

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 2025-26 – French											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
8 weeks (19 Lessons) (33 Days)											
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<b>Leisure Activities Module 1</b> Tu as du temps a perdre?  Lesson 1: <b>Zone de culture: expressing opinions Sport &amp; Music in the francophone world</b> Using different opinion phrases. Lesson 2: <b>unit 1 Ma vie en ligne 1: Expressing what you do on line - recall present tense of er verbs</b>	<b>Module 1</b> <b>Foundational Concepts</b>  Adverbs of frequency Faire/jouer conjugations Opinions +inf Depuis + present tense subjunctive – après avoir comparatives past, present and future tenses, pronouns and possessive adjectives							
8-Sep	B	2	Lesson 3/4: <b>Unit 2 Tu as une vie active?</b> Using three time frames to communicate information what you do to stay active. <b>Exam Skill Lesson: Applying higher-level opinions and three tenses to a photo card task and transcribing from a listening text.</b> Lesson 5: <b>Unit 3 Qu'est-ce que tu regardes ?</b> Discussing what you watch on the TV <b>Exam skill – Introduce GCSE style role plays</b>	<b>Tier 2/3 Vocabulary</b>  Adverbs of frequency Faire/jouer conjugations Opinions +inf Depuis + present tense subjunctive – après avoir comparatives past, present and future tenses, pronouns and possessive adjectives							
15-Sep (INSET Friday)	A	3	Lesson 6/7 :Unit 4 Qu'est-ce qu'on va faire ? – discussing plans to go out using the near future tense . <b>Exam Skill focus: Dictation</b> <b>Recall/ mid term assessed task</b>	<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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22-Sep	B	4	Lesson 8/9: Unit 5 Qu'est-ce que tu as fait ? – Discussing what you did last weekend. Lesson 10: <b>Exam Skill Lesson: AQA writing Task communicating information about Theme 1.</b> <b>Recall EBI</b>								
29-Sep	A	5	Lesson 11/12: Unit 6 – J'ai participé aux jeux de la Francophonie Practise forming and answering questions <b>Exam Skill focus: Translation</b>								
6-Oct	B	6	Lesson 13/14: Focus on skills using exam skills pgs 20-28 <b>Exam Skill focus: Read aloud</b> Lesson 15: <b>Extended AQA style Written Task</b>								
13-Oct	A	7	Lesson 16/17 <b>Module 3 Ma vie scolaire</b> Zone de culture : Au collège chez nous – discussing schools in francophone countries and describing photos	<b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</b>  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  <u>GCSE/Exam Links</u> Lessons cover 5 modalities. Content: Lifestyle, Family, Friends, Hobbies (Theme 1) <b>Careers links</b>  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><b>Equality Diversity and Inclusion (EDI) links?</b></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><i>Parent and Carers month/Black History month</i>  <i>3/9 World afro day</i>  <i>23/9 International day of sign languages</i>  <i>10/10 world mental health day</i>  <i>5/10 world teachers day</i>  <i>6/10 World cerebral palsy day</i></p> <p><b>Assessment</b></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>
20-Oct	B	8	<p>Lesson 18/19</p> <p>Unit 1 Quelle est ta matière préférée ?</p> <p>Discussing school subjects using comparisons and expressing opinions with complex reasons</p>	
3-Nov	A	9	<p>Module 3 Ma vie scolaire (continued)</p> <p>Lesson 1/2 unit 2 C'est injuste – Discussing school rules</p> <p>Lesson 3: Unit 3 As – tu fait des progrès ?Talk about what has happened in school using the past tense</p>	<p>Module 3 Ma vie scolaire</p> <p><b>Foundational Concepts</b></p> <p>Information on schools / Negatives / Past tense / Present Tense / Future Tense / Modal Verbs / Clothes / Reflexive verbs / Reflexive Verbs with the</p>
10-Nov	B	10	<p>Lesson 4: <b>Exam Skill Lesson: Role Play tasks relating to school</b> How to pronounce oi/oy.</p>	

