

Curriculum Overview – Year 10 French

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>Module 1</b></p> <p><b>Mon identité –</b> Qui suis-je?- <i>Who am I?</i></p>	<p>Talking about friends and what makes a good friend, family relationship</p> <p>Making arrangements to go out</p> <p>Describing a night out with friends</p> <p>Talking about your life when you were younger</p> <p>Discussing role models</p>	<p>Using present/perfect and imperfect/near future tense</p> <p>Possessive adjectives</p> <p>Reflexive verbs in the present tense</p> <p>Emphatic pronouns</p> <p>Irregular verbs in the present tense</p> <p>The relative pronoun <i>qui</i></p> <p>Life skill: Team work</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books/ homework marked with personalised feedback.</p> <p>Regular peer and self-assessment of work.</p> <p>Test review and target setting.</p> <p>End of year target setting.</p>	<p>Homework is set every week practising a variety of skills.</p> <p>Worksheets/ Textbooks/ Active Learn</p>	<p><b>Loving and compassionate:</b> Develop a sense of community, wishing well on other people</p> <p><b>United in harmony/ Be attentive</b> to other people’s lives and tastes and what makes them happy.</p> <p>Being <b>courageous</b> with speaking in a foreign language and resilient when making mistakes.</p> <p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of French builds a person’s general literacy and work ethic.</p> <p>Appreciation of cultural richness of foreign countries</p> <p>Learning about the advantages of studying</p>	<p>Vocabulary of <b>Theme 1:</b> Identity and culture in preparation for GCSE French specification</p>

<p><b>Cultural lesson:</b> <i>European Day of Languages (26<sup>th</sup> September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p>languages for future careers. Develop a sense of awe for the <b>diversity</b> of the world.</p>	
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**Autumn Term 2**

<p><b>Module 1 Continued</b></p> <p><b>Group work:</b></p>	<p>Prepare and present an interview talking about yourself.</p>	<p><i>Team work</i> <i>Public speaking</i></p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books/ homework marked with personalised feedback. Regular peer and self-</p>	<p>Homework is set every week practising a variety of skills. Worksheets/ Textbooks/ Active Learn</p>	<p><b>United in Harmony.</b> <b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p><i>Focus on public speaking oration skills and ability to answer questions under pressure (Interview skills / Public speaking)</i></p> <p>Drama</p>	
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<p><b>Cultural lesson:</b> <i>Christmas in France</i></p>	<p>To learn about French Christmas customs including food and family gathering through a video and other activities such as writing a letter to a penpal recapitulating all the topics learnt so far.</p>		<p>assessment of work. End of Module 1 test marked according to the GCSE Mark scheme. Test review and target setting for the next one.</p>		<p>Family values/ <b>United in Harmony/</b> being <b>grateful</b> for Christmas gatherings and <b>compassionate</b> for the less fortunate ones. <i>Learning about Christmas customs in France.</i> <i>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i></p>	
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<p><b>Cross Curricular Project with the Music Department</b> through the opportunities of performing a Christmas carol in French during Christmas Assemblies.</p>		<p>Developing cross-curricular skills with Music (singing/performing)</p>			<p><b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures.  <b>Dignity of God’s people</b>  Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.  Stewardship – clear reasons as to why empathy is so important.</p> <p>Music (singing)</p>	<p>Establishing cross-curricular links (Music and Singing)</p>
<p><b>Spring Term 1</b></p>						

<p><b>Module 2</b></p> <p><b>Le temps des loisirs- Leisure and Hobbies</b></p>	<p>Revising sport and music  Revising technology, films and TV  Talking about your life online  Talking about books and reading  Talking about television programmes  Talking about actors and films</p>	<p>The superlative/  Comparative adjective  Direct object pronouns  The imperfect tense  The relative pronoun <i>que</i> ('which')  The position of adjectives  <i>depuis</i> + the present tense  The verb <i>faire</i></p> <p>Internet safety.</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.  Exercise books/ homework marked with personalised feedback.  Regular peer and self-assessment of work.  End of Module 2 test marked according to the GCSE Mark scheme.  Test review and target setting</p>	<p>Homework is set every week practising a variety of skills.  Worksheets/ Textbooks/ Active Learn</p>	<p>Sense of community  To appreciate talking and asking other people about their hobbies  Be attentive to other people's lives and tastes and what makes them happy.  <b>Solidarity</b>  All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.  Learn about and appreciating different programmes/ books of the French-speaking world.  Reflect on how French youngsters compare to them and what they Are used to.  <b>Ursuline value: Grateful United in Harmony Listening and Attentive</b></p>	<p>Vocabulary of <b>Theme 1:</b>  Identity and culture in preparation for GCSE French specification</p>
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**Spring Term 2**

