer
- soutenir
- encourager
- rêver de...
- avoir du succès

Descriptive Language

- célèbre
- talentueux / talentueuse
- ambitieux / ambitieuse
- généreux / généreuse
- inspirant(e)
- connu(e)
- populaire
- travailleur / travailleuse

Opinion and Linking Phrases

- à mon avis...
- je pense que...
- je crois que...
- selon moi...

	• cependant... • pourtant... • en revanche... • c'est pourquoi...
Year 11: Autumn Term (Half-Term 2)	
Unit of Study	Travel and Tourism Oxford Kerboodle: Unit 7.1F, 7.1H, 7.2F and 7.2H.
Why? What are we trying to achieve?	Students build upon their knowledge of multiple time frames by applying increasingly sophisticated language to the context of travel and tourism. They develop the confidence to describe holidays, travel experiences and places of interest, discuss holiday preferences and problems, and justify opinions using a range of grammatical structures. Through regular retrieval of previously taught vocabulary and grammar, students communicate with increasing fluency and independence across all four language skills. This unit prepares students for the study of media and technology whilst continuing to develop the linguistic accuracy required for GCSE success.
Key Content / Knowledge	Topic Knowledge • Holiday destinations and accommodation • Holiday activities and travel experiences • Travel and transport • Holiday problems and unexpected events • Tourist attractions and places of interest • Planning future holidays • Travel and tourism in France and the wider francophone world Grammar • Imperfect tense of être, avoir and faire • Revising adjective agreements • Two tenses together: future and near future • dans and en • Two tenses together: perfect and imperfect • pour and sans + infinitive • The passive voice

	- Revising y and en Phonics - Retrieval and consolidation of previously taught phonics to develop accurate pronunciation, reading fluency and listening discrimination. Core Curriculum Skills - Describing and comparing holidays and travel experiences - Narrating events across multiple time frames - Expressing and justifying opinions - Translation between English and French - Reading authentic texts for gist and detail - Developing extended spoken and written responses - Retrieval of vocabulary and grammar from previous themes - Developing fluency and confidence across all four language skills
Key Language / Vocabulary	Core Topic Vocabulary - les vacances - le voyage - l'hôtel - le camping - la plage - la montagne - le train - l'avion - la valise - les sites touristiques High-Frequency Verbs and Phrases - voyager - séjourner - réserver - visiter - partir - rentrer - découvrir - faire du tourisme

	• prendre le train • passer les vacances Descriptive Language • inoubliable • reposant(e) • magnifique • confortable • animé(e) • tranquille • décevant(e) • spectaculaire Opinion and Linking Phrases • à mon avis... • je préfère... • je pense que... • parce que... • cependant... • de plus... • pourtant... • finalement...
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Year 11: Spring Term (Half-Term 3)

Unit of Study	Media and Technology Oxford Kerboodle: Unit 8.1F, 8.1H, 8.2F and 8.2H.
Why? What are we trying to achieve?	Students build upon their understanding of communication and contemporary society by exploring the role of media and technology in everyday life. They develop the confidence to discuss the impact of technology, social media and digital communication, express balanced opinions and compare past and present experiences using increasingly sophisticated language. Through continued retrieval of previously taught vocabulary and grammatical structures, students communicate with greater fluency and independence across all four language skills. This unit prepares students to discuss global issues and the environment in the final teaching unit before GCSE revision.
Key Content / Knowledge	Topic Knowledge • Digital technology and communication • Mobile phones, computers and digital devices

	• Social media and online communication • Advantages and disadvantages of technology • Responsible use of technology • The influence of technology on everyday life • Technology in France and the wider francophone world Grammar • The perfect tense in a wider range of contexts • Relative pronouns • Demonstrative pronouns • Using a range of tenses accurately • Retrieval and consolidation of: ◦ Present tense ◦ Perfect tense ◦ Imperfect tense ◦ Future tense ◦ Conditional tense Phonics • Retrieval and consolidation of previously taught phonics to develop accurate pronunciation, reading fluency and listening discrimination. Core Curriculum Skills • Discussing the advantages and disadvantages of technology • Expressing and justifying opinions • Comparing past and present experiences • Translation between English and French • Reading authentic texts for gist and detail • Developing extended spoken and written responses • Retrieval of vocabulary and grammar from previous themes • Developing fluency and confidence across all four language skills
Key Language / Vocabulary	Core Topic Vocabulary • la technologie • le téléphone portable • l'ordinateur • la tablette

- les réseaux sociaux
- Internet
- l'application
- le message
- la communication
- l'écran

High-Frequency Verbs and Phrases

- utiliser
- télécharger
- partager
- envoyer
- publier
- communiquer
- naviguer sur Internet
- se connecter
- chatter
- passer du temps en ligne

Descriptive Language

- utile
- pratique
- moderne
- innovant(e)
- rapide
- efficace
- dangereux / dangereuse
- indispensable

Opinion and Linking Phrases

- à mon avis...
- je pense que...
- je crois que...
- d'une part...
- d'autre part...
- cependant...
- pourtant...
- c'est pourquoi...

