



Subject: French

Year 10 Overview 2020/21

Year 10

The Connected Curriculum

French language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.

English

Sound understanding and knowledge of word classes are fundamental to pupil progress in Spanish. Pupils understand, recognise, use and engage in regular discussion around: spelling (in Spanish and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/reflexive/conjugations in the present, past (preterite) and future tenses)), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine). As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas, opinions (with justifications), comparatives and superlatives. Pupils also distinguish between language used for formal and informal situations. Students will explore the language needed to add interest when narrating a story.

Maths

In the autumn term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when talking about preferences on different genres of music.

Computing

In the autumn term students will revise language for talking about technology and life online (e-safety)

Drama

Students will create and perform role plays to complete their speaking assessments in the summer term.

Food Tech

In the spring term students will explore language required to talk about food for special occasions, family celebrations, festivals and traditions.

Geography

In the spring term 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. In the summer term students they will also revisit and expand on language used to talk about holiday destinations across the world, and preferences.

Music

Making comparisons between different genres of music will be explored in the autumn term.

PE

Language for talking about different sports will be revisited in the autumn term.

PSHE

In the autumn term students will discuss what makes a good friend, and role models. They will also explore language needed for making arrangements to go out.



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> 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> AO4: Writing – communicate in writing: an <u>open-ended writing</u> task in Spanish (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> 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. AO2: Speaking – communicate and interact effectively in speech through role play.</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> AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation). 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) [Aut2; Sum1&2]• AO3: Reading – understand and respond to different types of written language) [Spr2; Sum1]• 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 English to French (a minimum of 35 words at foundation level and 50 words at higher level) **[Aut 1]**

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

Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

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 encourage positive discussions around language, prompted by questions such as:

- o In what way does my language define me?
- o How does language unite or divide us?
- o Are my thoughts 'language' or beyond language?
- o What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to French-speaking countries; many of which 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	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	October	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- writing
		Half term holiday
Aut2-1	November	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	December	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	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 – 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 – reading
		Easter holiday
Sum1-1	April	



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



Subject: French Y10 2020/21

Unit: Studio AQA Module 1: *Qui suis-je?* (GCSE theme: Identity and culture)

Medium-term plan: Autumn 1

Year 10 Autumn Half Term 1	Studio AQA Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities/resources/ differentiation
			Grammar		
Week 1	<p><i>Unité 1</i> pp. 10–11 <i>A comme</i> <i>amitié</i></p> <p>(Exercises from <i>Point de</i> <i>départ 1</i> pp 6-7 and/or <i>Point de</i> <i>départ 2</i> pp. 8-9 can be used as starters)</p>	<p>Talking about friends and what makes a good friend Using irregular verbs in the present tense</p>	<p>Irregular verbs in the present tense The relative pronoun <i>qui</i></p>	<p><i>Je pense que / Pour moi, les qualités importantes chez un ami sont</i> <i>le sens de l'humour / la patience</i> <i>Un bon ami est</i> <i>compréhensif / énergique /</i> <i>équilibré / fidèle / gentil</i> <i>Un bon ami n'est pas</i> <i>de mauvaise humeur / impatient /</i> <i>jaloux / prétentieux / raciste</i> <i>Un bon ami (est quelqu'un qui)</i> <i>croit en moi / dit toujours la vérité</i> <i>X est / semble / a l'air</i> <i>extrêmement / vraiment / plutôt</i> <i>agaçant(e) / fort(e) / puissant(e)</i> <i>est maigre comme un clou / léger</i> <i>(légère) comme une plume</i></p>	<p>Front-of-Class p.010 Reading Cultural and Literary Texts worksheet Homework/Practice Listening Reading Vocabulary</p>
Week 2	<p><i>Unité 2</i> pp. 12–13 <i>C'est de</i> <i>famille!</i></p>	<p>Talking about family relationships Using reflexive verbs in the present tense</p>	<p>Possessive adjectives Reflexive verbs in the present tense Emphatic pronouns</p>	<p><i>X est le beau-père / le frère / la</i> <i>demi-sœur / l'ex-mari de Y.</i> <i>Il/Elle est fort(e) / extraverti(e) /</i> <i>introverti(e) / débrouillard(e)</i> <i>adopté(e) / divorcé(e) / séparé(e)</i> <i>Il/Elle s'entend bien avec / se</i> <i>dispute avec</i> <i>sa famille / son frère / ses parents</i> <i>/ ses enfants.</i> <i>Ils/Elles s'aiment beaucoup / se</i> <i>chamaillent.</i></p>	<p>Front-of-Class p.012 Speaking skills worksheet p.012 Grammar presentation (x2) p.012 Grid p.013 Video: <i>C'est de</i> <i>famille!</i>; Video transcript & worksheet Homework/Practice Listening Grammar Vocabulary</p>



