

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2022-23 – French											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
7 weeks (17 Lessons) (33 Days)											
Tues 5-Sep	A	1	Leisure Activities Module 2 Lesson 1: Point de Départ 1: Revising Sport & Music Using the present tense (different verb forms). Lesson 2: Point de Départ 1: Revising Sport & Music Using three time frames to describe sport.	Foundational Concepts Adverbs of frequency Faire/jouer conjugations Opinions +inf Depuis + present tense subjunctive – après avoir comparatives past, present and future tenses, pronouns and possessive adjectives Tier 2/3 Vocabulary Adverbs of frequency Faire/jouer conjugations Opinions +inf Depuis + present tense subjunctive – après avoir comparatives past, present and future tenses, pronouns and possessive adjectives							
11-Sep	B	2	Lesson 3: Point de départ 2: Revising Technology, Film & TV: Using three time frames to communicate information on film and TV. Lesson 4: Point de depart 2: Revising Technology, Film & TV Expressing higher-level opinions on free time activities. Lesson 5: Exam Skill Lesson: Applying higher-level opinions and three tenses to a photo card task.								
18-Sep*	A	3	Lesson 6: Talking about sport: Using complexity with the present tense (depuis) and different verb forms. Lesson 7: Talking about sport: Using the 3 rd person to describe sportsmen/sports women. Recall/ mid term assessed task								
25-Sep	B	4	Lesson 8: Talking about your life online: Using the present tense to communicate information about technology. Lesson 9: Talking about your life online: Using comparatives to describe technology. Lesson 10: Exam Skill Lesson: 90 Word Task communicating information about Theme 1. Recall EBI	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Using three tenses to communicate information about sport.</td><td>Using three tenses with different pronouns. Using a wider range of adverbs of frequency. Applying tenses to GCSE Exam requirements.</td><td>To further, develop an understanding of the imperfect and simple future tenses. To continue to develop higher-level opinions and pronouns.</td></tr></table>		Prior (Y9)	Current (Y10)	Next (Y11)	Using three tenses to communicate information about sport.	Using three tenses with different pronouns. Using a wider range of adverbs of frequency. Applying tenses to GCSE Exam requirements.	To further, develop an understanding of the imperfect and simple future tenses. To continue to develop higher-level opinions and pronouns.
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Using three tenses to communicate information about sport.	Using three tenses with different pronouns. Using a wider range of adverbs of frequency. Applying tenses to GCSE Exam requirements.	To further, develop an understanding of the imperfect and simple future tenses. To continue to develop higher-level opinions and pronouns.									
2-Oct	A	5	Lesson 11: Talking about books and reading Using the imperfect tense with ‘je’ to describe reading. Lesson 12: The Imperfect Tense: Recognising the imperfect tense with other pronouns to describe reading.								
9-Oct	B	6	Lesson 13: Talking about TV Programmes: Expressing opinions on TV Lesson 14: Talking about TV Programmes: Using direct object pronouns to communicate opinions on TV	Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature? Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice. French Film / Television – Auguste et Louis Lumière – cinématographe L’arivée d’un train, La Ciotat à Paris 1895. French Literature – Victor Hugo, Jean-Paul Sartre Careers links Content links to GCSE studies and foundational knowledge for KS5 studies in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and							
16-Oct	A	7	Lesson 15: Talking about actors & films: Describing Actors using comparatives and superlatives Lesson 16: Extended writing preparation lesson. Modelling how to access a 90-word Task. Lesson 17: Extended Written Task with peer assessment. <u>GCSE/Exam Links</u> Lessons cover 5 modalities. Content: Lifestyle, Family, Friends, Hobbies (Theme 1)								

