

French – Year 10 Curriculum

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2: Free time Mod. 1 - Give opinions - Talk about what you do online - Say what you do to stay active - Talk about what you watch - Make plans to go out - Say what you did last weekend	Deepen prior Key Stage 3 learning on the topic of leisure activities. Revisit prior knowledge of opinions. Build on prior knowledge of present, perfect and near future tenses	- Opinion verbs - Present tense of -er verbs - Present tense of irregular verbs (<i>aller, avoir, être, faire, boire, lire</i>) - Present tense of regular -ir verbs (<i>finir, choisir</i>) - Near future tense - Perfect tense of regular -er verbs, auxiliary <i>avoir/être</i> verbs (<i>aller, rester</i>) - Perfect tense of high frequency irregular verbs (<i>boire, faire, prendre, lire, voir</i>) - Negatives in the perfect tense - Inversion of subject and verb and addition of hyphen for questions in the perfect tense	Skills: - Giving and justifying opinions - Discussing pros and cons - Listen and transcribe in French - Predicting - Forming and answering questions - Preparing an exam-style role play - Telling the time - Giving past tense opinions with <i>c'était</i> - Using time expression and sequencers. - Describing a photo - Practising the 90-word writing task, consolidating learning on free time - Asking questions in the perfect tense - Using present and perfect tenses together. Assessment Speaking, Listening and Translation Assessments in November	To be able to give a detailed account of your opinion of all elements of free time (sports, TV viewing habits, preferred reading materials, films...). Discuss the positives and negatives of technologies. To be able to describe your last weekend justifying your opinions.
Term 2/3: Family and festivals Mod. 2 - Talk about your identity - Talk about your weekend routine - Discussing friends and friendship - Describe your favourite celebrity - Talk about positive role models	Deepen prior Key Stage 3 learning on the topic of relationships and how to describe friends/family members – both physical attributes and personality traits. Further recap of tenses	- Possessive adjectives (<i>mon, ma, mes</i>) - Emphatic pronouns after prepositions (e.g. <i>avec moi...</i>) - Non-binary pronouns - Reflexive verbs in the present tense - Agreements and position of adjectives - Revisit present tense - Direct object pronouns - Irregular past participles	Skills: - using sequencers and connectives to extend sentences - translate a passage into French - recognising and using intensifiers - thinking about what kind of words can be missing in a gap - using tenses and time phrases to tell if someone is referring to present, past or future events. - Introduction of the 150-word writing task Assessment:	To be able to talk about what makes a good friend and describe your relationship with various family members – why you do/don't get on with people. Be able to explain different views on marriage and what sort of a wedding you would like. Be able to discuss festivals and celebrations in various tenses

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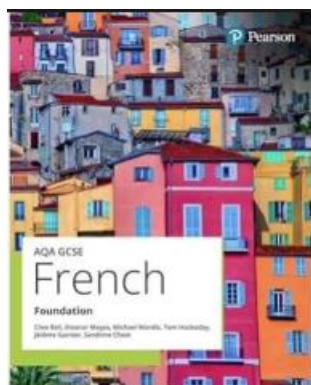
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Talk about special celebrations and traditions		Using present, perfect and near future tenses together.	Writing assessment 90/150 word task, according to tier of entry	
Term 3/4: School Mod. 3 - Learn about school life in francophone countries - Talk about school subjects and school life - Discuss school rules - Talk about making progress at school - Talk about what school used to be like when you were younger - Talking about learning languages	Deepen prior Key Stage 3 learning on the topic of school. Deepen knowledge of present, perfect and future tense verbs	- Definite articles - Comparative structures - Impersonal verb structures <i>il faut</i> + infinitive - Irregular verbs in the perfect tense (<i>appris, bu, couru, écrit, fait, lu, mis, pris, reçu, ri</i>) - Negatives in the perfect tense - Superlatives structures - Imperfect tense - Indirect object pronouns - Imperfect, present and near future together - Negative phrases	S skills: - Describe photos - Give opinions with reasons (including comparatives) - Expressing opinions to agree and disagree - Adapt a text to own purpose (from comprehension to production) - Asking and answering questions in the imperfect tense - Borrowing and adapting phrases from texts	To be able to give detailed account of your opinion of all elements of school life (school day, timetable, subjects, teachers, exams, uniform, rules, buildings etc). To be able to compare your previous school to your current one.
Term 5/6: Health Mod. 4 - Talk about meals and mealtimes - Talk about good mental health - Describe unhealthy lifestyle choices - Say what you will do to improve your life - Talk about lifestyle changes	Deepen prior Key Stage 3 learning on the topic of healthy eating. Build on prior learning linked to food and drink items and good/bad eating habits. Revisit how to use modal verbs.	- Partitive articles (<i>du, de la, des, de l'</i>) - Pronouns <i>en</i> with present tense verbs (e.g. <i>j'en mange</i>) - Modal verbs + infinitive - Reflexive verbs in the perfect tense - Simple future tense - Negative structures (<i>ne...plus, ne... jamais, ne... rien</i>) - Revisit imperfect, present, and simple future tenses	Skills: - Looking at words before and after each gap and looking for grammar clues to help predict what is missing - Spotting small words that can change meaning (<i>sans, au lieu de, sauf</i>) - Giving advice - Role-playing about lifestyle - Using more complex sentence structures (<i>pour, afin de, au lieu de, avant de</i> + infinitive) - Using three time frames: imperfect, present, simple future - Listening for clues about tenses - Adapting sentences by changing details	To be confident explaining what you do to stay fit, healthy and happy. Compare your past and present lifestyle and talk about future changes.

