

Year 10 Curriculum Overview [2021-2022]
Subject – FRENCH

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 FRIENDS AND FAMILY	<ul style="list-style-type: none"> Description of family members and friends 	<ul style="list-style-type: none"> variety of adjectives to describe personality and appearance Reflexive verbs in different tenses imperfect tense qui/que/dont discussing role models/someone we admire 	<ul style="list-style-type: none"> avoir and être Adjective agreement rule Reflexive verbs in the present tense Using comparatives 	<ul style="list-style-type: none"> Weekly vocabulary tests grammatical vocabulary Focus on word order 		<ul style="list-style-type: none"> Listening and reading
	<ul style="list-style-type: none"> discuss marriage/partnership 	<ul style="list-style-type: none"> vocabulary of partnerships conditional tense description of an ideal partner personal qualities direct and indirect object pronouns 	<ul style="list-style-type: none"> future tense adjectives 	<ul style="list-style-type: none"> Weekly vocabulary tests grammatical vocabulary 		
HT2 LOCAL AREA	<ul style="list-style-type: none"> give information about the town we live in 	<ul style="list-style-type: none"> variety of vocab of places in town describing what we can do in our town <i>ceux qui</i> + verb 	<ul style="list-style-type: none"> key verb <i>il y a</i> places in town preposition <i>à</i> + <i>le/la/l'/les</i> <i>pouvoir</i> + infinitive 	<ul style="list-style-type: none"> prepositions 	<ul style="list-style-type: none"> Tourist office : explain what there is to do in our local area 	<ul style="list-style-type: none"> Speaking

		<ul style="list-style-type: none"> pronoun y 	<ul style="list-style-type: none"> irregular verbs <i>faire/aller</i> 			
	<ul style="list-style-type: none"> share complex opinions on our local area 	<ul style="list-style-type: none"> problems in town advantages of living in certain areas variety of adjectives using negatives 	<ul style="list-style-type: none"> <i>qui/que/dont</i> 			
	<ul style="list-style-type: none"> To ask for information about a town 	<ul style="list-style-type: none"> Ask accurate questions in French directions transport 	<ul style="list-style-type: none"> Question words 	<ul style="list-style-type: none"> Question words Word order 		
	<ul style="list-style-type: none"> Discussing plans related to the weather 	<ul style="list-style-type: none"> Si + present + future structure Arranging an outing with someone Weather in future tense 	<ul style="list-style-type: none"> Weather Future tense Free time activities questions 			
	<ul style="list-style-type: none"> Talking about community projects using a variety of tenses 	<ul style="list-style-type: none"> Perfect tense Vocabulary of solutions to fix issues in our local area Understanding of what a “service civique” is Structure of a paragraph (90/150 words task) 	<ul style="list-style-type: none"> Problems in local area Future tense Imperfect tense 		<ul style="list-style-type: none"> Getting involved with organisations/charities 	<ul style="list-style-type: none"> Writing

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Subject – French

Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
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HT3 LIFE AT SCHOOL	<ul style="list-style-type: none"> Give extended opinions on subjects and teachers 	<ul style="list-style-type: none"> Complex opinions GCSE vocab (options) comparative and superlative perfect tense (J'ai choisi...) imperfect to talk about previous subjects 	<ul style="list-style-type: none"> School subjects Adjectives Opinion phrases 	<ul style="list-style-type: none"> use a variety of connectives 		<ul style="list-style-type: none"> Speaking
	<ul style="list-style-type: none"> Discuss school rules 	<ul style="list-style-type: none"> Il faut structure On doit + infinitive Il est interdit de Opinions on rules 	<ul style="list-style-type: none"> Il faut infinitive quantity words beaucoup/trop/assez/pas assez + de 	<ul style="list-style-type: none"> Creative writing Debate opportunity on uniform 	<ul style="list-style-type: none"> Communication skills: making a convincing argument 	
	<ul style="list-style-type: none"> Describe school building and school day 	<ul style="list-style-type: none"> Vocabulary of school facilities Verbs in the plural form (lessons start, etc...) 	<ul style="list-style-type: none"> Places in school Prepositions Numbers time 			
	<ul style="list-style-type: none"> Describe our ideal school 	<ul style="list-style-type: none"> two verbs together eg aimer/aimer mieux/préférer 	<ul style="list-style-type: none"> Conditional tense All previous vocab of module 	<ul style="list-style-type: none"> Creative writing 	<ul style="list-style-type: none"> Problem solving 	

