

**Subject: French**

**Year group: 10**

**Department Curriculum Vision:** *Studying a foreign language encourages respect for others and increases our understanding of society. It advocates for greater tolerance and provides us with a unique opportunity to grow in awareness, enhance our mental agility and consider different perspectives. Our aim for our students is to achieve full fluency in French and gain a profound cultural understanding of the Francophone world.*

|                                    | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Content:<br/>(Know what...)</b> | <div>1.1G Introducing yourself</div> <div>1.1F Personality descriptions</div> <div>1.1H Future plans</div> <div>1.2G Family relationships</div> <div>1.2F Modern families</div> <div>1.2H Friendships</div> <div>Grammar</div> <div>1.1G Present tense (-er verbs) &amp; position of adjective</div> <div>1.1F Present tense (-re verbs) &amp; adjective agreements</div> <div>1.1H The future tense of regular -er verbs</div> <div>1.2G Reflexive verbs in the present; using <i>qui</i></div> <div>1.2F The present tense of regular -ir verbs; comparative adjectives</div> <div>1.2H The present participle of regular verbs; impersonal verbs</div> | <div>2.1G Food Preferences</div> <div>2.1F Health problems and addictions</div> <div>2.1H My Future</div> <div>2.2G Lifestyle choices and habits</div> <div>2.2F Recent activities</div> <div>2.2H Challenges of a healthy lifestyle</div> <div>Grammar:</div> <div>2.1G Negative verbs; position of adverbs</div> <div>2.1F The near future tense</div> <div>2.1H Two tenses together: present &amp; future; using <i>avant de... + infinitive</i></div> <div>2.2G Imperatives in the <i>tu</i> form; interrogative adjective: <i>quel</i></div> <div>2.2F The perfect tense of regular verbs with <i>avoir</i>; indirect object pronouns</div> <div>2.2H Irregular present participles; impersonal expressions</div> |

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| <b>Skills:</b><br><b>(know how...)</b> | <b>Writing</b> <ul style="list-style-type: none"> <li>• Translating into TL (Target Language)</li> <li>• Using grammatical concepts</li> <li>• Writing extended sentences &amp; justifying opinions</li> <li>• Writing longer paragraphs</li> <li>• Creative writing</li> <li>• Grammar practice</li> <li>• Spelling, punctuation &amp; accents</li> </ul><br><b>Speaking</b> <ul style="list-style-type: none"> <li>• Role-play tasks</li> <li>• General conversation questions</li> <li>• Spontaneity &amp; recovery strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Listening</b> <ul style="list-style-type: none"> <li>• Listening to decode</li> <li>• Learning to recognise distractors</li> <li>• Listening to authentic resources (songs)</li> <li>• Recognising cognates</li> <li>• Reading aloud</li> <li>• Word order</li> </ul><br><b>Reading</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Translating into English</li> <li>• Recognizing grammar structures</li> <li>• Longer paragraphs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Key vocabulary</b>                  | <p><b>Conjugate:</b> changing a verb to show a different tense or the person/people it refers to.</p> <p><b>Present tense:</b> a tense expressing an action that is currently going on or is usually performed.</p> <p><b>Adjective agreement:</b> adjectives must agree with their noun, which means that they have to show whether they are masculine or feminine and singular or plural to match the noun.</p> <p><b>Adjectival positioning:</b> the position that adjectives are placed, according to the noun they are describing.</p> <p><b>The simple future:</b> a time later than now, and expresses facts or certainty or to predict a future event.</p><br><p><b>Comparative adjective:</b> an adjective used to compare two people or things. We use comparative adjectives to say that one person or thing demonstrates a high degree of a quality or is a better example of a quality than the other.</p><br><p><b>Reflexive verb:</b> the person performing the action is also the</p> | <p><b>Adverb positioning:</b> the position that adverbs are placed, according to the verb they are describing.</p> <p><b>Near future tense:</b> The near future tense, also known as the "going to" future tense, is a grammatical structure used to express future actions that are planned, intended, or likely to happen in the near future. It is employed to discuss events that are just about to occur or are anticipated shortly.</p> <p><b>Interrogative adjective:</b> An interrogative adjective, also known as interrogative determiner, is an adjective that modifies a noun by asking a question. The interrogative adjectives in English are 'what', 'which', and 'whose'.</p> <p><b>Imperative:</b> The imperative mood in English is generally used to give an order, to prompt someone to do something, to give a warning or to give instructions.</p> <p><b>Indirect object pronoun:</b> a noun in a sentence that is not having the action done to it, but instead receiving the direct object.</p> <p><b>Perfect tense:</b> a past tense used if the past action had a definite beginning and end and is often used with phrases that give a</p> |

