

| Curriculum Content Map | | | Subject: Year 10 French | | | | | | | | | | | |
|-----------------------------|--------------------------------|--|---|---|--|---|--|--|--|---|---|---|---|------------|
| | | | TERM 1 | | | | TERM 2 | | | TERM 3 | | | | |
| Month | | | September | October | November | December | January | February | March | April | May | June | July | |
| | Units of Work | | <i>Qui suis-je? Marriage and family</i> | <i>De la ville a la campagne - Where you live</i> | <i>Mes études- my studies</i> | <i>Gap Filling</i> | <i>Le temps des loisirs- Free time activities</i> | <i>La santé- Healthy/unhealthy lifestyle</i> | <i>La vie au lycée- Life at school</i> | Jours de fête - celebrations | Le grand large - points in towns and cities and holidays; Travel and Tourism | <i>Education Post-16</i> | <i>Cultural film project</i> | |
| Cultural Transmission | National Curriculum area – KS3 | | 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 | Students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level | Students will complete personalised learning activities which tackle the Assessment Objective skills that they need to hone to make improvements in their November assessments. | 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 | Written and spoken sources. Confidently conjugating verbs, using the near future, talking about dietary issues and further advising friends and family by using impersonal statements to take a | <i>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</i> | 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 | 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 | Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events | <i>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</i> | |
| | Substantive Knowledge | <i>The What!</i> | 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. | Describing furniture and household chores. Describing where one lives and understanding where others live. Talking about compass points, surroundings and types of accommodation. Describing what a town is like and what is there to see | Describing your school and subjects. Describing school facilities. Use a wide range of vocabulary and expressions to discuss school timetable and subject preferences. | Students will complete gap filling through personalised learning activities following AP1 completing a response to questions related to the topics of Qui suis-je? And De la ville à la campagne. | 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. | Talking about a healthy diet, what food groups are explored and being able to share and contradict popular opinion or otherwise. | Describing a day in school. Comparing school life in France and Britain. Talking about school rules and uniform. | Talking about celebrations. Talking about how we celebrate Looking into typical days of celebration and special days of celebration within France and French speaking countries. | 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 | Talking about future studies. Talking about future options. Talking about job preferences and part-time work. Discussing how to get a job | 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. | |
| | Disciplinary knowledge | <i>The How!</i> | using original texts and sources. Ensuring three tenses are fully integrated into all texts and passages: building speaking, listening confidence and skills. | 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 | devoir + infinitive and Il faut + infinitive (compulsory subjects) parce que/car to express reasons perfect tense regular avoir verbs choisir/décider de/laisser tomber - two verbs together eg aimer/aimer mieux/préférer comparative and superlative in expressing opinions about subjects use of tu and vous in informal/formal exchanges | Students will complete personalised learning activities which tackle the skills that they need to hone to make improvements in their November mock examination. | 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 | Using impersonal structures and the present tense as well as the perfect tense and the near future to describe what one's diet was and what it will be. Authentic sources and speaking + writing and listening sources will ensure this is the case. | Forming longer sentences. Describing physical properties. Agreeing or disagreeing. Using visual aids in verbal context in reading. | 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 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 | Using less common prepositions. Ignoring words, which are not needed in listening tests. Using exclamations. Using 'qui' and 'que' to help you refer to something. | 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 | |
| | Sequencing (Flow) | <i>Retrieval & Extension</i> | Common vocabulary about their friends and families. | Phonemes: Revisiting all Grammar: Revisiting grammar topics covered in Year 7-9. Full re-exposition of all tenses. | Revisiting sentence construction with correct wording of adverbs and the placement of adjectives. | Content covered in the Assessment point 1 examination by filling in the gaps identified by teachers in their Question by Question analysis. | The present, preterite and imperfect tenses. | Builds upon future time frame tenses and further overlaps with the theme of parties and festivals: ensuring that knowledge has a ne xtremely sound base. | Revision of modal verbs- pouvoir, vouloir and devoir. Revision of the perfect tense or regular –er verbs. Revision of 'il faut' | Common vocabulary about their celebrations. | Recognizing positive and negative comments about something. | Revision of si clauses in the present tense. Revision of the comparatives | Phonemes: Revisiting all Grammar: Revisiting grammar topics covered in Year 7-9. Full re-exposition of all tenses. | |