				<p>understand information about their future.</p> <p><i>Equality Diversity and Inclusion (EDI) links?</i></p> <p>Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference France/ England and other Francophone countries.</p> <p>Assessment</p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly homework, exam skills / questions implemented within lessons, exam skill lessons, and feedback relating to exam questions.</p> <p>Summative Assessment Task: Extended written tasks</p> <p><u>Unit Learning Outcomes</u></p> <p>GW - students can use and recognise present tense verbs to say what they do during their free time. Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly</p> <p>BI - students can use and recognise 3 tenses to describe their free time and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future</p> <p>EW - In addition, students can write coherent extended texts using a wide variety of tenses areas, using language effectively to narrate, inform interest and convince. Use language creatively to express their individual thoughts, ideas and points of view and that of others.</p>
23- Oct	B	8		
6-Nov	A	9	<p>Celebrations & Traditions Module 3</p> <p>Lesson Sequence of Content: Lesson 1: Point de depart 1: Talking about food and meals. Using the present tense (range of verb forms) to communicate information on meal times. End of Unit Writing EB1 Lesson 2: Point de depart 2. Discussing Shopping for Clothes Using the present tense to communicate information on clothes.</p>	<p>Foundational Concepts</p> <p>Food drinks / Negatives / Past tense / Present Tense / Future Tense / Modal Verbs / Clothes / Reflexive verbs / Reflexive Verbs with the Perfect Tense / Key Question Words / French Traditions / Festivals / Using Tu and Vous</p>

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13-Nov	B	10	Lesson 3: Exam Skill Lesson: Role Play tasks relating to shopping and eating out. Lesson 4: Describing your daily routine: Using reflexive verbs to describe daily routine.	Tier 2/3 Vocabulary Food drinks / Negatives / Past tense / Present Tense / Future Tense / Modal Verbs / Clothes / Reflexive verbs / Reflexive Verbs with the Perfect Tense / Key Question Words / French Traditions / Festivals / Using Tu and Vous						
20-Nov	A	11	Lesson 5: Describing your daily routine: Using modal verbs pouvoir and devoir Lesson 6: Talking about Food for special celebrations. Using 'on' in the present tense to describe meal times. Lesson 7: Talking about food for special occasions: Using plural pronouns in the present tense to describe celebrations.							
27-Nov	B	12	Lesson 8: Exam Skill Lesson: Using the present tense to describe a photo card. Recalling three tenses to communicate information about celebrations and traditions. Lesson 9: Using polite language Using the tu form of verbs to form questions. Recall/ mid term assessed task							
4-Dec	A	ST1	Lesson 10: Forming Questions using polite language Using the vous form of verbs to form questions. Lesson 11: ST2 Preparation: Modelling how to access a listening exam. Lesson 12: ST2 Preparation: Modelling how to access a reading exam. Recall EBI							
11-Dec	B	ST1	Lesson 13: ST2 Preparation: Modelling how to access a writing exam (Recall Unit 1 Family and Friends / Unit 2 Free time activities) Content: Traditions and celebrations (Theme 1) Lesson 14: ST2 Examination							
18-Dec	A	15	Lesson 15: ST2 Examination. Lesson 16: Examination Feedback / General Conversation question booklet. Lesson 17: Examination Feedback / General Conversation question booklet. <ul style="list-style-type: none"><u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Traditions and celebrations (Theme 1)	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Using three tenses to describe events and clothing items. Using irregular perfect tense verbs.</td><td>Applying tenses and reflexive verbs to GCSE exams. Using si clauses and the conditional tense. Using irregular verbs devoir and vouloir. Using indirect object pronouns.</td><td>Using reflexive verbs with a range of pronouns. Using modal verbs</td></tr></table> Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature? Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice. La fête Nationale 14 Juillet, Le Chanteleur, Le Noël, Festival de Cannes, Carnaval de Nice. Careers links Content links to GCSE studies and foundational knowledge for KS5 studies in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future. Equality Diversity and Inclusion (EDI) links? Students are presented with a diverse diet of representatives from all communities within the Francophone	Prior (Y9)	Current (Y10)	Next (Y11)	Using three tenses to describe events and clothing items. Using irregular perfect tense verbs.	Applying tenses and reflexive verbs to GCSE exams. Using si clauses and the conditional tense. Using irregular verbs devoir and vouloir. Using indirect object pronouns.	Using reflexive verbs with a range of pronouns. Using modal verbs
Prior (Y9)	Current (Y10)	Next (Y11)								
Using three tenses to describe events and clothing items. Using irregular perfect tense verbs.	Applying tenses and reflexive verbs to GCSE exams. Using si clauses and the conditional tense. Using irregular verbs devoir and vouloir. Using indirect object pronouns.	Using reflexive verbs with a range of pronouns. Using modal verbs								