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			<b>Recall task</b> Lesson 5: Souvenirs d'école . – Using the imperfect tense to describe what things used to be like at school <b>: Exam skill: Dictation</b> <b>EBI for recall</b>	Perfect Tense / Key Question Words / French Traditions / Festivals / Using Tu and Vous  <b>Tier 2/3 Vocabulary</b>  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						
17-Nov	A	11	Lesson 6: consolidate the imperfect tense and prepare a written paragraph to use the present and imperfect to describe school Lesson 7/8: unit 5 les langues et l'avenir – discussing learning languages and using a variety of tenses <b>Exam Skill focus: Read aloud</b>							
24-Nov	B	12	Lesson 9: <b>Exam Skill Lesson:</b> Using the present tense to describe a photo card. Recalling three tenses to communicate information about schools and dealing with unpredictable questions / gen conversation. Lesson 10: <b>Using polite language</b> Using the tu form of verbs to form questions. – Roleplay <b>Recall/ mid term assessed task</b>							
1-Dec	A	13	Lesson 11/12 Focus on skills pgs 70-78 <b>Recall EBI</b>							
8-Dec	B	14	Lesson 13/4: <b>Extended writing prep and completion on the topic of school</b> <b>F- 50/90 words</b> <b>H 90/150 words</b>							
15-Dec	A	15	Lesson 16: Recall lesson on celebrity culture – la place des idoles – discussing positive role models Lesson 17: <b>EBI for writing</b> <b>Examination dictation and speaking.</b>	<table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Using three tenses to describe school. 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> <b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b>  Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice. La fête Nationale 14 Juillet, Le Chandeleur, Le Noël, Festival de Cannes, Carnaval de Nice.  • <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Traditions and celebrations (Theme 1)  <b>Careers links</b>  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.  <b>Equality Diversity and Inclusion (EDI) links?</b>  Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the	Prior (Y9)	Current (Y10)	Next (Y11)	Using three tenses to describe school. 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
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				<p>difference between festivals and customs in France/ England and other Francophone countries.</p> <p><i>Mens health awareness month/disability confident month</i>  <i>1/11 Diwali</i>  <i>12/11 Remembrance Sunday</i>  <i>13/11-19/11 Transgender awareness week</i>  <i>14/11 World Diabetes Day</i>  <i>1/12 World AIDS day</i>  <i>25/12 Christmas Day</i></p> <p><b>Assessment</b></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>          GW: students can use a variety of tense verbs to say what they do at school 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          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.          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>
<b>Christmas Holiday</b>			7 weeks (17 lessons) (33 Days)	
5-Jan	B	16	<p><b>En pleine forme</b>          Lesson 1 Point de depart – C'est bon pour la santé          Describing different dishes and using the imperative to give health advice          Lesson 2/3          Unit 1: Bon appétit!  <i>Exam skills writing for 50 / 90 words</i>          Discussing mealtimes using the partitive article and using a variety of tenses</p>	<p><b>Foundational Concepts</b></p> <p>Key verbs to discuss an active lifestyle and free time, 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>
12-Jan	A	17	<p>Lesson 5/6          Unit 2 : Bien dans ma peau  <i>Exam skills exampro listening and reading</i></p>	<p><b>Tier 2/3 Vocabulary</b></p>

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			Discussing what supports good mental health and using modal verbs my town (sports, weather, places in town).	<p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b></p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice.</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</th></tr><tr><td>Describing free time activities 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 free time / healthy life style activities 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> <p>• <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Traditions and celebrations (Theme 1)</p> <p><b>Careers links</b></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><b>Equality Diversity and Inclusion (EDI) links?</b></p> <p>Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between towns in France/ England and other Francophone countries.</p> <p><i>LGBT+ History month 27/1 Holocaust memorial day</i></p> <p><i>1/2 World Hijab Day 6/2-12/2 Children's mental health week. 7/2 Safer internet day</i></p>	Prior (Y9)	Current (Y10)	Next (Y11)	Describing free time activities 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 free time / healthy life style activities 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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19-Jan	B	18	Lesson 7/8 Bien choisir pour ta santé – discussing unhealthy lifestyle choices and expressing how to lead a healthy lifestyle Lesson 9 exam skills speaking skills – focus on role plays / photocards Recall/ mid term assessed task – Dictation focus : Exam Skill Lesson: Writing Tasks / 50 word written tasks (F) 90 word written tasks (H)							
26-Jan	A	19	Recall EBI Lesson 10/11 Unit 4 Je change ma vie Discuss what you plan to do to change your life using the near future (F) and simple future (H) and using plus/ moins							
2-Feb	B	20	Exam Skill focus: Listening / reading Lessons 12/13/14 Unit 5 Mieux vivre Discuss lifestyle changes using a variety of tenses							
9-Feb	A	21	Focus on exam skills Pgs 94-103 Exam Skill Lesson: Speaking Tasks – Focus on photocards/ Read aloud							
			Lesson 16: Understanding a combination of tenses: Using three tenses in a 90-word task to describe town. (EWT preparation) Lesson 17: Extended written prep. Lesson 18: Extended written + Peer Assessment.							

