

Year 10 ~ Curriculum Map for French

What are the intended aims for this year's curriculum? To carry on building on transferable vocabulary and skills (reading, listening, writing and speaking) and continue with the French GCSE content building on year 9 knowledge and skills. To improve students' confidence in dealing with authentic material in reading and listening and manipulating tenses in speaking and writing.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Unit 7 – Global issues (F) and (H)	Topic(s): Unit 8 – Travel and tourism (F) and (H)	Topic(s): Unit 9/10 – My studies and life at school and college	Topic(s): Unit 11/12 (F) and (H) – Education post 16 and jobs, career choices and ambitions	Topic(s): Unit 1 (H) Me, my family and friends, Unit 2 (H) New technologies, Unit 3 (H) – Free time activities and Unit 4 (H) Customs and festivals.	Topic(s): Unit 5 (H) – Home, neighbourhood and region, Unit 6 (H) – Social issues and Unit 9/10 (H) My studies and life at school and college.
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R
'Big idea(s)' / fundamental concepts	Discussing local environment issues and actions, environmental problems and their solution, social issues and inequality, global issues and poverty	Describing holiday destinations and holidays in details, talking about holiday preferences, talking about holiday activities, talking about visiting different places in France, discussing past, present and future holidays.	Describing your school and subjects, describing school like, comparing school life in France and Britain, talking about school rules and uniform.	Talking about future studies, talking about future options, talking about part time work and job preferences, discussing universities, apprenticeship and how to get a job. Talking about advantages and disadvantages of a job.	Describing family and friends, discussing future relationship choices, discussing pros and cons of technologies and social media. Talking about leisure activities, discussing world food and eating habits, discussing new sports and risks, describing what traditions and family celebrations mean to you.	Describing your ideal home, describing a region, understanding the importance of charities, describing health resolutions, describing schools in different countries, talking about your ideal school.
Knowledge to be learnt	<ul style="list-style-type: none"> - Recognising a range of simple information about environmental issues. - Recognising information about protecting the environment. - Discussing a range of global environmental problems and the solutions. - Making the right choices regarding the environment. - Discussing a range of social issues locally and globally. - Understanding information about inequalities and solutions. - Understanding a range of detailed information about local and global issues. - Discussing past, current and possible future local and global environmental problem. - Recognising a range of information about poverty around the world. - Giving opinion and point of view about inequities. 	<ul style="list-style-type: none"> - Recognising simple information about holiday destinations and countries. - Describing where you go on holiday and how you travel to holiday destinations. - Describing a holiday place in detail and say what there is or isn't. - Sequencing ideas in a description - Giving a range of detailed information about holiday. - Describing a past holiday and say what you did there. - To review key grammar point about the topic of travel and tourism. - Recognising key information in a description of a past holiday in France. - Discussing a range of holiday activities. - Discussing holidays in details in a variety of tenses. - Recognising a range of information and details about holidays to French town and cities. 	<ul style="list-style-type: none"> - Recalling basic information about describing school and school subjects. - Discussing school routine and school description. - Recognising information to describe your school day. - Recalling how to give information in the past tense about school. - Understanding details about a recent school visit. - Giving information about a recent or future school visit. - Understanding differences between French and British schools - Recognising a range of information about school rules. - Giving opinion about school rules. - Discussing what school rules you would put in place. 	<ul style="list-style-type: none"> - Recognising a range of information about future studies. - Discussing students part time job and work experience. - Giving information in the past tense about work experience and part time job. - Recognising information about future options and choice of studies. - Recalling how to use sentences with si to give information about future plans for school. - Comparing post-16 choices, jobs and careers. - Understanding a range of information about how to get a job. - Recognising a range of opinions about jobs and reasons why people choose them. - Discussing different aspects of different jobs. - Recognising a range of words for jobs and places of work. - Discussing job descriptions in details. 	<ul style="list-style-type: none"> - Understanding detailed information about family and friends relationship - Recognising detailed information about future relationship choices. - Discussing the pros and cons of social media. - Understanding detailed information about the benefits and dangers of new technologies. - Discussing a range of leisure activities in a variety of tenses and in details. - Discussing a range of information about new sports and taking risks in sport. - Discussing a range of information about world food and eating habits. 	<ul style="list-style-type: none"> - Recognising detailed information about your ideal house. - Giving a range of information in the conditional. - Recognising detailed information about different French speaking regions. - Using the possessive pronouns accurately. - Discussing the importance of charities. - Understanding how to use vouloir que + subjunctive and recognise the subjunctive in a text. - Recognising a range of detailed information about health resolutions. - Using il vaut/vaudrait mieux accurately. - Understanding information about school life in different countries. - Revision on the perfect tense of -er/-ir and -re verbs. - Discussing ideas about ideal school and ideal rules. - Recalling how to give information using the conditional.
