

Year 10 Curriculum Overview [2019-2020] – Planning for Progression
Subject – FRENCH

Schedule	Term	Knowledge & Understanding	Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills	Assessment Formative Interim Summative
Autumn Term	Half Term 1	Life at school/college Transferring devoir/pouvoir/il faut/vouloir to school rules context Problems at School	Listening and responding Listening to and understanding native speakers talking about their school life. Speaking Describing life at school. Responding to a photo task Reading and responding Understanding opinions on school life and identifying higher level language Translating from the TL into English. Writing Describing school life in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL. Vocabulary & Grammar Revision of school subjects and facilities vocabulary quantity words beaucoup/trop/assez/pas assez + de (including with plurals) Modal verbs and the use of infinitives	NUMERACY Numbers Time Quantities EMPLOYABILITY Risk taking Initiative Decision-making Independence 21st CENTURY Collaboration Communication Critical thinking Creativity LINK TO FUTURE STUDY Current and future study and employment	Listening & Reading – Formative.

	Half Term 2	<p>Travel & Tourism</p> <p>Holiday preferences</p> <p>Holiday problems</p> <p>Developing greater complexity in spoken and written accounts of past events or experiences</p>	<p>Listening and responding Listening to and understanding native speakers talking about their holidays.</p> <p>Speaking Describing Holidays. Responding to a photo task</p> <p>Reading and responding Understanding opinions on holidays and identifying higher level language Translating from the TL into English.</p> <p>Writing Describing holidays in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p>Vocabulary & Grammar</p> <p>consolidation of perfect tense extension of imperfect tense</p> <p>sequencing words, expressions and phrases</p> <p>avant de/après avoir etc/pendant que/depuis/venir de</p> <p>weather expressions with faire</p>	<p>NUMERACY Numbers Time Cost</p> <p>EMPLOYABILITY Risk taking Initiative Research Decision-making</p> <p>21st CENTURY Collaboration Communication Creativity</p> <p>LINK TO FUTURE STUDY Local, national, international and global areas of interest</p>	Writing – Formal Linear Assessment.
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Spring Term	Half Term 3	<p>Education post-16</p> <p>Jobs, employment and future ambitions</p> <p>Work experience and gap years</p>	<p>Listening and responding Listening to and understanding native speakers talking about future career aspirations.</p> <p>Speaking Describing work experience. Responding to a photo task</p> <p>Reading and responding Understanding opinions on further education and/or careers and identifying higher level language Translating from the TL into English.</p> <p>Writing Describing future plans in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p>Vocabulary & Grammar Revision of jobs and careers vocabulary</p> <p>ce qui/ce que... c'est... sentence pattern</p> <p>future tense introduced for eg future study plans</p> <p>building on si clauses with present and future more complex two verb structures (avoir l'intention de/avoir envie de/avoir le droit de)</p>	<p>NUMERACY Numbers Salaries</p> <p>EMPLOYABILITY Research Leadership Independence</p> <p>21st CENTURY Collaboration Communication Creativity</p> <p>LINK TO FUTURE STUDY Current and future study and employment</p>	Speaking Assessment – Formative.
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	<p>Half Term 4</p>	<p>Social issues</p> <p>Healthy/unhealthy living and their consequences</p> <p>Sports and keeping fit</p> <p>Drugs, alcohol and smoking and their effects on health</p>	<p>Listening and responding Listening to and understanding native speakers talking about their lifestyle choices.</p> <p>Speaking Describing personal health and fitness. Responding to a photo task</p> <p>Reading and responding Understanding opinions on healthy living and identifying higher level language Translating from the TL into English.</p> <p>Writing Describing opinions on healthy living in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p>Vocabulary & Grammar Revision of sports and food and drink vocabulary</p> <p>partitive articles with food items</p> <p>recap on devoir/il faut and introduce conditional forms – affirmative and negative</p> <p>il vaut mieux/il vaudrait mieux</p> <p>negative ne...jamais full explanation of imperfect tense to allow statements and opinions about previous health habits</p>	<p>NUMERACY Numbers Quantities</p> <p>EMPLOYABILITY Decision-making Independence</p> <p>21st CENTURY Communication Creativity</p> <p>LINK TO FUTURE STUDY Local, national, international and global areas of interest</p>	<p>Writing Assessment – Formative.</p>
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Summer Term	Half Term 5	<p>Marriage/partnership</p> <p>Expressing opinions on marriage and partnership,</p> <p>Describing ideal partner and future plans.</p>	<p>Listening and responding Listening to and understanding native speakers talking about their relationships and opinions on marriage.</p> <p>Speaking Describing ideal partners and expressing opinions on marriage. Responding to a photo task</p> <p>Reading and responding Understanding opinions on marriage and partnership and identifying higher level language Translating from the TL into English.</p> <p>Writing Describing future plans in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p>Vocabulary & Grammar Revision of family vocabulary and personal and character descriptive adjectives.</p> <p>revisiting adjectives to describe and use of qui, que, dont to describe ideal partner and enhance descriptions</p> <p>en + present participle</p> <p>revision of future tense to outline future plans</p> <p>direct and indirect object pronouns</p>	<p>NUMERACY Numbers</p> <p>EMPLOYABILITY Decision-making Independence</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity and culture</p>	<p>Year 10 Examination – Listening, Speaking, Reading & Writing.</p>
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	Half Term 6	<p>Technology in everyday life</p> <p>The use of Social media</p> <p>Opinions on mobile technology</p>	<p>Listening and responding Listening to and understanding native speakers talking about their use of social media apps.</p> <p>Speaking Describing use of technology and expressing opinions on social media. Responding to a photo task</p> <p>Reading and responding Understanding opinions on technology and social media and identifying higher level language Translating from the TL into English.</p> <p>Writing Describing use of technology in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p>Vocabulary & Grammar</p> <p>Revision of media and technology vocabulary.</p> <p>revision of past tenses to recount how social media have been used; or life before technology</p> <p>grâce à/sans/avec</p> <p>enhanced statements of possibility including permettre de</p> <p>il est possible que + subjunctive</p>	<p>NUMERACY Numbers Time Cost Quantities</p> <p>EMPLOYABILITY Risk taking Initiative Research Leadership Decision-making Independence</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity & Culture.</p>	Year 10 Examination – Listening, Speaking, Reading & Writing.
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