

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 2024-25 – French										
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
7 weeks (17 Lessons) (33 Days)										
2-Sep	A	1	<p>Leisure Activities Module 2</p> <p>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.</p>	<p>Foundational Concepts</p> <p>Adverbs of frequency Faire/jouer conjugations Opinions +inf Depuis + present tense subjunctive – après avoir comparatives past, present and future tenses, pronouns and possessive adjectives</p> <p>Tier 2/3 Vocabulary</p> <p>Adverbs of frequency Faire/jouer conjugations Opinions +inf Depuis + present tense subjunctive – après avoir comparatives past, present and future tenses, pronouns and possessive adjectives</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Current (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice. French Film / Television – Auguste et Louis Lumière – cinématographe L'arrivée d'un train, La Ciotat à Paris 1895. French Literature – Victor Hugo, Jean-Paul Sartre</p> <p>GCSE/Exam Links Lessons cover 5 modalities. Content: Lifestyle, Family, Friends, Hobbies (Theme 1)</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>	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.								
9-Sep	B	2	<p>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 départ 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.</p>							
16-Sep*	A	3	<p>Lesson 6: Talking about sport: Using complexity with the present tense (depuis) and different verb forms. Lesson 7: Talking about sport: Using the 3rd person to describe sportsmen/sports women. Exam Skill focus: Dictation Recall/ mid term assessed task</p>							
23-Sep	B	4	<p>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: AQA writing Task communicating information about Theme 1. Recall EB1</p>							
30-Sep	A	5	<p>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. Exam Skill focus: Translation</p>							
7-Oct	B	6	<p>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 Lesson 15: Talking about actors & films: Describing Actors using comparatives and superlatives. Exam Skill focus: Read aloud</p>							
14-Oct	A	7	<p>Lesson 16: Extended writing preparation lesson. Modelling how to access a 90-word Task. Lesson 17: Extended AQA style Written Task with peer assessment.</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 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>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>
21-Oct	B	8	<p>Lesson 1 (18) Exam skills AQA style listening Lesson 2 (19) Exam skills AQA style reading Lesson 3 (20) Exam skills AQA style writing</p>	
4-Nov	A	9	<p>Celebrations & Traditions Module 3 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 EBI 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> <p>Tier 2/3 Vocabulary</p>

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11-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. Exam Skill focus: Dictation Lesson 5: Describing your daily routine: Using modal verbs pouvoir and devoir	<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> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Current (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</p> <p>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.</p> <ul style="list-style-type: none"> • <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Traditions and celebrations (Theme 1) <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 the difference between festivals and customs in France/ England and other Francophone countries.</p> <p><i>Mens health awareness month/disability confident month</i></p>	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								
18-Nov	A	11	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. Exam Skill focus: Read aloud							
25-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. – Roleplay Lesson 10: Shopping							
2-Dec	A	13	Lesson 11: Recall/ mid term assessed task Describing family celebrations: Recognising texts referring to three tenses describing celebrations. Lesson 12: Describing family celebrations: Describing a celebration using three tenses (F) Using venir de + infinitive (H) Recall EBI							
9-Dec	B	14	Lesson 13: Using varied tenses together within the topic of festivals and celebrations. Lesson 14: Using varied tenses together within the topic of festivals and celebrations. Lesson 15: Extended writing prep							
16-Dec	A	15	Lesson 16: Extended AQA style Written Task on the topic of festivals and celebrations Lesson 17: Examination dictation and speaking.							

				<p><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>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>
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Christmas Holiday	7 weeks (17 lessons) (33 Days)
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			<p>Module 4 Where I live</p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Discussing plans and the weather: Describing the weather: Using the present (F) and simple future tenses (H)</p> <p>Lesson 2: Point de depart 1 – Describing where I live using the present tense</p> <p>Lesson 3: Point de depart 2 – Describing the weather where I live using the present tense. Exam Skill focus: Translating</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>
6-Jan	B	16	<p>Lesson 4: Describing a region Using ‘y’ to communicate information about my town.</p> <p>Lesson 5: Describing a region Using the present tense to communicate information about my town (sports, weather, places in town).</p>	<p>Tier 2/3 Vocabulary</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>
13-Jan	A	17	<p>Lesson 6: Talking about problems in your town: Recognising local problems and negatives to describe town.</p> <p>Lesson 7: Talking about problems in your town: Using negatives to communicate problems about where I live</p>	
20-Jan	B	18		