	NO A&R IN TERM 1	NO A&R IN TERM 1	NO A&R IN TERM 3	NO A&R IN TERM 3	NO A&R IN TERM 5	NO A&R IN TERM 5
		Students reading, writing and listening skills are tested in A&R 2 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1&2. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.		Students reading, writing and listening skills are tested in A&R 2 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3 & 4. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.		Students reading, writing and listening skills are tested in END OF YEAR EXAM – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3, 4, 5 & 6. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.

<p>Key vocabulary</p>	<ul style="list-style-type: none"> - Basic vocabulary on the environment (économiser, le papier, les déchets, les poubelles, etc...) - Devoir and pouvoir (je dois, nous devons, je peux, nous pouvons, etc...) - Keywords for environmental problems (inondations, pollution, recyclage, circulation, etc...) - Key verbs to offer solutions (réduire, éliminer, sauver, aider, protéger, etc...) - Key words related to social issues (pauvreté, SDF, chômage, etc...) - Imperative forms (donnez, essayez, construisez, etc...) - Verbs of possibility (on peut, je peux, il est possible de etc...) - Agreeing and disagreeing (je suis d'accord, je ne suis pas d'accord, c'est vrai, c'est faux etc...) - Detailed vocabulary about environmental problems (le niveau de la mer, le réchauffement climatique, etc...) - Key phrases to give opinions on inequalities (je pense que, il faut agir, c'est un scandale, on devrait, etc...) 	<ul style="list-style-type: none"> - Places in town (le cinéma, le parc, la piscine, la patinoire, etc...) - Transport (en avion, en bateau, en voiture, etc...) - Key phrases to talk about these places (il y a, il n'y a pas de, il n'y a plus de...) - Opinions on transport (pratique, rapide, économe, désagréable, polluant, vert, cher, bon marché, etc...) - How to say in/to (en, au, aux) - Revision on countries (France, Espagne, Portugal, Italie, Etats-Unis etc...) - Phrases to say what you can/can't do (on peut, on ne peut pas) - Sequencing words (d'abord, puis, ensuite, enfin, etc...) - Time phrases (le matin, l'après-midi, le soir etc...) - Holiday facilities, accomodation and activities (piscine, nager, bronzer, un camping, un hotel, etc...) - Key phrases in the past tense (j'ai passé, j'ai visité, je suis allé, on a visité, on a mangé etc...) - Time phrases to refer to the past tense (hier, la semaine dernière, l'année dernière, etc...) 	<ul style="list-style-type: none"> - Key words for school subjects (maths, français, allemand, espagnol, anglais, sciences, etc...) - Basic knowledge to describe school day (les cours commencent, finissent, la récré, etc...) - Key words related to school description (les profs, les matières, les bâtiments, les repas, etc...) - Detailed vocabulary to describe a school day (le principal, mes affaires, mon emploi du temps, la cour, le professeur principal, etc...) - Revision of key verbs in the past tense (j'ai joué, j'ai étudié, il a étudié, nous avons mangé, on a visité, etc...) - Key questions about a recent school visit (qu'est-ce que tu as visité, ou es-tu allé, c'était comment, comment y es-tu allé, etc...) - Key phrases to describe a school visit (je suis allé, avec mes copains, en bus, c'était, a Londres, etc...) - Keywords/phrases to compare schools (devoirs, plus que, moins que, la cantine, les bijoux, les salles de classe, les examens, etc...) - Key phrases to discuss school rules (il faut, il ne faut pas, on doit, on ne doit pas, il est interdit de, etc...) 	