<p><b>Module 3</b>  <b>Jour ordinaire-          Jour de fête- Daily          life and special          occasions</b></p>	<p>Describing your daily life          Talking about food for special occasions          Using polite language          Describing family celebrations          Describing festivals and traditions</p>	<p>Modal verbs <i>pouvoir</i> and <i>devoir</i>          Asking questions          The pronoun <i>en</i>          Forming questions in the <i>tu</i> and <i>vous</i> forms  <i>venir de</i> + infinitive</p>	<p>4 skills  <i>(Listening/          Speaking/          Reading/          Writing)</i>          practised and assessed in</p>	<p>Homework is set every week practising a variety of skills.</p>	<p><b>Peace and Reconciliation</b>          Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the</p>	<p>Vocabulary of <b>Theme 1</b> of GCSE French specifications</p>
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			<p>every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books/ homework marked with personalised feedback.</p> <p>Regular peer and self-assessment of work.</p> <p>End of Module 3 test marked according to the GCSE Mark scheme.</p> <p>Test review and target setting.</p>	<p>Worksheets/ Textbooks/ Active Learn</p>	<p>importance of peaceful relations.</p> <p>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p> <p><b>Community and Participation (and the common good)</b></p> <p>Reminding pupils that we are all part of a local, regional, national and global community – ‘Global Sustainability’ (Environment and Social Issues)</p> <p>Appreciation of cultural richness of French-Speaking countries and regions worldwide</p> <p>Develop awe for the wideness and richness of the world</p> <p><b><i>United in Harmony Grateful</i></b></p>	
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Summer Term 1

<p>Module 4</p>						
<p>Ma région- My region</p>	<p>Describing a region</p> <p>Talking about your town, village or district</p> <p>Discussing what to see and do</p> <p>Discussing plans and the weather</p> <p>Describing community projects</p>	<p>The pronoun y Negatives</p> <p><b>Making plans</b> <b>Giving advice</b> <b>Being able to consider and discuss aspect and issues in society beyond your own needs and interests</b></p>	<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p>	<p>Homework is set every week practising a variety of skills. Worksheets/ Textbooks/ Active Learn</p>	<p><b>Solidarity</b> All nationalities as ‘one family’ in the eyes of God no matter our nationality, traditions and preferences. <b>Participation (and the common good)</b> Reminding pupils that we are all part of a local, regional, national and global community – ‘Global Sustainability’ (Environment and Social Issues) <b>Dignity of God’s people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. <b>Care for Creation</b> Learn about healthy and balanced diets. Fairtrade products in ‘Food and drink’ topic.</p>	<p>Vocabulary in preparation of GCSE French specification <b>Theme 2:</b> Local, national, international and global areas of interest.</p>
<p>Mock exam</p>	<p>Revising for mock exams</p>	<p>Asking questions using <i>quel</i> The present, perfect and future tenses</p>	<p>Exercise books/ homework marked with personalised feedback. Regular peer and self-assessment of work.</p>		<p><b>Dignity in Work</b> Fairtrade products in ‘Food and drink’ topic.</p>	



					<p>Appreciation of facts about France and sites to visit.</p> <p>Develop a sense of awe for the <b>diversity</b> of the world.</p> <p><b>United in Harmony.</b></p> <p><b>Listening and Attentive</b></p> <p>Sense of community</p> <p>To appreciate talking and asking other people about their habits</p> <p>Be attentive to other people's lives and tastes and what makes them happy.</p>	
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**Summer Term 2**

<p><b>Module 4</b> <i>(Continued)</i></p>			<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i></p> <p>practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books/ homework marked with</p>	<p>Homework is set every week practising a variety of skills.</p> <p>Worksheets/ Textbooks/ Active Learn</p>		
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<p>Cultural lesson: La Fête Nationale (Bastille Day: 14<sup>th</sup> July)</p>	<p>To learn about Bastille Day and its origins.</p>		<p>personalised feedback. Regular peer and self-assessment of work. End of Module 4 test marked according to the GCSE Mark scheme. Test and target review.</p>		<p>Appreciation of facts about France.</p>	<p>Vocabulary for <b>Theme 1:</b> Identity and culture (Festivals and traditions) in preparation of GCSE French specification.</p>
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