

Curriculum Content Map													Subject: Year 10 French																								
Month		Term 1			Term 2			Term 3			Term 3																										
		September	October	November	December	January	February	March	April	May	June	July																									
Cultural Transmission	Units of Work	Le temps des loisirs- Free time activities			Le temps des loisirs -Free time activities			Jours ordinaires, jours de fete - Daily routine + celebrations			Jours ordinaires, jours de fete - Daily routine + celebrations			Qui suis-je? Marriage and family			Qui suis-je? Marriage and family			Le grand large - points in towns and cities and holidays			Le grand large - Holidays			De la ville a la campagne - Where you live			De la ville a la campagne + Cultural film project			Cultural capital: Film project					
	National Curriculum area - KS	The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			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.			The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			The national curriculum in MFL does not specify subject content but rather 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.			Focus upon building cultural capital. upon Intouchables: film based upon a disabled, white French millionaire who employs a young, French second generation migrant from the suburbs and eventually gives him a job.					
	Substantive Knowledge	The What!			Describe what you like to do in your free time, what one would like to do in one's spare time. Understand what others like to do in their spare time and be au fait with a variety of activities which people like partaking in today.			Describe what you like to do in your free time, what one would like to do in one's spare time. Understand what others like to do in their spare time and be au fait with a variety of activities which people like partaking in today.			Explaining and speaking about daily routines - Understanding different daily routines from around the world - Looking into typical days of celebration and special days of celebration within France and French speaking countries.			Explaining and speaking about daily routines - Understanding different daily routines from around the world - Looking into typical days of celebration and special days of celebration within France and French speaking countries.			Learning about traditions, extended members of family, describing how many members of family there are, extended family and describing what their future family would look like.			Recapping family members and further focussing upon family, relationships and describing one's family.			Discussing holidays. Learning about countries and points within towns and cities which are important for tourists and holidaymakers. Learning about other cultures and the importance			Discussing holidays. Learning about countries and points within towns and cities which are important for tourists and holidaymakers. Learning about other cultures and the importance			Describing where one lives and understanding where others live. Using a wide range of vocabulary and tenses in order to talk further about services in one's community, etc.			Describing where one lives and understanding where others live. Using a wide range of vocabulary and tenses in order to talk further about services in one's community, etc.			Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Film and music with accompanying worksheets provide a welcome respite and new way of learning for students.		
	Disciplinary Knowledge	The How!			Students' ability to express opinions are a fundamental part of the GCSE course and this is further developed by the GCSE content delivered in Year 10. Grammar: Talking about free-time activities Using stem-changing verbs			Students' ability to express opinions are a fundamental part of the GCSE course and this is further developed by the GCSE content delivered in Year 10. Grammar: Talking about free-time activities Using stem-changing verbs			The drilling of tenses is further developed in the next unit as students combine this knowledge with different types of pronouns to form reflexive sentences. Grammar: Talking about socialising and family events Using verbs in the present tense			The drilling of tenses is further developed in the next unit as students combine this knowledge with different types of pronouns to form reflexive sentences. Grammar: Talking about socialising and family events Using verbs in the present tense			using original texts and sources: Ensuring three tenses are fully integrated into all texts and passages: building speaking, listening confidence and skills.			using original texts and sources: Ensuring three tenses are fully integrated into all texts and passages: building speaking, listening confidence and skills.			The use of devoir is developed by the need to express obligation throughout the GCSE course Grammar: Revision of present and preterite tenses Faire in the preterite tense Using different opinion phrases to add variety			The use of devoir is developed by the need to express obligation throughout the GCSE course Grammar: Revision of present and preterite tenses Faire in the preterite tense Using different opinion phrases to add variety			It is the combination of skills - reading, writing, listening and speaking which are all developed through more complex content encountered at GCSE Grammar: Talking about places in a town Asking for and understanding directions			It is the combination of skills - reading, writing, listening and speaking which are all developed through more complex content encountered at GCSE Grammar: Talking about places in a town Asking for and understanding directions			Watching Intouchables, analysing characters, forming opinions, texts - evaluating characters etc. Music linked to it, analysing songs, lyrics and key scenes throughout the film.		