				<p><i>10/2 Chinese New Year</i></p> <p><b>Assessment</b></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 they do to lead a healthy life style. 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 what you used to do to keep fit. 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 future plans to lead a healthy lifestyle. 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>
<b>Half-Term</b> 5 weeks ( 12 lessons) (25 Days)				
23-Feb			<p><b>Holidays 12 Lessons</b></p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: <b>zone de culture</b>: Communicating holiday activities using the present tense. F- using pour+ infinitive H- Using je voudrais and j'aimerais <b>End of Unit Writing EBI</b></p> <p>Lesson 2: <b>Unit 1 Des vacances de rêve</b> : Using conditional verbs describe an ideal holiday.</p>	<p><b>Foundational Concepts</b></p> <p>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</p> <p><b>Tier 2/3 Vocabulary</b></p> <p>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</p>
2-Mar	B	22	<p>Lesson 3/4: <b>Unit 2</b>: On part pour la Corse. On part pour la Corse- discuss what you can do on holiday using a variety structures such as on peut /il faut / on doit</p> <p>Lesson 5: <b>Photo Card Exam Skill Lesson: Using three tenses on a photo card task</b></p>	
9-Mar	A	23	<p>Lesson 6/7: <b>Unit 2</b>: On part pour la Corse ( continued)</p> <p>On part pour la Corse- discuss what you can do on holiday using a variety structures such as on peut /il faut / on doit</p> <p><b>Exam Skill focus: Translating</b></p>	
16-Mar	B	24	<p>Lesson 8/9: <b>Unit 3 le monde en fête</b>. Talking about festivals in a variety of tenses</p> <p>Lesson 10: <b>Role Play skills.</b></p> <p><b>Recall/ mid term assessed task</b></p>	
	A	25		

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23-Mar			<p>Lesson 11: ST2(2022 Paper) Preparation : Walking Talking Mock : Reading and translating (Topic Tests Exam Pro : Unit 1 Self, Family &amp; Friends</p> <p>Lesson 12 : ST2(2022 Paper) Preparation : Walking Talking Mock : Listening (Topic Tests Exam Pro : Unit 2</p> <p>Free time activities</p>	<p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</b></p> <ul style="list-style-type: none"> <li>GCSE/Exam Links.</li> </ul> <p>Lessons cover all 5 modalities.</p> <p>Content: My region and holidays</p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice.</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><b>Careers links</b></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><b>Equality Diversity and Inclusion (EDI) links?</b></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>Women's history month Ramadhan begins 1/3 21/3 World Down Syndrome day 31/3 Transgender day of visibility</p> <p><b>Assessment</b></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>
30-Mar (finish Wednesday 1 <sup>st</sup> April)	B	26	<p>Revision and ST preparation</p> <p><u>Lesson Sequence of Content:</u></p> <p>When in lesson cover a variety of skills to revise module content covered so far.</p>	
Easter Holiday <sup>6,7</sup> 6 weeks (15 lessons) (29 Days)				
20-Apr	B	ST1	<p><b>Lesson 1:</b> When in lesson cover a variety of skills to revise module 4 content (home town and region).</p>	<b>Foundational Concepts</b>

