

Share Multi Academy Trust Curriculum Plan MFL

Subject: French

Year: 10

Ability: All

| Term / Date(s)                              | Unit 1  | Unit 2A  | Unit 2B   | Unit 3  | Unit 4   | Unit 5  | Unit 6   | Revision   |
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| Unit  | Identity and relationships with others  | Celebrity culture  | Media and technology  | Free time activities  | Customs, festivals and celebrations  | Healthy living and lifestyle  | Education and work   | Mock exam preparation and completion   |
| Timescale                                   | 5 weeks   | 4 weeks  | 4 weeks   | 5 weeks   | 5 weeks  | 5 weeks   | 5 weeks  | 6 weeks  |
| Assessment                                  | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Reading<br/>Speaking (Read aloud)</p>   | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Listening<br/>Writing</p>  | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Reading<br/>Speaking (Role play;<br/>Read aloud)</p>  | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Listening<br/>Writing</p>   | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Reading<br/>Speaking (Role play;<br/>Photo card)</p>   | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Listening<br/>Writing</p>   | <p><u>Formative assessment:</u><br/>Mini WB translations<br/>Questioning<br/>Live marking<br/>Peer assessment</p> <p><u>Summative assessment:</u><br/>Reading<br/>Speaking (Role play;<br/>Read aloud, Photo card)</p>   | AQA specimen papers for new spec.<br>Listening<br>Speaking<br>Reading<br>Writing |
| Unit overview<br><br>Students will learn... | Family recap<br>Describing self and personality<br>Describing physical appearance<br>Describing nationality and religion  | Celebrity culture in French speaking countries<br>Cultural knowledge of French celebrities   | Technology in Everyday Life<br>Desirable gadgets<br>Uses of technology<br>Advantages and disadvantages of technology.   | Hobbies and interests<br>Spending free time   | Festivals in UK and francophone world<br>Customs and traditions in the home<br>Meals and mealtimes<br>Activities according to weather  | Diet, food and drink<br>Fitness<br>Health<br>Lifestyles<br>Opinions and reasons on healthy and unhealthy lifestyles   | School life<br>Express opinions and justifications on school subjects, facilities and rules<br>Academic strengths and weaknesses<br>Future plans<br>Work /job preferences  | Recap of all year's prior content  |
| Components                                  | Students can describe their own and other people's appearance, personality, nationality and religion.<br>Students can use some idiomatic phrases so that they can add sophistication to their descriptions.<br>Students can use a range of opinions and reasons and describe activities with friends and family.<br>Students can describe different types of relationships with others. | Students can give opinions and personal details on a variety of celebrities/famous people.<br>Students can refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.<br>Students can give opinions about celebrities' activities/influences on young people and wider society. | Students can independently produce and understand language to describe the use of technology in everyday life.<br>Students can understand and refer to a variety of gadgets and their applications.<br>Students can give and understand different opinions on the internet and their favourite gadget.<br>Students can give and understand comparisons of aspects of technology | Students can independently produce and understand language to describe how they spend their free time<br>Students can independently produce and understand language to describe where they spend their free time<br>Students can describe how they like to spend time with another person and why<br>Students can give and understand viewpoints on free time activities. | Students can independently produce and understand language to describe different festivals and give their opinions on them.<br>Students can refer to and understand different festivals/traditions and how they are celebrated in the UK and in French speaking countries<br>Students can describe how they like to spend time at festivals and why. | Students can independently produce and understand language to describe their diets and fitness.<br>Students can describe something they did recently relating to health and diet<br>Students can refer to aspects of their current lifestyle which are healthy and unhealthy and compare this to how it used to be.<br>Students can understand and give examples of | Students can independently produce and understand language to describe their school life<br>Students can express positive and negative opinions on subjects and their school<br>Students can refer to school timetables<br>Students can describe extra-curricular activities<br>Students can discuss and understand viewpoints of school rules | Recap of all year's prior content  |