HT4 FREE TIME ACTIVITIES	<ul style="list-style-type: none"> To talk about what films and music we like 	<ul style="list-style-type: none"> Direct object pronouns Ça me + verb structure Topic specific opinions Depuis + present tense 	<ul style="list-style-type: none"> Music genres Film genres Adverbs of frequency 	<ul style="list-style-type: none"> Use of song lyrics/poems 		<ul style="list-style-type: none"> Reading and listening
	<ul style="list-style-type: none"> To review a film/TV programme 	<ul style="list-style-type: none"> Giving information about actors Describing a plotline Giving details about films (eg: direction, soundtrack, etc) 	<ul style="list-style-type: none"> Direct object pronouns Perfect tense opinions 	<ul style="list-style-type: none"> Writing a review 	<ul style="list-style-type: none"> Communication skills: writing an article or review creativity 	
	<ul style="list-style-type: none"> To say what we do online 	<ul style="list-style-type: none"> Activities to do online say what we've done recently online 	<ul style="list-style-type: none"> Frequencers Opinions Negative structures 		<ul style="list-style-type: none"> Digital literacy 	
	<ul style="list-style-type: none"> To discuss advantages/disadvantages of technology and social media 	<ul style="list-style-type: none"> Permettre structure il est possible que + subjunctive grâce à/sans/avec clauses introduced by quand/lorsque and si 	<ul style="list-style-type: none"> Pouvoir social media vocabulary 	<ul style="list-style-type: none"> Debate opportunity 	<ul style="list-style-type: none"> Communication skills ICT skills Risk management 	

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HT5 FREE TIME ACTIVITIES	<ul style="list-style-type: none"> Ordering food in a restaurant 	<ul style="list-style-type: none"> Use of formal “you” Restaurant vocabulary (eg: starter, the bill, etc...) Problems with food/order vocab 	<ul style="list-style-type: none"> Food vocab Revision of key irregular verbs Frequencers Depuis que Je voudrais 	<ul style="list-style-type: none"> Use of dialogue criteria 	<ul style="list-style-type: none"> Emotional literacy Team work 	<ul style="list-style-type: none"> Writing
	<ul style="list-style-type: none"> To say what sports we do 	<ul style="list-style-type: none"> Healthy/unhealthy lifestyles “Si” structures 	<ul style="list-style-type: none"> Sport vocab Frequencers Conditional tense Imperfect tense Weather Jouer and faire in different tenses 			
	<ul style="list-style-type: none"> Understand description of sporting event 	<ul style="list-style-type: none"> Cultural understanding of big events in francophone countries Vocabulary of volunteering Impact on countries/environme nt 	<ul style="list-style-type: none"> places in town 	<ul style="list-style-type: none"> cultural capital 	<ul style="list-style-type: none"> Critical thinking 	

HT6 CUSTOMS AND FESTIVALS	<ul style="list-style-type: none"> • To have an understanding of francophone festivals 	<ul style="list-style-type: none"> • Vocabulary of festivals • Description of traditions • Authentic resources 	<ul style="list-style-type: none"> • Food vocabulary • clothes 	<ul style="list-style-type: none"> • cultural capital 	<ul style="list-style-type: none"> • Cultural awareness 	<ul style="list-style-type: none"> • MOCK EXAMINATION All units
	<ul style="list-style-type: none"> • To say what we celebrated recently 	<ul style="list-style-type: none"> • Après avoir/avant de structures • Using negative structures in the past tense 	<ul style="list-style-type: none"> • Perfect tense • Food • Family members 			
	<ul style="list-style-type: none"> • To discuss importance of national holidays 	<ul style="list-style-type: none"> • Pros and cons of certain holidays • Ce qui est... structure 	<ul style="list-style-type: none"> • Connectives to structure argument 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Critical thinking • Communication skills • Risk management 	