<ul style="list-style-type: none"> - Basic key phrases to refer to future studies (je veux, je voudrais, a l'avenir, devenir, être, faire, les diplomes, etc...) - Using demonstrative pronouns (ce qui, ce que) - More detailed vocabulary linked to future studies (baccalauréat, apprentissage, a temps plein, lycée, lycée professionnel, enseignement, culture générale, etc...) - Future phrases to discuss future studies (l'année prochaine, je voudrais, je veux faire, je ne veux pas faire, je veux étudier, je ne veux pas étudier, etc...) - Past tense to describe work experience (j'ai travaillé, j'ai livré, j'ai fait, etc...) - Key phrases with si (si j'ai de bonnes/mauvaises notes, si je fais des efforts, si je travaille bien, etc...) - Revision of future tense (je travaillerai, il travaillera, j'irai, je ferai, etc...) - Key phrases related to job interview (demande d'emploi, entretien, embauche, petite annonce, etc...) - Key phrases for job activities (je distribue le courrier, je donne des soins, je fabrique du pain, etc...) - Keywords for jobs (mécanicien, boulanger, infirmier, vétérinaire, docteur, etc...) - Places of work (bureau, hôpital, usine, école, etc...) 	<ul style="list-style-type: none"> - Detailed vocabulary to discuss relationships (famille homoparentale, famille monoparentale, beau-père, belle-mère, ce qui m'inquiète, l'amour, l'amitié, etc...) - Using the direct object pronoun (le, la, les, me, te, vous, nous, etc...) - Detailed vocabulary to discuss future relationship choices (vivre en concubinage, célibataire, ce qui me plaît, mode de vie, je me marierai, etc...) - Revise the future tense of -er, -ir and -re verbs (je regarderai, je finirai, je prendrai, etc...) - Key vocabulary around advantages/disadvantages of social media (cyber intimidation, menacer, avoir peur, vol d'identité, anonyme, la fraude etc...) - Detailed vocabulary about pros/cons of new tech (fonctionnalité, un rendez-vous, oublier, poche, je m'en sers, ca me permet, etc...) - Phrases for new tech risks (cancer du cerveau, radicalisation, séduction, échouer aux examens, etc...) - Detailed vocabulary about new sports (saut a l'élastique, wingsuit, sauter, pieds nus, etc...) - Key vocabulary about world food (les pays, des nouilles, cuit a la vapeur, jus de fruits, etc...) 	<ul style="list-style-type: none"> - Detailed vocabulary to describe ideal house (serait située, une vue imprenable, les vagues, la pelouse, a l'extérieur, etc...) - Conditional phrases (ça serait, j'habiterais, elle préparerait, je voyagerais, etc...) - Possessive pronouns (le mien, le tien, le sien, etc...) - Key detailed vocabulary to describe different regions (le climat, agricole, industrielle, un endroit, la monnaie, rural, tempéré, etc...) - Subjunctive forms after vouloir que (j'aie, je puisse, je fasse, je sois, j'aie, etc...) - More detailed vocabulary to talk about charities (la faim, les dons, le seuil de pauvreté, retraités, chômeurs, etc...) - Phrases to give advice on healthy living and health resolutions (il vaut/vaudrait mieux + infinitive) - Key detailed vocabulary related to the topic of health (je tousse, ca fait grossir, essoufflé, addictif, ne pas fumer, ne pas boire, détendre, etc...) - Key vocabulary about life in schools in different countries (cabanes en bois, promouvoir, récolter des fonds, mauvais temps, etc...) - Past participles of -ir and -re verbs (attendu, puni, perdu, réussi, fini, choisi, etc...) - Conditional phrases linked to the topic of ideal school (j'introduirais, j'améliorerais, je changerais, etc...) - Expressions of time (la veille, le lendemain, tout de suite, dans une heure, etc...) - Phrases with si to talk about ideal school (si j'étais riche, si j'avais le temps, si j'avais le choix, etc...)
<p>The role of reading and comprehension</p>	<ul style="list-style-type: none"> -Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...

The role of independent extended writing	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.