Week 3	Unité 3 pp. 14–15 On va voir un spectacle?	Making arrangements to go out Using the near future tense	The near future tense	<i>Samedi matin, ... Je vais/Tu vas/On va ... aller au match faire les magasins voir un spectacle venir chez moi Tu peux venir? On se retrouve quand? Tu y vas avec qui? Tu y vas comment? D'accord. À plus! / À plus tard!</i>	Front-of-Class p.014 Translation into French worksheet p.014 Grammar presentation Homework/Practice Listening Vocabulary
Week 4	Unité 4 pp. 16–17 <i>Quelle soirée!</i>	Describing a night out with friends Using the perfect tense	The perfect tense	<i>Nous sommes allés en ville. hier soir à 20 heures d'abord après parce que c'était... J'ai/Il a/Elle a/Nous avons ... visité le musée vu un match/une exposition embrassé ... Je suis/Il est/Elle est/Nous sommes ... entré(e)(s) dans un restaurant sorti(e)(s) monté(e)(s) dans le bus tombé(s) amoureux, tombée(s) amoureuse(s)</i>	Front-of-Class p.016 Grid p.017 Grid Homework/Practice Listening Reading Vocabulary
Week 5	Unité 5 pp. 18–19 <i>Il était une fois ...</i>	Talking about your life when you were younger Using the imperfect tense	The imperfect tense	<i>Quand j'étais plus jeune... J'habitais à Manchester / dans une grande maison / avec mon beau-père. J'allais à l'école primaire</i>	Front-of-Class p.018 Translation into English worksheet p.018 Grid



				<i>J'avais un petit nez / un beau sourire. J'étais mignon(ne) / adorable Je jouais au foot / aux Lego®. J'aimais le chocolat / les peluches Je détestais les légumes / les chiens. Je portais un uniforme scolaire Je rêvais d'être pompier / danseur(euse).</i>	p.018 Grammar presentation Homework/Practice Listening Vocabulary
Week 6	<i>Unité 6</i> pp. 20–21 <i>La personne que j'admire</i>	Discussing role models Using the present, perfect and imperfect tenses	Using the present, perfect and imperfect tenses Using a variety of tenses	<i>Moi, j'admire X parce qu'il/elle a / avait du courage de la créativité Mon héros/Mon héroïne, c'est ... J'aimerais bien être comme lui/elle Il/Elle ... m'impressionne énormément est devenu(e) ... aide/a aidé ... a/avait de la détermination est/était courageux, courageuse face à des dangers terribles lutte/a lutté pour ... a obtenu ...</i>	Front-of-Class p.020 Reading Literary and Cultural Texts worksheet Homework/Practice Listening Grammar Vocabulary
Week 7	Revision and Assessment Could use: - Pupil Book pp. 22-23 <i>Contrôle de lecture et d'écoute</i> , pp. 24-25 <i>Contrôle oral</i> , pp. 26-27 <i>Contrôle écrit</i> , pp. 28-29 <i>Vocabulaire</i> , p. 198 <i>À toi</i> , with their corresponding digital resources. Assessment Pack End of Module 1 tests - writing				



Subject: French Y10 2020/21

Unit: Studio AQA Module 2: *Le temps de loisirs* (GCSE theme: Identity and culture)

Medium-term plan: Autumn 2

Year 10 Autumn Half Term 2	Studio AQA Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities/resources/ differentiation
			Grammar		
Week 1	<i>Point de départ</i> 1 and 2, pp. 28–31	Revising sport and music Revising technology, films and TV	The verb <i>faire</i>	<p><i>Qu'est-ce que tu fais pendant ton temps libre?</i> <i>Je fais du vélo / cyclisme / de la danse / des randonnées.</i> <i>Je trouve ça super / ennuyeux / barbant / nul</i> <i>Moi, j'écoute ma musique sur mon téléphone portable avec mes écouteurs.</i> <i>En général, j'écoute ma musique sur une tablette.</i> <i>Mon chanteur/Ma chanteuse préféré(e), c'est... car j'aime ses paroles / ses mélodies.</i> <i>Ça me donne envie de...</i> <i>Ça me rend...</i> <i>J'ai téléchargé...</i> <i>Mais je n'aime pas du tout ...</i></p> <p><i>J'ai une passion pour les...</i> <i>Je ne suis pas fan de...</i> <i>films d'action / films d'horreur / films de science-fiction</i> <i>J'adore / Je n'aime pas...</i> <i>les documentaires / les séries / les émissions de musique</i> <i>Une émission que je ne rate jamais, c'est...</i> <i>D'abord,... Et puis... Ensuite,... j'ai joué... / j'ai fait...</i></p>	<p>Front-of-Class p.030 Grammar presentation p.031 Grid p.033 Grid Incorporate the use of the <u>Venn Diagram</u> to build comprehension skills - to compare and contrast information when talking about music</p>



