



Subject: French

Year 10 Overview 2020/21

Key content – knowledge and skills	GCSE focus
<p><u>Autumn 1:</u> Students will talk about family and friends, and life when they were younger. They will discuss what makes a good friend, and role models. They will also explore language needed for making arrangements to go out.</p> <p><u>Autumn 2:</u> Students will revise language for talking about sport and music, technology, and talking about life online. They will also use language to make comparisons between books, actors, films and television programmes.</p> <p><u>Spring 1:</u> Students will use language to describe daily living. They will also explore language required to talk about food for special occasions, family celebrations, festivals and traditions.</p> <p><u>Spring 2:</u> Students use language to describe a region, their town, village or district; and what to see and do there. They will also talk about the weather and community projects.</p> <p><u>Summer 1:</u> Students will talk about holiday activities and preferences. They will look at using the formal register to book and review accommodation, and deal with problems. Students will then study using a range of tenses to talk about holidays.</p> <p><u>Summer 2:</u> Students will talk about holiday disasters and then revise the GCSE content they have learnt in preparation for their end of year exams. Students will then consolidate grammatical rules and conjugating verbs in a range of tenses in the final weeks of the term.</p>	<p><u>Theme 1: Identity and culture - Topic 1: Me, my family and friends</u> AO2: Speaking discussing a stimulus (photo) AO4: Writing – communicate in writing: a <u>translation</u> from French to English (a minimum of 35 words at foundation level and 50 words at higher level)</p> <p><u>Theme 1: Identity and culture - Topic 2: Technology in everyday life</u> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking discussing a stimulus (photo level)</p> <p><u>Theme 1: Identity and culture - Topic 4: Customs and festivals in French-speaking countries/communities</u> AO2: Speaking – communicate and interact effectively in speech through role play AO4: Writing – communicate in writing: an <u>open-ended writing</u> task in French (approximately 90 words at foundation level and 150 words at higher level).</p> <p><u>Theme 2: Local, national, international and global areas of interest - Topic 1: Home, town, neighbourhood and region</u> AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation). AO3: Reading – understand and respond to different types of written language.</p> <p><u>Theme 2: Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism</u> AO3: Reading – understand and respond to different types of written language.</p> <p><u>Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism; Revision for end of year exam and grammar practice and consolidation</u> AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing: a <u>structured writing</u> task in French (approximately 40 words at foundation level and 90 words at higher level)</p>
Key assessment points	
<p>The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"> AO1: Listening – understand and respond to different types of spoken language. [Aut2] 	



- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Aut1&2; Spr1&2]**
- AO3: Reading – understand and respond to different types of written language) **[Spr2; Sum1&2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks:
 - a structured writing task in French (approximately 40 words at foundation level and 90 words at higher level) **[Sum2]**
 - an open-ended writing task in French (approximately 90 words at foundation level and 150 words at higher level) **[Spr1]**
 - a translation from French to English (a minimum of 35 words at foundation level and 50 words at higher level) **[Aut]**

Each skill will account for 25% of total GCSE marks.

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to French-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where French is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing French-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



Subject: French Year 10 **Long-term plan 2021/20**

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September October	M1 U1 A comme amitié (Talking about friends; regular -er verbs in the present tense; irregular adjectival agreement)
Aut1-2		M1 U2 C'est de famille (Talking about family relationships; reflexive verbs in the present tense; possessive adjectives)
Aut1-3		M1 U3 On va voir un spectacle? (Making arrangements to go out; the near future tense)
Aut1-4		M1 U4 Quelle soirée! (Describing a night out with friends; using the perfect tense)
Aut1-5		M1 U5 Il était une fois ... (Talking about your life when you were younger; the imperfect tense)
Aut1-6		M1 U6 La personne que j'admire (Discussing role models; using the present, perfect and imperfect tenses)
Aut1-7		M1 Revision and Assessment- speaking, writing
		Half term holiday
Aut2-1	November December	M2 Point de départ 1-2 (Revising sport and music; revising technology, films and TV, the verb faire)
Aut2-2		M2 U1 Tu es plutôt foot, tennis ou basket? (Talking about sport; depuis + the present tense; position of adjectives)
Aut2-3		M2 U2 Ma vie d'internaute (Talking about your life online; using the comparative; the relative pronoun que - 'which')
Aut2-4		M2 U3 La lecture (Talking about books and reading; more practice of the imperfect tense)
Aut2-5		M2 U4 Mes émissions préférées (Talking about television programmes; using direct object pronouns)
Aut2-6		M2 U5 Zoom sur le cinéma (Talking about actors and films; using superlative adjectives)
Aut2-7		M2 Revision and Assessment – speaking, listening
		Christmas holiday
Spr1-1	January February	M3 U1 C'est bientôt dimanche? (Describing your daily life; using pouvoir and devoir; asking questions)
Spr1-2		M3 U2 Regarde ce que je mange! (Talking about food for special occasions; using the pronoun 'en')
Spr1-3		M3 U3 On peut se tutoyer? (Using polite language; asking questions in the tu and vous forms)
Spr1-4		M3 U4 Félicitations! (Describing family celebrations; using venir de + infinitive)
Spr1-5		M3 U5 C'est la fête! (Describing festivals and traditions; using a combination of tenses)
Spr1-6		M3 Revision and Assessment – speaking, writing
		Half term holiday
Spr2-1	March	M4 U1 Ma région est top! (Describing a region; using the pronoun y)
Spr2-2		M4 U2 Ville de rêve ou ville de cauchemar? (Talking about your town, village or district; using negatives)
Spr2-3		M4 U3 C'est pour un renseignement... (Discussing what to see and do; asking questions using quel/quelle/quels/quelles)
Spr2-4		M4 U4 Il fera beau demain? (Discussing plans and the weather; using the future tense)
Spr2-5		M4 U5 En pleine action! (Describing community projects; using the present, perfect and future tenses)
Spr2-6		M4 Revision and Assessment – speaking, reading
	April	Easter holiday
Sum1-1		



Sum1-2	May	M5 U1 Des vacances de rêve (Talking about an ideal holiday; using the conditional)
Sum1-3		M5 U2 Les hôtels, mode d'emploi (Booking and reviewing hotels; using reflexive verbs in the perfect tense)
Sum1-4		M5 U3 Bon appétit! (Ordering in a restaurant; using en + the present participle)
Sum1-5		M5 U4 En route! (Talking about travelling; using avant de + the infinitive)
Sum1-6		M5 U5 On négocie au souk (Buying souvenirs; demonstrative adjectives and pronouns) M5 Revision and Assessment - reading
	June	Half term holiday
Sum2-1		M5 U6 C'était catastrophique! (Talking about holiday disasters; the pluperfect tense)
Sum2-2		Missed Content Catch Up
Sum2-3		Grammar Consolidation
Sum2-4		Skills Work/Exam-style practice
Sum2-5	July	Revision and Assessment (reading, writing, speaking mock exams)
Sum2-6		
Sum2-7		