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|                            | <p>person receiving it.</p> <p><b>Present participle:</b> the form of a verb, ending in <i>-ing</i> in English, which is used in forming continuous tenses</p> <p><b>Impersonal verbs:</b> verbs that do not use a specific subject, but instead use the generic subject <i>it</i>.</p> | <p>specific time frame.</p> <p><b>Impersonal expressions:</b> expressions using a generic subject 'it'.</p> <p><b>Irregular present participle:</b> an irregular form of a verb, ending in <i>-ing</i> in English, (<i>-ant</i> in French) which is used in forming continuous tenses</p> |
| <b>Mid Term Assessment</b> | Writing MUA - Translation into target language<br>Speaking MUA - Translation of Speaking questions into English                                                                                                                                                                         | Reading MUA - Translation into English<br>Listening MUA - Dictation & translation into English                                                                                                                                                                                            |
| <b>End Term Assessment</b> | Writing EUA - Single words, sentences, paragraph<br>Speaking EUA - Five general conversation questions                                                                                                                                                                                  | Reading EUA - Single words, translation & reading comprehension<br>Listening EUA - Single words, listening to understand & to recognise                                                                                                                                                   |
|                            | <b>Spring 1</b>                                                                                                                                                                                                                                                                         | <b>Spring 2</b>                                                                                                                                                                                                                                                                           |

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| <b>Content:</b><br><br><b>(Know what...)</b> | <p>3.1G School rules<br/> 3.1F Studies post-16<br/> 3.1H Your dream school<br/> 3.2G Describing jobs<br/> 3.2F Jobs in the creative industries<br/> 3.2H Work experience</p> <p>Grammar<br/> 3.1G <i>Pouvoir &amp; devoir</i>; ordinal numbers<br/> 3.1F Negative constructions<br/> 3.1H <i>The conditional of regular -er verbs; superlative adjectives</i><br/> 3.2G <i>Il faut</i> + infinitive; indefinite adjectives<br/> 3.2F <i>il y a &amp; il y aura</i>; adverbs of quantity<br/> 3.2H <i>être en train de &amp; venir de</i> + infinitive</p> | <p>4.1G School rules<br/> 4.1F Studies post-16<br/> 4.1H Your dream school<br/> 4.2G Describing jobs<br/> 4.2F Jobs in the creative industries<br/> 4.2H Work experience</p> <p>Grammar<br/> 4.1G The imperfect tense of regular verbs<br/> 4.1F The perfect tense of <i>avoir</i>: irregular past participle<br/> 4.1H <i>Reflexive verbs in the present tense (plural forms)</i><br/> 4.2G Revising the near future tense; reflexive pronouns<br/> 4.2F The perfect tense with <i>être</i>; <i>en &amp; a</i> with places<br/> 4.2H <i>Modal verbs in the perfect tense</i></p> |
| <b>Skills:</b><br><b>(Know how...)</b>       | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Translating into TL (Target Language)</li> <li>• Using grammatical concepts</li> <li>• Writing extended sentences &amp; justifying opinions</li> <li>• Writing longer paragraphs</li> <li>• Creative writing</li> <li>• Grammar practice</li> <li>• Spelling, punctuation &amp; accents</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Role-play tasks</li> <li>• General conversation questions</li> <li>• Spontaneity &amp; recovery strategies</li> </ul>   | <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening to decode</li> <li>• Learning to recognise distractors</li> <li>• Listening to authentic resources (songs)</li> <li>• Recognising cognates</li> <li>• Reading aloud</li> <li>• Word order</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Translating into English</li> <li>• Recognizing grammar structures</li> <li>• Longer paragraphs</li> </ul>                                                                                        |