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			<p>Recall/ mid term assessed task – Dictation focus Lesson 8: Exam Skill Lesson: Writing Tasks / 50 word written tasks (F) 90 word written tasks (H)</p>	<p>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary and exam practice.</p> <table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Current (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>• <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Traditions and celebrations (Theme 1)</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 the difference between towns in France/ England and other Francophone countries.</p> <p><i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i></p> <p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p> <p>Assessment</p>	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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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.								
27-Jan	A	19	<p>Lesson 9: Discussing what to see and do: Understanding information about tourist attractions where I live Lesson 10: Asking questions about where we live: Forming questions about tourist attractions where I live. Recall EB1</p>							
3-Feb	B	20	<p>Lesson 11: Discussing plans and the weather: Describing the weather: Using the present (F) and simple future tenses (H) Lesson 12: Discussing plans and the weather: Describing the weather: Using the present (F) and simple future tenses (H) Exam Skill focus: Dictation Lesson 13: Exam Skill Lesson: Speaking Tasks – Focus on photocards/ Read aloud</p>							
10-Feb	A	21	<p>Lesson 14: Describing community projects: Understand texts referring to three tenses to describe where I live. Lesson 15: Describing community projects: Understand texts referring to three tenses to describe where I live.</p>							
			<p>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>							

				<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> 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. 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. 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)
25-Feb			<p>Holidays 12 Lessons <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 EBI Lesson 2: Point de Départ 1: Using reflexive verbs in the present tense to communicate activities on holiday.</p>	<p>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</p> <p>Tier 2/3 Vocabulary 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>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art (ists), literature?</p> <ul style="list-style-type: none"> • <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities.
	B	22		
3-Mar			<p>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</p>	
	A	23		
10-Mar			<p>Lesson 6: Talking about ideal holiays Understanding the conditional tense and je voudrais. Lesson 7: Talking about ideal holidays Using the conditional tense with to communicate information about an ideal holiday. Exam Skill focus: Translating</p>	
	B	24		
17-Mar			<p>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)</p>	
	A	25		

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			Lesson 10: Talking about accommodation: Reserving accommodation on holiday using Role Play skills. Recall/ mid term assessed task	Content: My region (Theme 2)
24-Mar	B	26	Lesson 13: ST2(2022 Paper) Preparation : Walking Talking Mock : Reading and translating (Topic Tests Exam Pro : Unit 1 Self, Family & Friends Lesson 14 : ST2(2022 Paper) Preparation : Walking Talking Mock : Listening (Topic Tests Exam Pro : Unit 2 Free time activities	<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>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 the difference between holiday preferences and traditional monuments in France and other Francophone countries.</p> <p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></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>
31-Mar	A	ST1	<p><u>Revision and ST preparation</u> <u>Lesson Sequence of Content:</u> Lesson 1: When in lesson cover a variety of skills to revise module 1 content (Self, family and friends). Lesson 2: When in lesson cover a variety of skills to revise module 2 content (Sports, free time and online activities). Lesson 3: When in lesson cover a variety of skills to revise module 3 content (celebrations and festivals).</p>	
Easter Holiday ^{6,7} 6 weeks (15 lessons) (29 Days)				
22-Apr	B	ST1	<p>Lesson 4: When in lesson cover a variety of skills to revise module 4 content (home town and region). Lesson 5: Exam skills focus – Writing and translating across topics.</p>	<p>Foundational Concepts</p> <p>countries, present tense with aller and different pronouns, expressing opinions and justifications</p>