				<p>world. Students look at the difference between festivals and customs in France/ England and other Francophone countries.</p> <p>Assessment</p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly homework, exam skills / questions implemented within lessons, exam skill lessons, and feedback relating to exam questions.</p> <p>Summative Assessment Task: Extended written tasks. ST1 Exams.</p> <p><u>Unit Learning Outcomes</u></p> <p>GW: students can use a variety of tense verbs to say what they do during specific customs and festivals using topic specific vocab (3 tenses minimum). Additionally, Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly</p> <p>BI: Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</p> <p>EW: Students can also use direct/indirect object pronouns In addition students can write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view.</p>
Christmas Holiday			7 weeks (17 lessons) (33 Days)	
			<p>Traditions & Celebrations /Module 4 Where I live</p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Describing family celebrations: Recognising texts referring to three tenses describing celebrations.</p> <p>Lesson 2: Describing family celebrations: Describing a celebration using three tenses (F) Using venir de + infinitive (H)</p> <p>Lesson 13: Exam Skill Lesson: Role Play Tasks – Focus on forming questions.</p> <p>Lesson 14: Discussing plans and the weather: Describing the weather: Using the present (F) and simple future tenses (H)</p> <p>Lesson 15: Describing community projects: Understand texts referring to three tenses to describe where I live.</p>	<p>Foundational Concepts</p> <p>Weather (3 Tenses), Compass points, Il y a, Negatives, Imperative, Partitive article, Places in Town, Adjectives to describe town, modal verbs – on peut / on pourrait, Complex negatives, Present tense, Conditional Tense, Future Tense, Simple Future tense, Expressing higher level opinions</p> <p>Tier 2/3 Vocabulary</p> <p>Weather (3 Tenses), Compass points, Il y a, Negatives, Imperative, Partitive article,</p>
8-Jan	B	16		
15-Jan	A	17	Lesson 3: Exam Skill Lesson – 90-word task describing celebrations.	

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			Lesson 4: Point de depart 1 – Describing where I live using the present tense Lesson 5: Point de depart 2 – Describing the weather where I live using the present tense.	Places in Town, Adjectives to describe town, modal verbs – on peut / on pourrait, Complex negatives, Present tense, Conditional Tense, Future Tense, Simple Future tense, Expressing higher level opinions, Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature? Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice.						
22-Jan	B	18	Lesson 6: Describing a region Using ‘y’ to communicate information about my town. Lesson 7: Describing a region Using the present tense to communicate information about my town (sports, weather, places in town) Recall/ mid term assessed task							
29-Jan	A	19	Lesson 8: Exam Skill Lesson: Role Play Tasks / 40 word written tasks (F) Lesson 9: Talking about problems in your town: Recognising local problems and negatives to describe town Lesson 10: Talking about problems in your town: Using negatives to communicate problems about where I live Recall EBI							
5-Feb	B	20	Lesson 11: Discussing what to see and do: Understanding information about tourist attractions where I live Lesson 12: Asking questions about where we live: Forming questions about tourist attractions where I live.							
12-Feb	A	21	Lesson 13: Exam Skill Lesson: Role Play Tasks – Focus on forming questions. Lesson 14: Discussing plans and the weather: Describing the weather: Using the present (F) and simple future tenses (H) Lesson 15: Describing community projects: Understand texts referring to three tenses to describe where I live.							
			Lesson 16: Understanding a combination of tenses: Using three tenses in a 90-word task to describe town. (EWT preparation) Lesson 17: Extended written task + Peer Assessment. • <u>GCSE/Exam Links</u> Lessons cover all 5 modalities. Content: House & Region (Theme 2)	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Describing town and home with il y a and il n’y a pas de. Using the simple future tense with ‘je’. Communicating basic negatives using ne...pas.</td><td>Using three tenses to describe the weather. Applying the simple future tense with the weather and a range of pronouns. Using the ‘y’ pronoun. Students to use a wider range of negatives. Forming questions.</td><td>To develop wider range of key question words to apply in a GCSE Role Play/ General Conversation. Using tu and vous accurately.</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)	Describing town and home with il y a and il n’y a pas de. Using the simple future tense with ‘je’. Communicating basic negatives using ne...pas.	Using three tenses to describe the weather. Applying the simple future tense with the weather and a range of pronouns. Using the ‘y’ pronoun. Students to use a wider range of negatives. Forming questions.	To develop wider range of key question words to apply in a GCSE Role Play/ General Conversation. Using tu and vous accurately.
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				Careers links Content links to GCSE studies and foundational knowledge for KS5 studies in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future. Equality Diversity and Inclusion (EDI) links? Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference						