Year 11: Spring Term (Half-Term 4)

Unit of Study	The Environment and Where People Live Oxford Kerboodle: Unit 9.1F, 9.1H, 9.2F and 9.2H.
Why? What are we trying to achieve?	Students draw together the vocabulary, grammar and communication strategies developed throughout the GCSE course to discuss environmental issues, sustainability and the local and global environment. They develop the confidence to express informed opinions, make recommendations and discuss actions that individuals, communities and governments can take to protect the environment. Through continued retrieval of previously taught language and increasingly independent use of a range of grammatical structures, students complete the taught GCSE curriculum and are well prepared for focused revision and examination practice.
Key Content / Knowledge	Topic Knowledge • The local area and where people live • Environmental issues and global challenges • Climate change and sustainability • Recycling and reducing waste • Protecting the environment • Actions taken by individuals, communities and governments • Environmental issues in France and the wider francophone world Grammar • The imperative • Giving advice and recommendations • Complex sentence structures • A range of infinitive constructions • Retrieval and consolidation of: ◦ Present tense ◦ Perfect tense ◦ Imperfect tense ◦ Future tense ◦ Conditional tense ◦ Comparative and superlative structures ◦ Complex opinions and justifications <i>(We'll check the exact Oxford grammar wording once you have the printed scheme.)</i> Phonics • Retrieval and consolidation of previously taught phonics to develop accurate pronunciation, reading fluency and listening discrimination.

	Core Curriculum Skills • Expressing and justifying opinions on environmental issues • Making recommendations and giving advice • Applying a range of time frames accurately • Translation between English and French • Reading authentic texts for gist and detail • Developing extended spoken and written responses • Retrieval and application of vocabulary and grammar from across the GCSE course • Communicating confidently and independently across all four language skills
Key Language / Vocabulary	Core Topic Vocabulary • l'environnement • la pollution • le changement climatique • le recyclage • les déchets • la nature • la planète • l'énergie • les transports • la biodiversité High-Frequency Verbs and Phrases • protéger • recycler • réduire • réutiliser • économiser • préserver • planter • polluer • il faut... • on devrait... Descriptive Language • écologique • durable

	• propre • pollué(e) • responsable • renouvelable • essentiel(le) • bénéfique Opinion and Linking Phrases • à mon avis... • je pense que... • je crois que... • il est important de... • parce que... • de plus... • pourtant... • afin de...
Year 11: Summer Term (Half-Term 5)	
Unit of Study	GCSE Revision and Examination Preparation
Why? What are we trying to achieve?	Students consolidate and refine the knowledge, vocabulary and grammatical structures developed throughout the GCSE course. Through systematic retrieval, targeted intervention and regular examination practice, students develop confidence, accuracy and fluency across listening, speaking, reading and writing. This final phase of the curriculum enables students to identify and address gaps in knowledge whilst refining examination technique and applying their language skills independently in preparation for the AQA GCSE examinations
Key Content / Knowledge	Topic Knowledge • Retrieval of vocabulary from all GCSE themes • Retrieval of cultural knowledge from across the course • Consolidation of topic-specific language • Application of vocabulary across familiar and unfamiliar contexts Grammar • Retrieval and consolidation of all GCSE grammar, including: ◦ Present tense ◦ Perfect tense ◦ Imperfect tense

	○ Future tense ○ Conditional tense ○ Imperative ○ Reflexive verbs ○ Comparative and superlative structures ○ Negatives ○ Common irregular verbs ○ Complex sentence structures Phonics ● Retrieval and consolidation of all previously taught phonics to support accurate pronunciation, decoding, listening discrimination and reading fluency. Core Curriculum Skills ● Retrieval practice across all GCSE themes ● Translation between English and French ● Listening examination preparation ● Reading examination preparation ● Speaking examination preparation ● Writing examination preparation ● Application of grammar in a range of contexts ● Developing fluency, accuracy and independence across all four language skills
Key Language / Vocabulary	Core Topic Vocabulary ● Retrieval and application of high-frequency vocabulary from all GCSE themes. High-Frequency Verbs and Phrases ● Retrieval and application of high-frequency verbs and structures from across the GCSE course. Descriptive Language ● Retrieval and application of descriptive language from all GCSE themes. Opinion and Linking Phrases ● Retrieval and application of opinion phrases, justifications and complex linking language from across the GCSE course.

Year 11: Summer Term (Half-Term 6)	
Unit of Study	
Why? What are we trying to achieve?	
Key Content / Knowledge	
Key Language / Vocabulary	