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|                                  | <p>Students can use the imperfect tense so that they can describe past relationships with family and friends.</p> <p>Students can use the relative pronoun “qui” and idiomatic phrases so that they can create more complex sentences</p> <p>Students can recognise and use emphatic pronouns so that they can refer to others without repetition.</p> <p>Students can understand and express viewpoints on marriage and having a family.</p> <p>Students can use the conditional tense so that they can describe ideal partners.</p> | <p>Students can refer to events involving famous people e.g. music, film, TV, fashion, culture and technology.</p>   | <p>Students can give and understand advantages and disadvantages of technology.</p> <p>Students can refer to and understand recent uses of technology and how they would like to use it in the future.</p>  | <p>Students can refer to and understand different tenses in the context of free time (past and future).</p> <p>Students can use and understand verbs ‘jouer’ and ‘faire’ with correct partitive</p>   | <p>Students can give and understand viewpoints on different festivals/traditions.</p> <p>Students can describe how they and others celebrate birthdays.</p> <p>Students can describe what the weather is like at different festivals to give an account.</p> <p>Students can talk about a past festival/celebration</p> | <p>recommendations in order to be healthy.</p> <p>Students can understand and describe what they should/are going to do in order to be healthier in the future.</p> | <p>Students can refer to past events in school</p> <p>Students can describe future plans in terms of studies</p> <p>Students can describe future plans in terms of work /career</p>                         |                                   |
| Prior learning and retrieval     | <p>Give and understand own and others’ opinions (Year 7-9)</p> <p>Know some verbs to describe usual activities (Year 7-9)</p> <p>Recognise and produce the past and future tenses (Year 7 Unit 4, Year 8-9)</p>   | <p>Give and understand own and others’ opinions and reasons (Year 7-9)</p> <p>Know some key regular verbs which appear in this topic (e.g. <i>regarder, écouter, jouer</i>) (Year 7-9)</p> <p>Produce and understand opinions with infinitives (Year 7-9)</p> <p>-er verbs (Year 7-9)</p> <p>Structures such as <i>afin de/pour</i> + infinitives (Year 7-9)</p> | <p>Give and understand own and others’ opinions and reasons (Year 7-9)</p> <p>Know some key regular verbs which appear in this topic (e.g. <i>regarder, écouter, jouer</i>) (Year 7-9)</p> <p>Produce and understand opinions with infinitives (Year 7-9)</p> <p>Use basic negatives (Year 7-9)</p> | <p>Give and understand information on typical free time activities such as hobbies and sports (Year 7)</p> <p>Give and understand basic opinions and reasons (Year 7-9)</p> <p>Understand some weather phrases (Year 8)</p> <p>Understand and use some frequency phrases (Year 7-9)</p> <p>Give and understand negative structures (Year 7-9)</p> <p>-er verbs (Year 7-9)</p> | <p>Give and understand information on food and drink items (Year 8-9)</p> <p>Give and understand clock times (Year 8-9)</p> <p>Give and understand opinions with justifications (Year 7-9)</p> <p>Give and understand dates and seasons (Year 8-9)</p>  | <p>Give complex opinions (Year 7-9)</p> <p>Some food/drink items of vocabulary (Year 8-9)</p> <p>Imperfect tense phrases (Year 9)</p> <p>Near future (Year 8-9)</p> | <p>Give and understand opinions, school subjects, times (Year 7-9)</p> <p>Give and understand phrases in the perfect tense (Year 8-9)</p> <p>Give and understand phrases in the future tense (Year 8-9)</p> | Recap of all year’s prior content |
| Transferrable knowledge (skills) | <p>The ability to use and understand vocabulary relating to personal identity and that of others.</p> <p>Adjectival agreements.</p> <p>Reflexive verbs-reflexive pronouns. Using a variety of tenses;</p>   | <p>The ability to use and understand vocabulary relating to celebrity culture</p> <p>Adjectival agreements</p> <p>Adjectival positioning (including more than one)</p> <p>Adverbs of intensity</p>   | <p>The ability to use and understand vocabulary relating to technology in everyday life.</p> <p>The ability to use an opinion phrase in the present (<i>J’aime, j’adore, je déteste, je préfère, je</i></p>   | <p>The ability to use and understand vocabulary relating to hobbies and free time activities</p> <p>The ability to use and understand high frequency verbs (<i>faire</i> and <i>aller</i>).</p>   | <p>The ability to use and understand vocabulary relating to festivals and traditions.</p> <p>The ability to use and understand the 4 high frequency verbs ‘être’, ‘avoir’, ‘aller’ and ‘faire’.</p>   | <p>The ability to use and understand vocabulary relating to Healthy Living</p> <p>The ability to use and understand high frequency verbs (<i>faire, aller</i>)</p>  | <p>The ability to use and understand vocabulary relating to school life</p> <p>The ability to use and understand numbers and time phrases</p> <p>The ability to use and understand modal verbs.</p>         | Recap of all year’s prior content |

