

Curriculum Overview – Year 10 French

Sequencing Rationale

Year 10 GCSE starts with the module about celebrations as it recaps food. Students then move on to the topic about where they live as it starts with general revision and lots of cognates. Holiday and school are then studied in this order as the grammar taught in these two modules is gradually more challenging with a lot of complex structures to get high grades.

Curriculum goals – what will students be able to do at the end of this year?

- Be able to extend opinions and justifications
- Use topic specific vocabulary
- Communicate using the present, past, near future, simple future, imperfect and conditional tenses as well as the pluperfect tense
- Students are familiar with the speaking role play and photo card
- Have a good understanding of nominated theme and requirements of the conversation elements of the speaking exam
- Translate from English to French and French to English
- Write a 90 word essay following 4 bullet points and 150 word essay (40 word essay at foundation levels)
- Looking for specific elements in the listening and reading activities
- Use more complex connectives
- Use various resources effectively and independently (vocab lists, grammar booklets, speaking booklet, dictionaries)
- Depen of knowledge on French culture (traditions, celebrations, school system)

Key skills, knowledge and understanding – what will students learn this year?

- Use of the pronouns 'en' and 'y' to gain in complexity
- Complex stuctures such as 'venir de' 'avant de'
- Know the vocab to write hotel/ restaurant reviews
- Use complex structure si – imperfect/ conditional tenses
- Extended opinions and justifications
- Use of more challenging high frequency words (pourtant, sauf, à moins que)
- Describe in more detail (il est interdit de...)
- Understand question words and formulate questions

How will more able students be extended and challenged ?

- Exposure to authentic material to widen vocabulary
- Not looking at resources automatically
- Produce pieces of writing with present/ past/ future/ imperfect/ conditional/ pluperfect in various forms including irregular verbs
- Systematic use a wide range of complex structures
- Use new opinions, high frequency words, connectives

How will disadvantaged students master key knowledge and understanding

- Regular exposure/ retrieval of high frequency and key vocab
- Regular practise of common sentence starters
- Focus on regular verbs in the present/ past/ future and I/he- she tense formation
- Focus on c'était/ il y avait for the imperfect tense
- Memorise a few simpler structures (avant de/ j'avais oublié)
- Regular use of vocab and grammar booklets for writing tasks
- Use of speaking booklet for support