				<p>between towns in France/ England and other Francophone countries.</p> <p>Assessment</p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly homework, exam skills / questions implemented within lessons, exam skill lessons, and feedback relating to exam questions.</p> <p>Summative Assessment Task: Extended written tasks</p> <p><u>Unit Learning Outcomes</u></p> <p>GW: Students can refer to three time frames accurately to describe events in their town. Additionally, demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</p> <p>BI: Students are able to use the imperfect tense to describe their town. Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three frames.</p> <p>EW: Students can also use the simple future to discuss resolving issues in town and future plans. Some more complex grammatical structures and some less common vocabulary. Understand longer authentic texts (e.g. news magazine articles, email exchanges). Translate short passages, containing more complex language and grammar, accurately into English with occasional errors.</p>
Half-Term 5 weeks (12 lessons) (25 Days)				
26-Feb			<u>Holidays 12 Lessons</u> <u>Lesson Sequence of Content:</u> Lesson 1: Point de Départ 1: Knowing countries. Communicating holiday activities using the present tense. End of Unit Writing EB Lesson 2: Point de Départ 1: Using reflexive verbs in the present tense to communicate activities on holiday.	Foundational Concepts countries, present tense with aller and different pronouns, expressing opinions and justifications with verbs, past, present, future, simple future, pluperfect tenses, adverbs of frequency, the conditional tense, avant de + infinitive, nouns for transport, key question words, forming questions, reflexive verbs in the present and past tenses, key vocab for speaking and writing exams Tier 2/3 Vocabulary
4-Mar	B	22	Lesson 3: Point de départ 2: Recognising three tenses describing a holiday Lesson 4: Point de Départ 2: Using three tenses to describe a holiday Lesson 5: Photo Card Exam Skill Lesson: Using three tenses on a photo card task	
11-Mar	A	23	Lesson 6: Talking about ideal holiays Understanding the conditional tense and je voudrais.	
	B	24		

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			Lesson 7: Talking about ideal holidays Using the conditional tense with to communicate information about an ideal holiday.	countries, present tense with aller and different pronouns, expressing opinions and justifications with verbs, past, present, future, simple future, pluperfect tenses, adverbs of frequency, the conditional tense, avant de + infinitive, nouns for transport, key question words, forming questions, reflexive verbs in the present and past tenses, key vocab for speaking and writing exams
18-Mar	A	25	Lesson 8: Practising the Conditional Tense: Using the conditional tense with a range of pronouns and irregular verbs to communicate information about an ideal holiday. (On pourrait + infinitive) Lesson 9: Talking about accommodation:: Understanding information about holiday accommodation. (present tense / reflexive verbs in the past tense) Lesson 10: Talking about accommodation: Reserving accommodation on holiday using Role Play skills. Recall/ mid term assessed task	Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature? Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice. Les pays francophone – French speaking nations, La guerre d'Algérie, Dialects of French,, Finite moods – the present tense, infinitives, Non-finite moods, the perfect tense, Transport – La Concorde, Le TGV Careers links Content links to GCSE studies and foundational knowledge for KS5 studies in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future. Equality Diversity and Inclusion (EDI) links? Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between holiday preferences and traditional monuments in France and other Francophone countries. Assessment Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly homework, exam skills / questions implemented within lessons, exam skill lessons, and feedback relating to exam questions. Summative Assessment Task: Extended written tasks
25-Mar*			Lesson 11: Talking about restaurants: Understanding key nouns and verbs relating to food. Ordering a restaurant using role-play skills. Lesson 12: Talking about restaurants: Communicating opinions on restaurants. Accessing GCSE listening and reading questions referring to restaurant reviews. Recall EBI <u>GCSE/Exam Links</u> Lessons cover 5 modalities. Content: Holidays (Theme 2)	
	B	26		