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|   | perfect, imperfect, near future, simple future and conditional. Idiomatic phrases. Emphatic and relative pronouns.   | Avoir (present)<br>Cardinal numbers (1-30)<br>Conditional tense (je voudrais)<br><i>De</i> after negative<br>Definite articles<br>Emphatic pronouns (avec moi, toi)<br>Être (present)<br>Expressing age<br>Formation of nouns (feminine/plural)<br>Impersonal verb phrase (il y a)<br>Indefinite articles<br>Negative (ne... pas)<br>Possessive adjectives (mon, ma, mes, ton, ta, tes)<br>Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)<br>Subject pronouns<br>Interrogatives (comment...?) | <i>n'aime pas</i> , with an infinitive.<br>The ability to use a conditional opinion with an infinitive ( <i>je voudrais</i> ).<br>The ability to use an opinion phrase in the perfect tense with an infinitive: ( <i>J'ai toujours voulu</i> )<br>The ability to use and understand -er verbs in the present and past tense.<br>Know how to accurately use complex phrases with a preceding object.<br>Know how to use 'in order to' and an infinitive structure.<br>The ability to apply and understand complex opinions and reasons about technology<br>A knowledge of how to compare using key comparative structures.<br>A knowledge of how to form the negative with key verbs.<br>The ability to use a negative structure + 'de' | Know how to accurately use and recognise 'quand' and 'si' phrases<br>Know how to accurately use negative structures<br>The ability to apply and understand complex opinions and reasons across all topic areas.<br>A knowledge of how to use preceding objects<br>Know how to say how long they have been doing something for ('depuis')<br>The ability to recognise and refer to the past, present and future tense. | The ability to use and understand reflexive verbs in context.<br>The ability to recognise and refer to the past, present and future tense with regular and high frequency irregular verbs.<br>The ability to apply and understand complex opinions and reasons across all topic areas.<br>The ability to apply and understand 'avoir' expressions<br>The ability to apply and understand 'faire' + weather expressions.<br>The ability to use and understand negative structures | The ability to accurately use adjectives and apply adjectival agreements.<br>The ability to apply and understand complex opinions and reasons across all topic areas.<br>A knowledge of how to form the negative with verbs.<br>The ability to recognise and refer to the past, present and future tense.<br>Modal and impersonal verbs | The ability to use and understand subjunctive triggers with irregular verbs<br>The ability to use and understand more complex opinion phrases<br>The ability to use and understand the pluperfect tense<br><br>The ability to use and understand the conditional perfect tense. |  |
| Key lexicogrammar students will know and understand | Know and understand vocab on the specification relating to describing self and others, including religion and nationality. Activities in the present and past tense. Opinions and reasons on marriage. | Know and understand vocab on the spec relating to popular and celebrity culture   | Know and understand vocab on the spec and content mat relating to: Using technology, gadgets, internet (Social media, websites, forms)<br>Positive and negative viewpoints on technology including advantages and disadvantages of the internet.   | Know and understand vocab on the spec relating to free time activities (e.g. sports, hobbies), time and frequency phrases (e.g. as well as how long for), conditional sentences (e.g. if and when), negative structures (e.g. not, never, no longer, only)  | Know and understand vocab on the spec and on content mat relating to: food and drink festivals (names) activities specific to festivals weather specific to activities positive and negative viewpoints on different festivals   | Know and understand vocab on the spec relating to: Food/drink/food categories Healthy, unhealthy lifestyles Present, imperfect and near future tenses Use reflexive verbs Use subjunctive triggers and simple subjunctive verbs Use of preceding object 'en'  | Know and understand vocab on the spec relating to: school (subjects, facilities) School rules and regulations University, gap year Jobs and careers, extra-curricular activities, positive and negative viewpoints on school life.  |  |
| Cultural capital                                    | Nationalities, religion. Celebrating cultures and cultural differences.  | French and French-speaking celebrities.   | French poem – teenager's view on mobile phones.  | Accrobranche instructor Jeff Corsi longboarder.   | La fête des rois, Epiphany, differences  | Healthy living French online survey. Cultural   | Job adverts.  |  |