				<i>Avant de me coucher, j'ai...</i>	
Week 2	<i>Unité 1</i> pp. 34–35 <i>Tu es plutôt foot, tennis ou basket?</i>	Talking about sport Using <i>depuis</i> + the present tense	<i>depuis</i> + the present tense The position of adjectives	<i>Je fais du/de la/de l'... depuis x mois / ans.</i> <i>J'aime beaucoup ça car c'est facile / ludique / sympa / rapide</i> <i>C'est un sport qui est bon pour le corps / le mental / le cœur ...et qui demande... de l'endurance / de bons réflexes.</i> <i>Ça m'aide à décompresser.</i> <i>Ça me fait du bien.</i>	Front-of-Class p.034 Grid p.034 Grammar presentation p.034 Translation into English worksheet Homework/Practice Listening Reading Vocabulary
Week 3	<i>Unité 2</i> pp. 36–37 <i>Ma vie d'internaute</i>	Talking about your life online Using the comparative	Comparative adjectives The relative pronoun <i>que</i> ('which')	<i>Je suis passionné(e) de... depuis... Il y a... j'ai créé... Ça ne marche pas très bien.</i> <i>J'ai / Je n'ai pas beaucoup d'abonnés / beaucoup de mentions 'J'aime'.</i> <i>L'été prochain, je vais travailler avec x car il/elle est... plus énergique / optimiste moins arrogant(e) / technophobe.</i> <i>Nous allons créer...</i>	Front-of-Class p.036 Grammar presentation Homework/Practice Listening Reading Vocabulary
Week 4	<i>Unité 3</i> pp. 38–39 <i>La lecture</i>	Talking about books and reading More practice of the imperfect tense	The imperfect tense	<i>Quand j'avais x ans, je lisais... J'aimais... Maintenant, je lis... sur ma tablette / sur mon ordi.</i> <i>Maintenant, les jeunes lisent... Je trouve ça génial.</i> <i>À mon avis, Internet a tué les joies de la lecture.</i> <i>Avant, mes parents / grands-parents / copains... étaient / faisaient / lisaient</i> <i>Aujourd'hui, les jeunes... sont / font / lisent</i> <i>Je trouve que c'est... bien / mieux / un peu dommage.</i>	Front-of-Class p.038 Grid p.038 Literary and Cultural Texts worksheet Homework/Practice Listening Grammar Vocabulary



Week 5	<i>Unité 4</i> pp. 40–41 <i>Mes émissions préférées</i>	Talking about television programmes Using direct object pronouns (<i>le, la, les</i>)	Direct object pronouns	<i>Mon émission de télé préférée, c'est... C'est un/une... Je le/la regarde toutes les semaines / tous les jours / tous les mois. Je le/la trouve formidable / super / génial(e).</i>	Front-of-Class p.040 Grammar presentation p.040 Speaking skills worksheet p.041 Grids 1 & 2 p.041 Video: <i>Mes émissions préférées</i> ; Video transcript & worksheet Homework/Practice Listening Vocabulary
Week 6	<i>Unité 5</i> pp. 42–43 <i>Zoom sur le cinéma</i>	Talking about actors and films Using superlative adjectives	The superlative	<i>Je suis passionné(e) de cinéma. J'admire... Je suis fan de... depuis... Il est le plus... Il/Elle est le/la plus... beau/belle / intelligent(e) / talentueux(ueuse) Chez lui/elle, il y a très peu de prétention / de vanité Il/Elle est extrêmement modeste / sincère J'ai vu le film x il y a un moment et depuis, je suis fan. Apparemment, quand il/elle était jeune... Il/Elle compte parmi les acteurs les plus connus et les plus appréciés du monde.</i>	Front-of-Class p.042 Grid p.042 Grammar presentation p.042 Translation into French worksheet Homework/Practice Listening Reading Vocabulary
Week 7	Revision and Assessment Could use: - Pupil Book pp. 44-45 <i>Contrôle de lecture et d'écoute</i> , pp. 46-47 <i>Contrôle oral</i> , pp. 48-49 <i>Contrôle écrit</i> , pp. 50-51 <i>Vocabulaire</i> , p. 199 <i>À toi</i> , with their corresponding digital resources. Assessment Pack End of Module 1 tests – listening, speaking				



ST. MARY MAGDALENE

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founded in faith since 1840.*