Easter Holiday ^{6,7}		6 weeks (15 lessons) (29 Days)								
15-Apr	A	27	Holidays Module 5 / Exam Practice 15 Lessons <u>Lesson Sequence of Content:</u> Lesson 1: En route: Talking about travelling. Using the present tense with opinions. Lesson 2: En route : Talk about travelling. Using avant de + infinitive							
22-Apr	B	28	Lesson 3: En route : Talking about travelling : Accessing GCSE Role Plays regarding travelling on holiday. Lesson 4: On négocie au souk. Using demonstrative adjectives. Lesson 5: On négocie au souk : Using demonstrative pronouns. Recall/ mid term assessed task							
29-Apr	A	29	Lesson 6: Exam Skill Lesson : Photo Card / 40 word (f) 150 word (H) Lesson 7: C'était Catastrophique: Using the past tense to talk about holiday disasters. Recall EBI							
6-May*	B	30	Lesson 8: C'était Catastrophique: Using the pluperfect tense to talk about holiday disasters. Lesson 9: Preparing for End of Unit Writing: Modelling Photocard, 40-words, 90-words (F), 150-words (H) Lesson 10: End of Unit Writing Task. Photocard, 40-words, 90-words (F), 150-words (H)							
13-May	A	31	Lesson 11: General Conversation Questions. Lesson 12 : ST2 (2021 Paper) Preparation: Walking Talking Mock : Listening (Topic Tests Exam Pro : Unit 1 Self, Family & Friends							
20-May	B	32	Lesson 13: ST2 (2021 Paper) Preparation : Walking Talking Mock : Reading (Topic Tests Exam Pro : Unit 1 Self, Family & Friends Lesson 14 : ST2 (2021 Paper) Preparation : Walking Talking Mock : Listening (Topic Tests Exam Pro : Unit 2 Free time activities Lesson 15 : ST2 (2021 Paper) Preparation : Walking Talking Mock : Reading (Topic Tests Exam Pro : Unit 1 Self, Family & Friends							
			<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th></th></tr><tr><td>Communicating details of holidays with three tenses. Using the conditional tense to communicate plans.</td><td>To apply the simple future tense and imperfect tense to communicate details about holidays. Using 'en' pronoun. Recognising and using the pluperfect tense in the singular form.</td><td>To describe and justify indirect personal preferences using five tenses. Examining and planning the project.</td></tr></table>		Prior (Y9)	Current (Y10)		Communicating details of holidays with three tenses. Using the conditional tense to communicate plans.	To apply the simple future tense and imperfect tense to communicate details about holidays. Using 'en' pronoun. Recognising and using the pluperfect tense in the singular form.	To describe and justify indirect personal preferences using five tenses. Examining and planning the project.
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			<u>Unit Learning Outcomes</u> GW: students can use and recognise present tense verbs to say what they do during their holidays. Additionally, demonstrate understanding of a range of short passages that include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. BI: students can use and recognise 3 tenses to describe their holidays and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.							

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				<p>EW: In addition, students can write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform interest and convince. Use language creatively to express their individual thoughts, ideas and points of view and that of others.</p> <p>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</p> <p>Les pays francophone – French speaking nations, La guerre d'Algérie, Dialects of French,, Finite moods – the present tense, infinitives, Non-finite moods, the perfect tense, Transport – La Concorde, Le TGV</p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice.</p> <p>Careers links</p> <p>Content links to GCSE studies and foundational knowledge for KS5 studies in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future.</p> <p><i>Equality Diversity and Inclusion (EDI) links?</i></p> <p>Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between holiday preferences and traditional monuments in France and other Francophone countries.</p> <p>Assessment</p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly homework, exam skills / questions implemented within lessons, exam skill lessons, and feedback relating to exam questions.</p> <p>Summative Assessment Task: Extended written tasks</p>
Half-Term			7 weeks (17 lessons) (35 Days)	

