

'Raising the Achievement of All'

WELL-SEQUENCED

CONTEXUALISED/INCLUSIVE

AMBITIOUS

SUBJECT: French

Year: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Décris toi. Avec qui tu t'entends ou te disputes ? Pourquoi ? Comment serait ton meilleur ami ? Tu voudrais te marier ? Pourquoi ? Qu'est-ce que tu as fait avec tes parents le week – end dernier ?	Que fais-tu pour rester en bonne santé ? Qu'est-ce-que tu as fait récemment pour rester en forme (parle moi de ton régime) ? Quels sont les problèmes pour les ados comme toi ? Quels sont les résolutions futures ? Pourquoi les vacances et le sport sont importants pour la santé	Quels sont les problèmes au collège ? Que penses-tu du règlement et de l'uniforme scolaire ? Quelles sont les différences scolaires entre la France et la Grande Bretagne ? Comment serait ton collège idéal ? Tu es allé en voyage scolaire ? C'est important pour ton éducation ? As-tu un petit boulot ? Qu'est-ce que tu feras après le lycée ?	Que fais-tu pendant ton temps libre ? Qu'est-ce-que tu regardes à la télévision ou au cinéma ? Quel style de musique tu écoutes ? quand ? Quel sport voudrais tu essayer ? pourquoi le sport est-il important	Parle-moi de ton chanteur ou ta chanteuse préféré(e). Parle-moi d'un film que tu aimes. Qu'est-ce que tu penses des stars de télé-réalité ? Qu'est-ce que tu penses des films d'action ? Quelle célébrité veux-tu rencontrer ? Quels sont les problèmes pour les célébrités ?	Quel est ton festival préféré? Pourquoi ? A quel festival Français tu voudrais participer ? Qu'est-ce-que tu as fait pour ton dernier anniversaire ? Décris un bon cadeau d'anniversaire. Tu aimerais aller au festival de la musique?

Content: Substantive/Declarative knowledge- 'Know what'	AQA GCSE Theme 1 <i>PEOPLE AND LIFESTYLE.</i> <i>Identity and relationships with others.</i> Describe a person's nationality, character, personality and physical appearance. Describe a person's sexual orientation. Describe relationships with friends and family. Describe qualities of a good friend. Describe ideal partners and why. Describe different types of partnerships	AQA GCSE Theme 1 <i>PEOPLE AND LIFESTYLE.</i> <i>Healthy living and lifestyle.</i> Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and	AQA GCSE Theme 1 <i>PEOPLE AND LIFESTYLE.</i> <i>Education and work.</i> Express opinions about school subjects, homework, school rules, uniform, exams and teachers. Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs. Refer to primary school days. Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities, qualifications.	AQA GCSE Theme 2 <i>POPULAR CULTURE.</i> <i>Free time activities and media and technology.</i> Express positive and negative opinions about own and other people's hobbies. Extend sentences with justified reasons. Add details regarding when, where, how often and who with. Use a variety of adverbs and connectives. Include opinions and justifications with preceding direct objects. Use comparatives to compare activities/give preference. Refer to past activities and future plans. Refer to sporting events and favourite sports personalities/teams.	AQA GCSE Theme 2 <i>POPULAR CULTURE.</i> <i>Celebrity culture.</i> Give opinions and personal details on a variety of celebrities/famous people. Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Give opinions about celebrities' activities/influences on young people and wider society. Refer to events involving famous people eg music, film, TV, fashion,	AQA GCSE Theme 2 <i>POPULAR CULTURE.</i> <i>Customs festivals and celebrations.</i> Learn about local and national festivals in the UK and in French-speaking countries/communities. Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events. Refer to food on special occasions and at celebrations. Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet). Country traditions/customs
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	- pros and cons.	ways of keeping fit. Compare past and present lifestyle choices and future intentions.	Refer to ideal job/personal ambitions and skills required. Recognise opportunities to work abroad/use language skills and give opinions.	Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages. Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.	culture and technology.	focus, eg Senegal, Morocco.
Expertise: For example Disciplinary/Procedural Knowledge 'Know how'	Formation of nouns (feminine/plural) Indefinite articles	Present tense Imperfect tense (1 st , 2 nd , 3 rd person singular)	Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future)) Present tense Perfect tense	Present tense (-ER regular verbs) Jouer au, à la, à l', aux + sports activities Jouer du, de la, de l', des + instruments Aller (present)	Comparatives (moins... que, plus... que, aussi... que) Negative (ne... jamais) Pour + infinitive	Present tense (-ER/-IR/-RE regular verbs - full paradigm) Present tense (high frequency irregular verbs in 1 st , 2 nd , 3 rd person singular)