28-Apr	A	ST1	<p>Lesson 6: Exam Skill Lesson : reading and listening skills use exam pro</p> <p>Lesson 7: Examination Feedback / General Conversation question booklet.</p> <p>Lesson 8: Examination Feedback / General Conversation question booklet.</p>	<p>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>						
5-May	B	30	<p>Lesson 9: Examination Feedback / General Conversation question booklet.</p> <p>Holidays Module 5 / Exam Practice 15 Lessons</p> <p>Lesson Sequence of Content:</p> <p>Lesson 1: En route: Talking about travelling. Using the present tense with opinions.</p> <p>Lesson 8: C'était Catastrophique: Using the pluperfect tense to talk about holiday disasters.</p> <p>Lesson 9: Preparing for End of Unit Writing: Modelling Photocard, 40-words, 90-words (F), 150-words (H)</p> <p>Lesson 10: End of Unit Writing Task. Photocard, 40-words, 90-words (F), 150-words (H)</p>	<p>Tier 2/3 Vocabulary</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 border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Current (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <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> </tbody> </table>	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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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.								
12-May	A	31	<p>Lesson 2: En route : Talk about travelling. Using avant de + infinitive</p> <p>Lesson 3: En route : Talking about travelling : Accessing GCSE Role Plays regarding travelling on holiday.</p> <p>Lesson 4: Talking about restaurants: Understanding key nouns and verbs relating to food. Ordering a restaurant using role-play skills.</p>							
19-May	B	32	<p>Lesson 5: Talking about restaurants: Communicating opinions on restaurants. Accessing GCSE listening and reading questions referring to restaurant reviews.</p> <p>Recall/ mid term assessed task</p> <p>Lesson 6: On négocie au souk. Using demonstrative adjectives</p> <p>(Timings here allow for missed lessons during the ST window)</p>	<p>Unit Learning Outcomes</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>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 –</p>						

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				<p>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"> • <u>GCSE/Exam Links.</u> Lessons cover all 5 modalities. Content: Holidays (Theme2) <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 the difference between holiday preferences and traditional monuments in France and other Francophone countries.</p> <p><i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></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)	
2-Jun			<p>Lesson 7: On négocie au souk : Using demonstrative pronouns. Mid term assessment feedback. Lesson 8: C'était Catastrophique: Using the past tense to talk about holiday disasters. Lesson 9: C'était Catastrophique: Using the past tense to talk about holiday disasters.</p>	<p>Foundational Concepts</p> <p>Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense.</p> <p>Tier 2/3 Vocabulary</p> <p>Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense. Reflexive verbs in different tenses.</p>
9-Jun	A	33		
	B	34	<p>Lesson 10: : Exam Skill Lesson: Role Play Tasks / 90(F) 150(H) word written tasks</p>	

			Lesson 11: Exam skills General conversation questions linking to theme 2.	<table border="1"> <thead> <tr> <th>Prior (Y9)</th> <th>Current (Y10)</th> <th>Next (Y11)</th> </tr> </thead> <tbody> <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> </tbody> </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.
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.								
16-Jun	A	35	Lesson 1: speaking Examination prep – Role play and General conversation (2022 Paper) Lesson 2: speaking Examination prep – Role play and photocard (2022 Paper) Lesson 3: speaking Examination prep – Photocard and General Conversation (2022 Paper) (2022 Paper)							
23-Jun	B	36	Speaking exam mocks (2023 paper) Lesson 4: Walking Talking Mock GCSE Speaking: Photo Card, Role play, General Conversation Lesson 5: Walking Talking Mock GCSE Speaking: Role Play / read aloud- & General Conversation							
30-Jun	A	37	Lesson 1: Revising family members – PDP1 & 2 - Describing physical appearance and personality. Lesson 2: Unit 1 – A comme amitié – describing friends with a focus on general conversation questions form theme 1 Lesson 3: Unit 1 – A comme amitié – describing friends with a focus on general conversation questions form theme 1 Lesson 12: Unit 3 – On va voir un spectacle? Arranging to go out and using the near future tense. Lesson 13: Exam Skill Lesson : Photo Card Task: Theme 1 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.	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.						
7-Jul	B	38	Lesson 4 : Unit 2 - C'est de famille Discuss family relationships in the present tense. Lesson 5: Unit 2 - C'est de famille Discuss family relationships in the present tense.							
14-Jul	A	39	Lesson 6: Unit 3 – On va voir un spectacle? Arranging to go out and using the near future tense. Lesson 7: Exam Skill Lesson: Translating, reading and Photo Card Task: Theme 1. Lesson 8: Unit 4 – Quelle soirée – Describe a recent day out. <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 when telling the time. Different words for friend (copain/ami), link to the words for boyfriend and girlfriend (petit(e) ami(e)). 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.						

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				<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><i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i></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)