3-Jun	A	33	<u>ST2 Exams / Unit 1 (Recall) Self, Family & Friends.</u> GCSE Mock Speaking TBC <u>Lesson Sequence of Content:</u> Lesson 1: ST2 (2020 Paper) Preparation : Walking Talking Mock : Writing: Unit 1 Healthy Living Lesson 2: ST2 (2020 Paper) Preparation : Walking Talking Mock : Writing: Unit 5 Holidays	Foundational Concepts Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense. Tier 2/3 Vocabulary Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense. Reflexive verbs in different tenses.						
10-Jun	B	ST2	Lesson 3: ST2 Examination (2022 Paper) Unit 4 Recall Lessons Lesson 4: ST2 Examination (2022 Paper) Unit 3 Recall Lessons	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Family members vocabulary introduced in year 7.</td><td>Discussing relationships with family members.</td><td>Using reflexive verbs confidently in all tenses in the context of family and relationships.</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11)	Family members vocabulary introduced in year 7.	Discussing relationships with family members.	Using reflexive verbs confidently in all tenses in the context of family and relationships.
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Family members vocabulary introduced in year 7.	Discussing relationships with family members.	Using reflexive verbs confidently in all tenses in the context of family and relationships.								
17-Jun	A	ST2	Lesson 5: ST2 Examination (2022 Paper) Unit 5 Recall Lessons Lesson 6: ST2 Examination (2022 Paper) Feedback Lesson 7: ST2 Examination (2022 Paper) Feedback							
24-Jun	B	ST2	Lesson 8: Walking Talking Mock GCSE Speaking: Photo Card Lesson 9: Walking Talking Mock GCSE Speaking: Role Play / General Conversation							
1-Jul	A	37	Lesson 10:Point de depart: Revising Family and describing personality. Lesson 11: Point de depart: revising family and describing physical appearance. Lesson 12: Un bon ami : Describing what makes a good friend.							
8-Jul	B	38	Lesson 13: Un bon ami : Describing what makes a good friend using irregular verbs in the present tense. Recall Task Lesson 14: C'est de famille : Talking about family relationships	Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature? Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice. <u>Unit Learning Outcomes</u> GW: students can use and recognise present tense verbs to discuss family and friends. Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly BI: students can use and recognise 3 tenses to discuss family and friends and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. EW: In addition, students can write coherent extended texts using a variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express their individual thoughts, ideas and points of view and that of others.						
15-Jul	A	39	Lesson 15: C'est de famille : Using reflexive verbs Lesson 16 : On va voir un spectacle : Using the near future tense with different pronouns. Lesson 17 : Exam Skill Lesson : Photo Card Task : Using three tenses Recall EBI <ul style="list-style-type: none"><u>GCSE/Exam Links</u> Lessons cover 5 modalities. Content: Holidays (Theme 2), Self, Family & Friends (Theme 1), House & Region (Theme 2)		Links with English (fast-food, musique). French speakers use the 24 hour clock					

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				<p>when telling the time. Different words for friend (copain/ami), link to the words for boyfriend and girlfriend (petit(e) ami(e).</p> <p>Careers links</p> <p>Content links to GCSE studies and foundational knowledge for KS5 studies in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future.</p> <p>Equality Diversity and Inclusion (EDI) links?</p> <p>Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at famous high profile people from Francophone countries.</p> <p>Assessment</p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly homework, exam skills / questions implemented within lessons, exam skill lessons, and feedback relating to exam questions.</p> <p>Summative Assessment Task: Extended written tasks</p>
(Total: 190 Days)				

* Bank Holidays

Overview of Year 10	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 8, students will have learned
GW: (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: (E.g. Grades 2-3M)	<i>Students can recognise</i>
EW: (E.g. Grades 3U-4L)	<i>Students can understand information from a variety</i>

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE and exam skills?
- Known misconceptions?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)