

Year 10

Subject: French

Autumn 1

| Objectives/ enquiry questions | Content (vocabulary) | Skills (grammar) | Learning strategies and phonics | Assessment |
|--|---|---|---|---|
| <p>Year: 10 <u>Half Term 1</u> Key Stage 3 revision</p> <p>Theme 1</p> <p>I.1 F : Ma famille et mes amis</p> <p>I.1 H : La famille et l'amitié</p> <p>I.2 F: Tu aimerais te marier?</p> <p>I.2 H : Seul ou en couple?</p> | <p>Talking about getting on with others</p> <p>Describing my family and friends</p> <p>Talking about future relationships</p> <p>Discussing future relationship choices</p> | <ul style="list-style-type: none"> Nouns Articles Numbers Dates and times Reflexive verbs Adjective agreement Direct object pronouns Comparatives and superlatives The immediate future and the future tense Direct and indirect object pronouns The future tense Using <i>dont</i> | <ul style="list-style-type: none"> Ignoring words which are not needed Using cognates and near cognates Understanding near cognates when listening Answering unprepared questions | <p>Homework and Assessments: 4 H/W are providing during the module</p> <ul style="list-style-type: none"> Vocab test 1 Speaking test 1: photocard Extended writing <p>Vocab sheet 1: <u>I.1 and I.2 Relationship with Family and Friends/Marriage and partnership</u></p> |

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 4

Autumn 2

| Objectives/ enquiry questions | Content (vocabulary) | Skills (grammar) | Learning strategies and phonics | Assessment |
|--|---|--|--|---|
| <p>Theme 1</p> <p>2.1. F: Les réseaux sociaux</p> <p>2.1 H: Avantages et inconvénients des réseaux sociaux</p> <p>2.2 F : Tu t'en sers souvent?</p> <p>2.2 H : Bienfaits et dangers</p> <p>Units 1 and 2 – Test and revise</p> | <p>Talking about the uses of social media</p> <p>Discussing the pros and cons of social media</p> <p>Discussing the uses of mobile technology</p> <p>Discussing the benefits and dangers of mobile technology</p> | <ul style="list-style-type: none"> • The present tense of common irregular verbs • Using <i>grâce à</i> • The present tense of regular <i>-ir</i> and <i>-re</i> verbs • Using <i>on</i> • <i>Aller, faire</i> and other common irregular verbs • The pronouns <i>moi, toi, lui</i> and <i>elle</i> • Present tense of more irregular verbs • <i>Il est possible que</i> + subjunctive | <ul style="list-style-type: none"> • Coping strategies • Pronunciation of verb endings • Building your speaking and writing skills • Collecting useful phrases | <p>Homework and Assessments:</p> <p>4 H/W are providing during the module</p> <ul style="list-style-type: none"> • Vocab test 2 • Grammar test 1 • Translation test 1 • Homework writing <p>Vocab sheet 2: 2.1 and 2.2 Social Media and Mobile Technology</p> |

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 4

Spring I

| Objectives/ enquiry questions | Content (vocabulary) | Skills (grammar) | Learning strategies and phonics | Assessment |
|--|---|--|---|---|
| <p>Theme I</p> <p>3.1 F : Qu'est-ce que tu as fait ce weekend?</p> <p>3.1 H : Le weekend, qu'est-ce que tu fais ?</p> <p>3.2 F : Qu'est-ce que tu aimes manger?</p> <p>3.2 H : Que mange-t-on dans le monde?</p> <p>3.3 F : Le sport, c'est ma passion!</p> <p>3.3 H : Les sports extrêmes</p> | <p>Describing free-time activities in the past</p> <p>Talking about leisure activities</p> <p>Talking about different cuisines and eating out</p> <p>Discussing world food and eating habits</p> <p>Talking about sports you love</p> <p>Discussing new sports and taking risks in sports</p> | <ul style="list-style-type: none"> The perfect tense of regular verbs The perfect tense with <i>être</i> Revision of the future tense Time phrases Verb + infinitive The pronoun <i>en</i> Demonstrative pronouns (celui / celle) Using more complex negatives Developing sentences using <i>quand</i>, <i>lorsque</i> and <i>si</i> Opinion verbs Using the pronouns <i>en</i> and <i>y</i> Emphatic pronouns | <ul style="list-style-type: none"> Adding opinions to produce more complex sentences Making use of grammatical markers Listening for detail Translation strategies Using common patterns between French and English when reading Structuring a debate | <p>Homework and Assessments:</p> <p>4 H/W are providing during the module</p> <ul style="list-style-type: none"> Vocab test 3 Speaking test 2: Role Play Extended writing test 2 (2 bullet points 32 marks) <p>Vocab sheet 3: 3.1F and 3.1H Music and cinema/Food and eating out/Sport</p> |