	Definite articles Subject pronouns (je, il, elle) Avoir (present tense) Être (present tense) Expressing age Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien) Conditional tense (je voudrais) Possessive adjectives (mon, ma, mes, ton, ta, tes) Adjectival agreements	Perfect tense (with <i>avoir</i> and <i>être</i>) Modal verbs (present tense - pouvoir, vouloir, savoir, devoir) Negatives (ne... rien) Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s'inquiéter de, s'intéresser...) <i>Avoir</i> phrases (j'ai faim/soif) Imperatives (2nd person singular and plural, including <i>aller</i> and <i>faire</i>) Impersonal verb forms (il me faut)	Modal verbs revision (present tense) Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher) Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de) Impersonal verbs (il est + time) Imperfect tense (1st, 2nd, 3rd person singular) Preverbal singular direct object pronouns (me, te, vous, le, la) Adverbs of sequence Conditional (je voudrais, il/elle/on voudrait) <i>Avoir</i> phrases (avoir l'occasion de...) Interrogatives (pourquoi... ?)	Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies) Perfect tense (with <i>avoir</i>, regular and irregular verbs: <i>je/on</i> form) Perfect tense (with <i>être</i> - je suis allé(e), on est allé) Imperfect (c'était) Periphrastic future (near future tense - je vais aller) Negatives (ne... personne) Modal verbs (je veux, on veut) Adverbs of time and frequency (demain, hier, d'habitude) Present tense (-ER regular verbs) Perfect tense (auxiliary of <i>avoir</i>, je + regular verbs)	Sans + infinitive Impersonal verb phrases (il y a, il existe) Relative clauses using <i>qui</i> Preverbal singular direct object pronouns (le, la) Demonstrative adjectives (ce, cette, ces) Indefinite adjectives (chaque, plusieurs, autres, tout, quelques) 24 hour clock (à 18 heures) Possessive adjectives (son, sa, ses) Interrogatives (qui, quel...?)	Perfect tense (with <i>avoir</i> and <i>être</i>, regular and irregular verbs) Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - aller, faire, être, avoir) Periphrastic future (near future tense - aller + infinitive) Conditional tense (je/tu voudrais, il/elle/on voudrait) Impersonal verb (il faut, including negatives) Modal verbs (pouvoir, vouloir – present tense + activities) Possessive adjectives (notre, votre, nos, leur(s)) Interrogatives (quand, quelle... ?)
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	Adjectival positioning (including more than one) Adverbs of intensity Emphatic pronouns (avec moi, toi) Negative (ne... pas) <i>De</i> after negative Impersonal verb phrase (il y a) Interrogatives (comment...?)	Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...) Preverbal singular direct object pronouns (me, te, vous, le, la) Pour + infinitive		Modal verbs (je peux, on peut) Adverbs of frequency, time		Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s'amuser) Contraction of pronouns (m → m', te → t', le/la → l', se → s') Word order with <i>de</i> to indicate possession (eg l'anniversaire de mon père) Emphatic pronouns (moi, toi)
Literacy/ Numeracy/ SMSC/	Grammar as described above Family life French speaking countries	Grammar as described above Lifestyle in French speaking countries	Grammar as described above Education system in French speaking countries	Grammar as described above Sports in French Speaking countries	Grammar as described above Celebrities in French Speaking countries.	Grammar as described above Festivals in French speaking countries
Disciplinary Literacy	Develop GCSE reading skills by interpreting authentic texts and recognising unfamiliar vocabulary through linguistic knowledge. Use a wide range subject-specific vocabulary accurately in speech and writing. Apply complex grammatical structures confidently. Translate accurately between English and the target language. Evaluate and refine written work for accuracy.					

Careers	Post-16 Pathways (A Levels and apprenticeships) Technology and Media careers. Marketing, Social Media and International Business, Research an international company and identify where languages are needed. Mock interview for an overseas internship (simple questions in French/Spanish) Resources: Jobs that use Modern Languages - Careers - BBC Bitesize My Learning My Future: MFL/ Languages CEC Resource Directory Careers Advice & Guidance Online Platform - Morrisby