

Year 10 French Curriculum Rationale

Provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the French speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Theme 1 Unit 1: Me, my family and friends. Relationships with family and friends. Marriage and partnerships	<ul style="list-style-type: none"> To be able to discuss getting on with others To be able to describe your family and friends To describe future relationships To be able to describe future relationship choices 	Builds on key vocabulary learnt in KS3 Builds on knowledge of present, past & future tense learnt in KS3 Leads to students developing an awareness of the assessments at GCSE	Vocabulary, Grammar & Translation tests Hot Write – Foundation & Higher tasks on this topic only Reading & Listening Past Paper	Grammar terminology. discussion of the world around us – tolerance for same sex relationships.	Connection finding between TL & French. Generalisation when applying patterns to new language. Precision with spelling of new vocabulary Meta-cognition – working out and applying new learning strategies with vocabulary learning Intellectual confidence by contributing confidently and with enthusiasm. Speed and accuracy with recall of new language -- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts	Vocabulary learning Written tasks Answers to General Conversation Questions
Theme 1 Unit 2: Technology in everyday life	<ul style="list-style-type: none"> To be able to talk about the uses of social media 	Builds on key vocabulary learnt in KS3	Vocabulary, Grammar & Translation tests	Grammar terminology.	Connection finding between TL & French.	Vocabulary learning Written tasks

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<ul style="list-style-type: none"> · Social media · Mobile technology 	<ul style="list-style-type: none"> • To be able to discuss the good and bad of social media • To be able to talk about the uses of mobile technology • To be able to talk about the benefits and dangers of mobile technology 	<p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p>	<p>Hot Write – Foundation & Higher tasks on this topic only</p>	<p>discussion of the world around us – dangers of internet and social media and the negative effect of technology on health, both physical and mental.</p>	<p>Generalisation when applying patterns to new language. Precision with spelling of new vocabulary Meta-cognition – working out and applying new learning strategies with vocabulary learning Intellectual confidence by contributing confidently and with enthusiasm. Speed and accuracy with recall of new language -- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts</p>	<p>Answers to General Conversation Questions</p>
<p>Theme 1 Unit 3: Free-time activities</p> <ul style="list-style-type: none"> · Music · Cinema and TV · Food and eating out · Sport 	<ul style="list-style-type: none"> • To be able to discuss free time activities in the past • To be able to describe your leisure plans 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p>	<p>Grammar terminology.</p>	<p>Connection finding between TL & French. Generalisation when applying patterns to new language. Precision with spelling of new vocabulary</p>	<p>Vocabulary learning Written tasks Answers to General Conversation Questions</p>

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	<ul style="list-style-type: none"> To be able to discuss different cuisines and eating out To be able to discuss world food and eating habits To be able to discuss sports you love/hate To be able to talk about different sports and taking risks 	<p>Leads to students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p> <p>Leads to students developing an awareness of a wider range of structures</p>			<p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language --</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Theme 2 Unit 6.2: Healthy/ unhealthy living</p>	<ul style="list-style-type: none"> To be able to discuss old and new health habits To be able to discuss healthy options 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an ability to build confidence on familiar topic; writing and speaking</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p> <p>Reading & Listening Past Paper</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – healthy living and the importance of it</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>

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		<p>more fluently, listening and reading more for specific details</p> <p>Leads to students developing an awareness of a wider range of structures</p>			<p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language --</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Theme 2 Unit 8: Travel and tourism</p>	<ul style="list-style-type: none"> • To be able to discuss holiday preferences • To be able to describe holidays in detail • To be able to discuss visiting different places in France • To be able to discuss visiting French towns and cities 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – different cultures holiday in different ways and places</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language --</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>

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		<p>more for specific details</p> <p>Leads to students developing an awareness of a wider range of structures</p>			<p>Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts</p>	
<p>Theme 1 Unit 4: Customs and festivals in French-speaking countries/ communities</p>	<ul style="list-style-type: none"> • To learn about local customs • To learn about French customs • To learn about international festivals • To learn about French culture 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p> <p>Leads to students developing an awareness of a wider range of structures</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p> <p>Reading, Listening (Past paper), Writing & Speaking (adapted paper)</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – different cultures celebrate festivals in different ways and their own celebrations. Tolerance of different cultures and the validity of all cultures and traditions.</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language --</p> <p>Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes</p>	<p>Vocabulary learning Written tasks Answers to General Conversation Questions</p>

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