	Sequencing (Flow)	Retrieval & Extension			The present, preterite and imperfect tenses.			The present, preterite and imperfect tenses.			Common vocabulary about their celebrations.			Common vocabulary about their celebrations.			Common vocabulary about their friends and families.			Verbs and words associated with holiday activities.			Recognizing positive and negative comments about something.			Recognizing positive and negative comments about something.			Phonemes: Revisiting all Grammar: Revisiting grammar topics covered in Year 7-9. Full re-exposition of all tenses.			Phonemes: Revisiting all Grammar: Revisiting grammar topics covered in Year 7-9. Full re-exposition of all tenses.			Cognates and prior learning. Assimilating new vocabulary and phonics.		
Summative Assessment				Speaking assesment - questions and answers - beginning to build dialogue. GCSE inspired			Speaking assesment - questions and answers - beginning to build dialogue. GCSE inspired			Reading and Responding Assessment.			Reading and Responding Assessment.			End of term assessment and touch points throughout terms.			Written piece - extended mark			Reading task - extended mark Speaking task - throughout lessons			Listening assessment (Extended written task)			Listening assessment (Reading tasks)			Speaking inspired photo-card examples.			Storyboard and presentation of film.			
Personal Empowerment	Virtue	Friendliness & civility			Justice & truthfulness			Courage			Generosity			Gratitude			Good speech			Good temper & humour			Self mastery			Self mastery			Compassion			Good sense					
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue. Students consider the value of friendliness as find out the interests and hobbies of others while also expressing their own opinion.			Students will get to see the justice (or lack thereof) associated with how some people spend their time			Students will have to be courageous as they talk about their favourite celebrations			Students will look at the their generosity during certain celebrations and look at how they can give to others during the holidays.			Being thankful for family and the lives that they have: and being grateful for what we have.			Students get the chance to offer relationship advice to one another. They practise doing so diplomatically and tactfully			Students must show good temper and humour as they talk about what they liked or hated about their holidays.			Students must show good temper and humour as they talk about what they liked or hated about their holidays.			Students prepare for the end of year exam by displaying self-mastery as they revise the content from the course, with special focus in a new topic: cities and towns.			Students will put themselves in the shoes of others through a set of projects about everything learnt during the year.			Having good sense to put together like for like cultural links and identify basic structures within story/film and accompanying work.					
Preparation for Work	Skill	Listening			leadership			Problem solving			Creativity			Staying positive			Speaking			Staying positive			Aiming high			Aiming high			Speaking			Teamwork					
	Link to Skill	As students learn about hobbies, they must listen to each other.			Students get the chance to look at what other people have planned for their time and will learn to lead others to follow them.			Students undertake literary problem solving by looking at holiday traditions and what ones they celebrate			Extended writing piece across three tenses allows for creativity			Students will be expected to stay positive as they talk about the people they love: friends and family.			Speaking assessments. Advice presentation			Students consider staying positive when talking about their holidays and what was good about them.			Students begin to focus on setting targets for their end of year assessments. Their unequivocal attention will be focused on aiming high.			Students begin to focus on setting targets for their end of year assessments. Their unequivocal attention will be focused on aiming high.			Students will give their spoken opinion on different cultural projects			Students have the chance to work together in different cultural projects.					
Preparation for Citizenship	SMSC & British Values	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			Mutual respect			Tolerance					
	Link to SMSC & British Values	Developing opinions on current issues. Expressing oneself and being confident enough to do so without fear of comments from peers.			Expressing oneself and being confident enough to do so without fear of comments from peers.			Being respectful of one another with their attempts to describe their preferences and favourite days and celebrations.			Ensuring that one is able to express oneself and confidently state what a good friend is			Being free to make individual choices upholding values of relationships where both partners are on an equal footing: love and mutual respect.			Being tolerant of others living conditions/ tolerant of others' families and family life..			Understanding that we have the right to choose where we go and what parts of our towns and cities that we love.			To express the desire or individual wants with regards to holidays and destinations.			o understand and express the laws and traditions of one's local area / country and be understanding of the rule of law in other countries.			e respectful of the differences in local areas and indeed in one's own local area.			o be tolerant of the cultural differences which exist between countries and within the authentic resource shown					