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			Full mock exam – Listening, Reading, Speaking, Writing in April/May	

Resources and/or activities to support learning in lessons and/or at home:

- GCSE Higher student textbook (Pearson) by Clive Bell, Eleanor Mayes, Michael Wardle, Tom Hockaday, Jérôme Garnier.
- AQA French vocab booklet,
- Speaking booklet
- GCSE AQA French: Vocabulary revision question cards for AQA by CGP
- [ActiveHub](#) Every student has their own account and access to electronic textbook as well as interactive activities

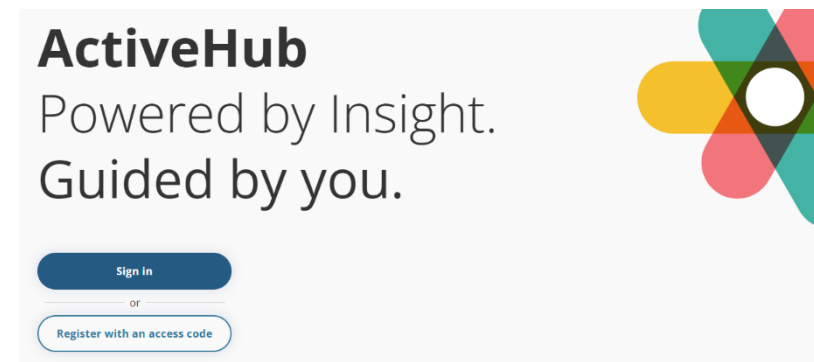
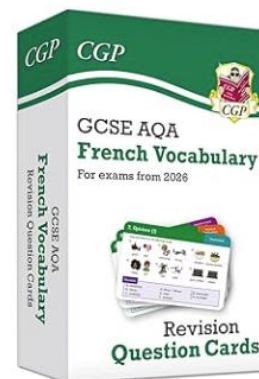
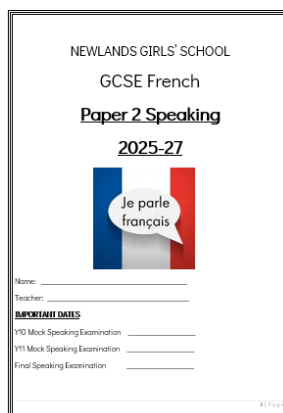


GCSE French
AQA vocab

Theme 1: People and lifestyle
Topic 1: Identity and relationships with others
Topic 2: Health living and lifestyle
Topic 3: Education and work

Theme 2: Popular culture
Topic 1: Free-time activities
Topic 2: Customs, festivals and celebrations
Topic 3: Celebrity culture

Theme 3: Communication and the world around us
Topic 1: Travel and tourism, including places of interest
Topic 2: Media and technology
Topic 3: The environment and where people live



The **courage** to speak French with spontaneity, determination and some confidence, including asking as well as answering questions, articulating longer sentences, using some complex structures and uttering longer, developed answers.

The **commitment** to securing a command of French grammar, including different time frames, sometimes within the same paragraph, and as many as possible of the GCSE grammar concepts above, all building on prior learning from Key Stage 3, for example, word order.

The **compassion** to understand the value of language learning in a local, national and international context e.g. AQA Theme 2, and also acquiring a knowledge of French culture and festivals in AQA Theme 1 learning about culture and identity.