| | Summative Assessment | | Reading comprehension- Deep mark | Listening assessment (Reading tasks)- Deep mark | AP1 – Reading assessment | | Speaking assesment - questions and answers - beginning to build dialogue. GCSE inspired | Reading assessment Writing longer piece - deep mark | In-class listening practice | AP2- Writing and Reading | Reading task - extended mark Speaking task - throughout lessons | Speaking inspired photo-card examples. | Mock Exams | |
| | 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 | | <i>The opportunity to reflect, think deeply and critically about an issue.</i> | Understand how one can all too easily become socially and economically deprived to the point of homelessness. | Understand how one can all too easily become socially and economically deprived to the point of homelessness. | Showing the courage to take the initiative and make the first step towards others in order to socialise. | Being generous with others and offering for them to enjoy social time/ and avoid favouritism. Being inclusive of and with others, | Being thankful for the opportunity to eat correctly, have a choice of abundant food and discover about different foods in different countries. | Being thankful for the opportunity to eat correctly, have a choice of abundant food and discover about different foods in different countries. | Looking at different forms of entertainment that one may not have experienced with good humour and measure: accepting and appreciating all forms of entertainment. | Being able to accurately use the four key skills in French, form ones opinions upon the topic at hand. | Being able to accurately use the four key skills in French, form ones opinions upon the topic at hand. | Showing compassion to those less fortunate than us. Focus upon the positives and plus points of technology and its advances. | Having good sense in terms of our future and career. Good sense in terms of analysing the difficult situation post WWII in our authentic resource. | |
| Preparation for Work | Skill | <i>Transferable skills</i> | listening | Leadership | Problem-solving | Creativity | Staying positive | Speaking | Staying positive | Aiming high | Aiming high | Speaking | Teamwork | |
| | Link to Skill | | Listening with empathy and learning how and why this is a valuable life skill. | Leading others and oneself to undertake the overriding impact this can have upon one's life and their | Engaging with third parties to compromise and find positive resolutions if plans are not mutually convenient. | Thinking outside the box when it comes to invitations. Taking into consideration what others will appreciate. | Positively ensuring that one's diet gives students the fuel and energy they need to perform to their best ability: help them make informed choices | Positively ensuring that one's diet gives students the fuel and energy they need to perform to their best ability: help them make informed choices | Staying positive, particularly when speaking about a topic or genre which one may not appreciate - understanding others' points of view. | To understand certain advertisement techniques and indeed those which appeal to some more than others. | To understand certain advertisement techniques and indeed those which appeal to some more than others. | Being able to express oneself coherently - put one's opinion across re: technology and give food for thought to others. | Working together to boost and help one each other reach their goals. Teamwork in creating storyboard and showing understanding and indeed mutual | |
| Preparation for Citizenship | SMSC & British Values | <i>Developing opinions on current issues</i> | Democracy and the rule of law | Democracy and the rule of law | Mutual respect | Rule of law | Individual liberty | Tolerance | Democracy | Freedom of speech | Freedom of speech | Mutual respect | Tolerance | |
| | 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. | To understand that one's choices, or indeed, lack of, may well have led them to that particular position. | Being respectful of others as well as one's own personal choices. Compromising and finding a mutually acceptable agreement. | Ensuring that one understands that the rule of law needs to be upheld, especially at social occasions. | Accepting the benefits or indeed consequences of a certain diet, having the ability to feed oneself in a particular way. | Being tolerant of others, and the fact that we must vary our diet; as well as being cultural of other countries' traditions and diets. | Understanding that the free media exists for all opinions to be aired, and that all citizens have the right to express themselves. | To respect others' freedom of speech and their right to express themselves all the while maintaining one's own opinion on matters. | To respect others' freedom of speech and their right to express themselves all the while maintaining one's own opinion on matters. | Respecting one's views on technology and/or indeed their lack of interest in said subject. | Being tolerant of others' future choices and other cultures. | |