			<b>Lesson 2: Exam skills focus – Writing and translating across topics.</b>	<p>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</p> <p><b>Tier 2/3 Vocabulary</b></p> <p>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</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11)</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 develop understanding indirect/direct pronouns. To use five tenses in exam. TO recall and apply the pluperfect tense the plural form.</td></tr></table> <p><u>Unit Learning Outcomes</u></p> <p>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.</p> <p>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.</p> <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><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</b></p>	Prior (Y9)	Current (Y10)	Next (Y11)	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 develop understanding indirect/direct pronouns. To use five tenses in exam. TO recall and apply the pluperfect tense the plural form.
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27-Apr	A	29	<b>Lesson 3: Exam Skill Lesson : reading and listening skills use exam pro</b> <b>Lesson 4:</b> Examination <b>Feedback</b> / General Conversation question booklet. <b>Lesson 5:</b> Examination <b>Feedback</b> / General Conversation question booklet.							
4-May (Bank holiday Mon)	B	30	Lesson 6/7: Unit 4 ; Guide de voyage – discussing holiday accommodation and giving positive and negative opinions							
11-May	A	31	<b>Lesson 8/9: Vive les vacances – discussing staycation activities in a variety of tenses</b> <b>Lesson 10: Discuss how to approach the 150 word writing exam and practice</b>							
18-May			<b>Lesson 11/12/13: Focus on exam skills Pgs 118-128 reviews. Recall/ mid term assessed task</b>  (Timings here allow for missed lessons during the ST window)							
	B	32								



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				<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> <ul style="list-style-type: none"> <li>• <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Holidays (Theme2 )</li> </ul> <p><b>Careers links</b></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><b>Equality Diversity and Inclusion (EDI) links?</b></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><i>Good Friday 18/4 Easter Sunday 20/4 Autism and stress awareness month. 25/4 World Malaria Day 26/4 Lesbian visibility day UK national walking month. 1/5-7/5 Deaf awareness week 23/05 Vesak</i></p> <p><b>Assessment</b></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>
<b>Half-Term</b>		7 weeks (17 lessons) (35 Days)		
1-Jun	A	33	<p><b>Celebrity Culture</b></p> <p><b>Lesson 1:</b> Exam Skill Lesson: Role Play Tasks / 90(F) 150(H) word written tasks</p> <p><b>Lesson 2:</b> Exam skills General conversation questions linking to theme 2.</p>	<p><b>Foundational Concepts</b></p> <p>Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense.</p> <p><b>Tier 2/3 Vocabulary</b></p>

9-Jun	B	34	<b>Lesson 3:</b> : Exam Skill Lesson: Role Play Tasks read aloud and unpredictable questions <b>Lesson 4/5: Exam skills General conversation questions linking to theme 2.</b>	<p>Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense. Reflexive verbs in different tenses.</p> <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> <p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</b></p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice.</p> <p><u>Unit Learning Outcomes</u> <b>GW:</b> 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 <b>BI:</b> 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. <b>EW:</b> 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.</p> <p>Links with English (fast-food, musique). French speakers use the 24 hour clock when telling the time. Different words for friend (copain/ami), link to the words for boyfriend and girlfriend (petit(e) ami(e)).</p> <p><b>Careers links</b></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>	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.
Prior (Y9)	Current (Y10)	Next (Y11)								
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16-Jun	A	35	<b>Lesson 6:</b> speaking Examination prep – Role play and General conversation <b>Lesson 7:</b> speaking Examination prep – Role play and photocard ( <b>2022 Paper</b> )							
23-Jun	B	36	<b>Speaking exam mocks (sample paper)</b> <b>Lesson 8/9/10:</b> Walking Talking Mock GCSE Speaking: Photo Card, Role play, General Conversation <b>Possible mock speaking exams week</b>							
30-Jun	A	37*	Module 2 Mon clan mon tribu Lesson 11/12 Unit 1 Un weekend en famille discussing your weekend routines including reflexive verbs  Lesson 13 unit 2 L’amitié est la clé Portraits des stars - discussing your favourite celebrities and using adjectival agreements.							
7-Jul	B	38*	Lesson 14/15 Unit 3 Portraits des stars - discussing your favourite celebrities and using adjectival agreements.							
14-Jul	A	39*	Lesson 16/17/18 Unit 4 La place des idoles – discussing positive role models using direct object pronouns.							

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?

				<p><b>Equality Diversity and Inclusion (EDI) links?</b></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><i>LGBTQ+ pride month. Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day</i></p> <p><b>Assessment</b></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
<b>GW:</b> (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>
<b>BI:</b> (E.g. Grades 2-3M)	<i>Students can recognise ....</i>
<b>EW:</b> (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)