|   |   |  | Francophone attitudes to social media use.   |   | with traditions (e.g. Christmas, April Fools) 24 hour clock   | differences with eating times and habits.  |   |  |
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| Notes<br><br>Why this topic is important... | This topic appears in theme 1 of the new AQA specification and it builds on learning at KS3. This topic is important because it teaches students how to understand and communicate language on a topic that is important to them- their family and friends. It allows revision of some of the most fundamental key grammar points needed for every topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, negative structures, reference to past, present and future. This topic also gives students cultural awareness of other people; nationalities, religions and allows them to celebrate diversity. | This topic appears in theme 2 of the new AQA spec and second in our learning as it links well with technology. It covers key grammar points needed for future learning. This topic also gives people some cultural awareness of France as they will be able to give opinions and personal details on a variety of celebrities/famous people. Students will be able to:<br>-refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.<br>- give opinions about celebrities' activities/influences on young people and wider society.<br>- refer to events involving famous people eg music, film, TV, fashion, culture and technology. | This topic appears in theme 3 on the AQA spec and in first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include opinions followed by infinitives of regular -er verbs, phonemes, first person present/perfect tense and -er verbs in the present tense, adjectival agreements, comparative structures, negative structures, reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce information about their hobbies and interest and also detailed viewpoints backed up by reasons. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about free time activities and hobbies, opinions, frequency of events. Students will be able to:<br>Express opinions and justifications on hobbies<br>Describe how they spend free time with family and friends | This topic covers and allows for revision of key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, negative structures, time and frequency phrases and reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce personal information about festivals/traditions and also detailed viewpoints backed up by reasons about different festivals. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about festivals/traditions in the francophone world and give their opinions with justifications. Students will be able to:<br>Give an opinion about a favourite festival and give a reason why<br>Describe how they like to spend time during a custom or festival. | This topic covers the big 4 high frequency verbs in French to allow for R2R. Past, present and future tenses are revisited as are negative structures. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce personal information about festivals/traditions and also detailed viewpoints backed up by reasons about different festivals. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about festivals/traditions in the francophone world and give their opinions with justifications. Students will be able to:<br>Give an opinion about a favourite festival and give a reason why<br>Describe how they like to spend time during a custom or festival. | This topic appears in theme 1 on the AQA spec. It covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about school life. Students will be able to:<br>Express opinions on their favourite and least favourite subjects<br>Describe what they like about school, the facilities, the staff and friends. | This topic appears in theme 1 on the AQA spec and it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, adjectives, comparative structures, time phrases, reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about school life. Students will be able to:<br>Express opinions on their favourite and least favourite subjects<br>Describe what they like about school, the facilities, the staff and friends. |  |

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|  |  |  | <p>about technology, social media and opinions.<br/>Students will be able to:<br/>Give an opinion on a favourite gadget and say why<br/>Describe how to use the internet and give their opinion<br/>Use a verb in the negative<br/>Use 'in order to'+ infinitive structure to describe how they use a device<br/>Say what they did recently with technology<br/>Describe what they would like in terms of technology<br/>Give a disadvantage of the internet.</p> | <p>Describe how long they have been doing something for<br/>Use 'si' and 'quand' with weather phrases<br/>Use the negative structure of key verbs<br/>Refer to a hobby they did recently<br/>Describe a hobby they are planning to do in the future<br/>Describe the frequency of activities<br/>Express opinions in the past and the future</p> | <p>use the verb '<i>faire</i>' e.g. with a weather phrase.<br/>Use an '<i>avoir</i>' phrase<br/>Make reference to food and drink.<br/>Use a reflexive verb in the present tense<br/>Describe what they did last Christmas<br/>Use the perfect tense with at least two irregular verbs.<br/>Use the perfect tense in the 'I' form and with at least one other pronoun.<br/>Describe what I will do for a forthcoming event e.g. Easter<br/>Use a preceding object e.g. I find it fun/it makes me happy.</p> | <p>for a healthier lifestyle in the future.<br/><br/>Students will be able to:<br/>This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.<br/><br/>Students will be able to:<br/>Describe their diet and give examples<br/>Describe their level of fitness with examples<br/>Describe something they did recently relating to their diet or fitness.<br/>Refer to what their fitness used to be like<br/>Give a recommendation of what people should/should not do to stay healthy.</p> | <p>Refer to their school timetable<br/>Give examples of extra-curricular activities<br/>Give examples of school rules<br/>Describe past events at school<br/>Describe future plans in terms of studies<br/>Describe future plans in terms of work</p> |  |
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