Subject	French	Year Group		Year 10 - 11			

Purpose of Scheme

Pupils embark on their KS4 language learning journey.
To build upon the foundation of skills (reading, writing, listening and speaking) and concepts (phonics, vocabulary and grammar) that pupils established throughout their KS3 Study.

	Term 1	Term 1-2	Term 2-3	Term 3-4	Term 4-5	Term 5	Term 6
Scheme title	Qui suis-je?	Jours ordinaires, jours de fête	De la ville à la campagne	Le grand large	Bon travail	Un oeil sur le monde	Revision for reading, writing and listening.
Purpose of half term learning	Theme 1: Identity and culture. To be able to talk about what makes you "you"; friends, family, relationships, your childhood and your role models.	Theme 1: Identity and culture. To be able to talk about your daily life and your cultural life.	Theme 2: Local area, holiday and travel. To be able to talk about a region, town, village or district, what you can do there and community projects.	Theme 2: Local area, holiday and travel. To discuss holidays, accommodation, eating out and holiday activities in a number of different contexts and time frames.	Theme 4: Future aspirations, study and work. To discuss the advantages and disadvantages of careers, plans, hope and wishes and the importance of languages.	Theme 5: International and global dimension. To discuss problems facing the world around you and global events.	To enable pupils to feel confident in their acquired knowledge and allow recap and revisiting of individual areas of weakness.
Knowledge in sequence	Talking about family relationships – possessive adjectives – reflexive verbs in the present tense – emphatic pronouns. Making arrangements to go out – the near future tense. Describing a night out with friends – the perfect tense (both verbs with avoir and with être). Talking about your life when you were younger – the imperfect tense. Talking about role models – using a combination of tenses (present, perfect, imperfect)	Describing your daily life – the present tense of pouvoir and devoir. Talking about food for special occasions – using the pronoun "en" (some of it). Using polite language – using tu and vous appropriately – forming questions. Describing family celebrations – venir de + infinitive. Describing festivals and traditions – using a combination of tenses	Describing a region – Using the pronoun y. Talking about your town, village or district – Using negatives. Discussing what to see and do – Asking questions using quel/quelle/quels/quelles. Discussing plans and weather – Using the future tense. Describing community projects – Using the present, perfect and future tenses	Talking about an ideal holiday – the conditional. Booking and reviewing hotels – Using reflexive verbs in the perfect tense. Ordering in a restaurant – Using en + present participle. Talking about travelling – Using avant de + infinitive. Buying souvenirs – Using demonstrative adjectives and pronouns. Talking about holiday disasters – Using the pluperfect tense	Discussing career choices – Saying 'better', 'worse', 'the best thing', and 'the worst thing'. Talking about plans, hopes and wishes – Using the perfect infinitive – Understanding the subjunctive. Discussing the importance of languages – Using adverbs – En + present participle. Applying for jobs – Using direct object pronouns in the perfect tense. Work: Understanding case studies – Using verbs followed by à or de – Complex sentences with the future tense	Talking about what makes you tick – Relative pronouns. Talking about problems facing the world. Talking about protecting the environment – Using modal verbs in the conditional – Using a combination of tenses. Talking about ethical shopping – Using the passive. Talking about volunteering – Using indirect object pronouns. Talking about big events	
Skills	Using opinion phrases. Learning the correct preposition to use with reflexive verbs. Using different persons of the verb. Giving opinions using ça va être + adjective. Using the correct auxiliary verb with the perfect tense and the correct form of the past participle. Working out the meaning of new words. Using questions to structure your writing	Listening carefully for negatives. Asking questions in the correct register. Understanding figures in French. Giving dates to describe important cultural events.	Listening for synonyms and negatives. Making your speaking sound more authentic. Using questions to help you understand challenging texts	Making your speaking sound more authentic. Using si + imperfect + conditional to impress in your writing. Developing your writing skills	Expressing wishes, thoughts, possibility or necessity. Looking for paraphrasing. Predicting what you will hear	Making connections between word types. Learning new verbs in the infinitive form. Manipulating language to make it your own. Giving arguments for and against	
Key words	Vocabulary relevant to given context. Reflexive pronouns (me, te, se, nous, vous, se). Possessive pronouns (mon, ma, mes, ton, ta, tes, son, sa, ses). Essential verb aller (to go, going) in present tense to indicate future. Question words (où, qui, à quelle heure, quand, comment). Time phrases and sequencers for different time frames.	High-frequency vocabulary relevant to given context. Adverbial phrases. D'habitude, à midi, comme casse-croûte, le soir, comme dessert. Essential verbs manger (to eat, eating) boire (to drink, drinking) prendre (to take/eat, taking/eating) porter (to wear, wearing) aller (to go, going) Partitive articles - du, de la, des, de l'	High-frequency vocabulary relevant to given context. Pronoun "y" (there). Negatives ne ... pas, ne ... rien, ne ... personne, ne ... jamais, ne ... plus, ne ... que, ne ... aucun, ne ... ni ... ni.. Interrogative adjectives - quel, quelle, quels, quelles (which). Essential verbs in the future tense.	High-frequency vocabulary relevant to give context. Sequencers and opinion phrases (moi, je.., de préference, je.., en plus, je trouve que ce serait...). Essential verb - être in the present tense used with reflexive verbs to create the perfect tense. En + present participle (on, while doing something). Avant de + infinitive (before doing something). Il faut + infinitive (you must...). Essential verbs - avoir and être in the imperfect tense used to create pluperfect tense. Modal verbs past participles (pu, dû, voulu)	High-frequency vocabulary relevant to give context. Comparative adjectives - mieux, pire, (better, worse). Superlative nouns - le mieux, le pire (the best thing, the worst thing). après avoir/être + infinitive (after having/being). Adverbs with -amment, -emment, - ement (e.g couramment). Direct object pronouns (le, la, les). Essential verbs followed by à or de (e.g apprendre à, essayer de). Si and quand clauses to speak about the future	High-frequency vocabulary relevant to give context. Essential verbs - modal verbs - pouvoir and devoir in the conditional. Essential verb (être) used to create the passive. Indirect object pronouns (me, te, lui, nous, vous, leur). Vocabulary related to discussing points for and against	
End point of half term	Pupils will be able to describe in detail what makes them "them" including information about friends, family, relationships, childhood and role models. They will be able to use all the grammatical skills acquired over the half term to provide depth and interest to their descriptions.	Pupils will be able to to talk about their daily lives and also cultural events with detail and depth. They will be able to use the grammatical skills acquired over the half term to engage and interest the listener/reader. Pupils will be able to listen to and read texts about cultural events and glean meaning.	Pupils will be able to develop their Year 9 learning on this topic to add further depth, detail and complexity to their productive work. Pupils will be able to receptively identify relevant vocabulary and distinguish meaning using grammatical understanding. Pupils will be able to understand and produce work with a variety of time frames.	Pupils will have built upon their knowledge of this topic from Year 8 and Year 9 and developed it using the grammatical elements introduced in this module to create interest and engagement. Pupils will have continued to develop their skill of identifying verbs, tenses and vocabulary to help with receptive language.	Pupils will be able to speak about their preferences and desires for the future using complex structures. Pupils will be able to identify complex structures that make a piece better and manipulate this for their own benefit.	Pupils will be able to give convincing opinions about problems in the world and offer practical and ideal world solutions using a variety of tense.	
Assessment Methods	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS. Speaking exams	Listening, reading and speaking GCSEs.