The role of maths/ numeracy	N/A for this unit.	N/A for this unit.	N/A for this unit.	N/A for this unit.	N/A for this unit.	N/A for this unit.
Links to careers/ aspirations	- Discuss the solutions to actual environmental and social issues.	- Opportunities for discussion around students aspiring to travel around the world and discover new cultures and places.	- Discuss aspirations for school and further education.	- Discuss aspirations for further educations and career.	- Revisit opportunity to express what kind of life they aspire to have in the future. Revisit awareness of the popularity of kinds of music and TV programme in the French speaking world and French customs and celebration.	- Revisit aspirations related to school and future plans for education and jobs.
Core skills	- Revision of pouvoir and devoir - Using si + present tense - Using the imperative - Verbs of possibility - Reusing known words and phrases - Justifying answers - Agreeing and disagreeing in discussions - Dealing with longer texts. - Tackling the P/N/P+N task - Revision of pronouns en and y	- Using prepositions for countries and modes of transport - Using negatives - Sequencing words and phrases - Depuis + present tense - Pronoun y - Paraphrasing - Revision of the perfect tense with avoir and etre - Expressing opinions and using intensifiers - Revision of the imperfect tense with -er verbs - Revision of imperfect with avoir, etre and faire - Recognising cognates and near cognates when reading. - Adding complexity to written and spoken language - Reading for gist - Using different time frames.	- Using adverbs - Revision of perfect tense of regular verbs -er - Using the comparative of adverbs - Revision of vouloir, pouvoir, devoir - Forming longer sentences - Describing physical properties - Agreeing and disagreeing - Using visual and verbal context in reading - Using de after quantities - Adverbs of place and time - Revision of il faut - Superlative adverbs	- Using the pronouns ce qui and ce que - Revision of si clauses in the present tense - Using verbs of liking and disliking - The passive voice in the present tense - 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 - Using quand clauses with the future tense - Avoiding the passive - Being aware of faux amis when translating - Using French idioms	- Direct object pronouns - The future tense - Using cognates and near cognates - Answering unprepared questions - Present tense of regular -ir/-re verbs - Pronunciation of verbs endings - Present tense of more irregular verbs - Collecting useful phrases - Revision of the future tense - Making use of grammatical markers - Demonstrative pronouns - Translation strategies - Using the pronouns en and y - Using the perfect infinitive - Using a word which refers to a similar item - Using the perfect and imperfect tense together - Developing knowledge of French speaking countries	- The conditional of -er verbs - Building longer sentences - Recognising possessive pronouns - Using intensifiers - Vouloir que + subjunctive - Using questions to formulate answers - Using negatives to add complexity - Using il vaut/vaudrait mieux - Revision of the perfect tense with -ir and -re verbs - Pointing and demonstration - Revision of the conditional - Using more than one tense in a sentence
Dept. enrichment activities	- European Day of Languages (26 th September) - World Food Day (16 th October) - Films French poster quiz on courtyard screen: guess the film in English and work out what the French title translates to.	- Information about Christmas and New Year's celebration in France promoted via the covered courtyard screen. - Guess the French sports personality quiz on the courtyard screen.	- La Chandeleur (pancake day in France on 2 nd Feb). French tradition: Galette des Rois taster.	- World Book Day linked to French with mentor time activities. - Recipes/Shrove Tuesday promoted via covered courtyard screen. - Covered courtyard quiz – Read the description and guess the job in France.	- Promote Cannes Film festival through covered courtyard with French film quiz. - Covered courtyard quiz – can student work out the French cities according to the pictures given?	- Fête de la musique (6 th June) – French music quiz. Covered courtyard screen quiz - Looking at French album cover can students guess the type of music from the different choices. - Bastille Day celebration (14th July)
Home learning opportunities	- Promote World Languages Day website to parents. https://edl.ecml.at/	- Students can bring home French Christmas cards they have created in class and give them to parents.	- Students can take away the recipe in French for “crepes” and “galette” and try to make them at home with parents.	- Student can research characters from French books for World Book day. - Shrove Tuesday pancakes recipe can be attempted again.	- In relationship to the Cannes film Festival students to be given the opportunity to watch a French film at home with parents.	Students to be given the opportunity to listen to some French songs at home with parents and research French artists.