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| <b>Key vocabulary</b>      | <p><b>Ordinal numbers:</b> a number defining the position of something in a series, such as 'first', 'second', or 'third'. Ordinal numbers are used as adjectives, nouns, and pronouns.</p> <p><b>Modal verbs:</b> an auxiliary verb that expresses necessity or possibility. English modal verbs include <i>must, shall, will, should, would, can, could, may, and might</i>. These verbs are always followed by an infinitive.</p> <p><b>Feminisation of nouns:</b> the process of changing nouns that refer to males to feminine nouns. This can be done by adding suffixes to the masculine form of the word</p> <p><b>Conditional:</b> used to speculate about what should/could happen.</p> <p><b>Superlative adjective:</b> used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, the highest).</p> <p><b>Impersonal verbs:</b> verbs that do not use a specific subject, but instead use the generic subject it.</p> <p><b>Indefinite adjectives:</b> words modify nouns by expressing an unspecified or general quality, quantity, or number e.g. a lot.</p> <p><b>Quantity adverbs:</b> they modify the quantity or intensity of an adjective, a verb, or another adverb. Quantity adverbs typically are placed immediately before the words they modify.</p> | <p><b>Cognate:</b> a word that is similar in different languages and has the same meaning.</p> <p><b>The imperfect tense:</b> it is used to talk about and also describe things that used to happen regularly in the past.</p> <p><b>Perfect tense:</b> a past tense used if the past action had a definite beginning and end and is often used with phrases that give a specific time frame.</p> <p><b>Reflexive verb:</b> the person performing the action is also the person receiving it.</p> <p><b>Near future tense:</b> The near future tense, also known as the "going to" future tense, is a grammatical structure used to express future actions that are planned, intended, or likely to happen in the near future. It is employed to discuss events that are just about to occur or are anticipated shortly.</p> <p><b>Partitive articles:</b> a word used to indicate an unspecified quantity of something, similar to the English words "some" or "any".</p> <p><b>Preposition:</b> a word or group of words used to show direction, time, place, location or to introduce an object (in/on/at).</p> <p><b>Modal verbs:</b> an auxiliary verb that expresses necessity or possibility. English modal verbs include <i>must, shall, will, should, would, can, could, may, and might</i>. These verbs are always followed by an infinitive.</p> |
| <b>Mid Term Assessment</b> | <p>Writing MUA - Translation into target language<br/>Speaking MUA - Translation of Speaking questions into English</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Reading MUA - Translation into English<br/>Listening MUA - Dictation &amp; translation into English</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>End Term Assessment</b> | <p>Writing EUA - Single words, sentences, paragraph<br/>Speaking EUA - Five general conversation questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Reading EUA - Single words, translation &amp; reading comprehension<br/>Listening EUA - Single words, listening to understand &amp; to recognise</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                            | <p style="text-align: center;"><b>Summer 1</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>Summer 2</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Content:</b><br><br><b>(Know what...)</b> | <p>5.1G Customs &amp; celebrations<br/> 5.1F Birthdays &amp; other personal special days<br/> <i>5.1H Describing popular customs in the past</i><br/> 5.2G Recent festivals<br/> 5.2F Past and future festivals<br/> <i>5.2H Planning a trip to a festival</i></p> <p><i>Grammar</i><br/> 5.1G C'est &amp; il y a<br/> 5.1F The present tense of common irregular verbs; direct object pronouns<br/> 5.1H The imperfect tense<br/> 5.2G Revising the perfect tense of common irregular verbs<br/> 5.2F Two tenses together (past &amp; near future); definite &amp; indefinite articles<br/> 5.2H The future tense of être, avoir, aller and faire</p> | <b>Authentic Content</b> <ul style="list-style-type: none"> <li>• French Film</li> <li>• French Festivals</li> <li>• French customs and traditions</li> <li>• French way of life and routines</li> </ul>                                                                                                                                                                                                                                                                                   |