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 4

Spring 2

| Objectives/ enquiry questions | Content (vocabulary) | Skills (grammar) | Learning strategies and phonics | Assessment |
|--|--|---|---|--|
| <p>Theme I</p> <ul style="list-style-type: none"> 4.1 F : La fête chez nous 4.1 H La fête, c'est quoi pour toi? 4.2 F La fête pour tout le monde! 4.2 H Les fêtes en famille, tu aimes? | <p>Talking about how we celebrate</p> <p>Discussing what traditions mean to you</p> <p>Describing international festivals</p> <p>Describing an event</p> | <ul style="list-style-type: none"> Reflexive verbs in the perfect tense Using <i>en, au / aux / à</i> + countries and towns Using the perfect infinitive Rules of agreement with the perfect infinitive The imperfect tense of common verbs Deciding between the perfect and imperfect tenses Using the imperfect and perfect tenses together Revision of the imperfect tense | <ul style="list-style-type: none"> Requesting help Using a word which refers to a similar item Making use of social and cultural context when reading Developing knowledge of French-speaking countries | <p>Homework and Assessments: 4 H/W are providing during the module</p> <ul style="list-style-type: none"> Vocab test 4 Translation 2 Grammar test 2 Homework writing <p>Vocab sheet 4: 4.1 and 4.2 France & Customs and Francophone festivals</p> |

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 4

Summer I

| Objectives/ enquiry questions | Content (vocabulary) | Skills (grammar) | Learning strategies and phonics | Assessment |
|--|--|---|--|--|
| Theme 2 <ul style="list-style-type: none"> 5.1 F : Des maisons différentes 5.1 H Ma maison idéale 5.2 F Trouver ta ville jumelée idéale 5.2 H Ma région | <p>Describing your home</p> <p>Describing your ideal home</p> <p>Describing what a town is like and what there is to see and do</p> <p>Describing a region</p> | <ul style="list-style-type: none"> Negative phrases followed by <i>de</i> partitive articles The conditional of regular verbs The conditional of irregular verbs Demonstrative adjectives Prepositions Recognising possessive pronouns Revision of comparative and superlative adjectives | <ul style="list-style-type: none"> Recognising key topic words in reading and listening tasks Building longer sentences Simplification and paraphrasing Using intensifiers | <p>Homework and Assessments: 4 H/W are providing during the module</p> <ul style="list-style-type: none"> Vocab test 5 Speaking test general conversation Higher (short version) Writing test 3 (16 marks) <p>Vocab sheet 5: 5.1 & 5.2 Home and Where I live</p> |

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 4

Summer 2

| Objectives/ enquiry questions | Content (vocabulary) | Skills (grammar) | Learning strategies and phonics | Assessment |
|--|---|---|--|--|
| <p>Theme 2</p> <p>6.1 F : Mon travail bénévole</p> <p>6.1 H : Pourquoi a-t-on besoin d'associations?</p> <p>6.2 F : Mon mode de vie avant et maintenant</p> <p>6.2 H : Opération 'remise en forme'</p> <p>Units 5 and 6 – Test and revise</p> | <p>Describing charity work</p> <p>Understanding the importance of charities</p> <p>Comparing old and new health habits</p> <p>Describing health resolutions</p> | <ul style="list-style-type: none"> The conditional of <i>vouloir</i> and <i>aimer</i> <i>En</i> + present participle <i>Vouloir que</i> + subjunctive Using <i>ce que</i> Imperfect tense of <i>être</i>, <i>avoir</i> and <i>faire</i> Expressions of quantity Recognising the pluperfect tense <i>Il vaut / il vaudrait mieux</i> Revision of negative constructions | <ul style="list-style-type: none"> Using verbal context when listening Using questions and texts to formulate answers Recognising common patterns in French when listening Using negatives to add complexity | <p>Homework and Assessments:</p> <p>4 H/W are providing during the module</p> <ul style="list-style-type: none"> Vocab test 6 Unit 6 reading test Unit 6 listening test Translation 3 Writing homework <p>Vocab sheet 6: 6.1 & 6.2 Charity & voluntary work, healthy & unhealthy living</p> |