| <b>Skills:</b><br><br><b>(Know how...)</b>   | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Translating into TL (Target Language)</li> <li>• Using grammatical concepts</li> <li>• Writing extended sentences &amp; justifying opinions</li> <li>• Writing longer paragraphs</li> <li>• Creative writing</li> <li>• Grammar practice</li> <li>• Spelling, punctuation &amp; accents</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Role-play tasks</li> <li>• General conversation questions</li> <li>• Spontaneity &amp; recovery strategies</li> </ul>                                                                                                | <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening to decode</li> <li>• Learning to recognise distractors</li> <li>• Listening to authentic resources (songs)</li> <li>• Recognising cognates</li> <li>• Reading aloud</li> <li>• Word order</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Translating into English</li> <li>• Recognizing grammar structures</li> <li>• Longer paragraphs</li> </ul> |
| <b>Key vocabulary</b>                        | <p><b>Question words:</b> are function words that can be used to ask open questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                     | <p><b>Subject-verb inversion:</b> Inversion is when the verb and subject pronoun switch places. Inversion is used to ask questions.</p> <p><b>Direct object pronoun:</b> a pronoun that replaces a noun that has already been mentioned or is understood in a sentence.</p> <p><b>Definite article:</b> a word used before a noun to indicate the identity of the noun is known to the reader (the). This word has different genders in Spanish.</p> <p><b>Indefinite article:</b> the word <i>a</i> or <i>an</i> used in English to refer to a person or thing that is not identified or specified</p> <p><b>Perfect tense:</b> a past tense used if the past action had a definite beginning and end and is often used with phrases that give a specific time frame.</p> <p><b>Present tense:</b> a tense expressing an action that is currently going on or is usually performed.</p> <p><b>The imperfect tense:</b> it is used to talk about and also describe things that used to happen regularly in the past.</p> <p><b>Irregular:</b> not according to usual rules/what is expected, and does not follow an established pattern.</p> <p><b>Relative clause:</b> a clause that is attached to an antecedent by a relative pronoun such as <i>who</i>, <i>which</i>, or <i>that</i>.</p> <p><b>Superlative adjective:</b> used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, the highest).</p> <p><b>The simple future:</b> a time later than now, and expresses facts or certainty or to predict a future event.</p> |                           |
| Mid Term Assessment | Writing MUA - Translation into target language<br>Speaking MUA - Translation of Speaking questions into English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Cultural content - No MUA |
| End Term Assessment | Writing PPE - Full paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Cultural content - No EUA |

## Additional information

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| <b>Homework</b>                                      | <ul style="list-style-type: none"><li>• Research project (Y10)</li><li>• Past papers</li><li>• Writing practice</li><li>• Languages online (grammar)</li><li>• Focuses on research projects for Year 10 and online language grammar exercises.</li></ul>          |
| <b>Extra curricular and enrichment opportunities</b> | <ul style="list-style-type: none"><li>• European Day of Languages activities and assembly</li><li>• French films</li><li>• Language competitions</li><li>• Online challenges</li></ul>                                                                            |
| <b>Useful links that will support learning</b>       | <a href="https://www.linguascope.com/">https://www.linguascope.com/</a> <a href="http://www.kerboodle.com">www.kerboodle.com</a><br><a href="https://www.duolingo.com/">https://www.duolingo.com/</a> <a href="https://quizlet.com/gb">https://quizlet.com/gb</a> |
| <b>How parents can support learning</b>              | Use Educational Resources / Encourage Regular Practice / Incorporate Spanish into Daily Life / Cultural Immersion i.e. restaurants & exhibitions/ Engage with Spanish media.                                                                                      |

