

### French Y10.

Year 10.		HT1	HT2	HT3	HT4	HT5	HT6
GERMAN	Topic	Oui suis-je <i>Who am I?</i>  <b>Theme 1 Identity and culture</b>	Qui suis-je? <i>Who am I? continued</i>  <b>Theme 1 Identity and culture</b>  Le temps de loisirs <i>Hobbies and interests</i>  <b>Theme 1 Identity and Culture</b>	Le temps de loisirs <i>Hobbies and interests</i>  <b>Theme 1 Identity and Culture</b>  Jours ordinaires, jours de fête <i>Festivities</i>  <b>Theme 1 Identity and Culture</b>	Jours ordinaires, jours de fête <i>Festivities</i>  <b>Theme 1 Identity and Culture</b>  De la ville à la campagne <i>life in town and the country</i>  <b>Theme 2 Local, National, international and Global areas of interest.</b>	Jours ordinaires, jours de fête <i>Festivities</i>  <b>Theme 1 Identity and Culture</b>  De la ville à la campagne <i>life in town and the country</i>  <b>Theme 2 Local, National, international and Global areas of interest.</b>	De la ville à la campagne <i>life in town and the country</i>  <b>Theme 2 Local, National, international and Global areas of interest.</b>
	Why this and why now?	This is the first section of the French GCSE course. It is the aim to ease them into the course with a familiar topic whilst developing their knowledge of the present, past and future tenses.	Upon completion of Unit 1, pupils will recap and develop on their knowledge of free-time activities. This will allow the opportunity to develop more complex present tense structures and will allow practice of the imperfect tense.	Unit 3 will give pupils the chance to develop their knowledge of festivities and celebrations in the French speaking world. The unit will have a grammatical focus on modal verbs as well as strengthening the use of <i>tu</i> and <i>vous</i> .	Mid-way through year 10 it is important to interleave not only 3 tenses but also themes that have been covered in theme 1 identity and culture since September, as well as introduce new grammatical structures for complexity such as modal verbs (re-visit) and imperfect tense to compare the past with now. Opportunity to introduce reflexive verbs	Students build on the tenses and will have a focus on question forms and using negatives.	Students build on the tenses and will have a focus on question forms and using negatives.
	What is the essential knowledge that needs to be remembered?	<b>Unit 1 A comme amitié</b> Talking about friends and what makes a good friend <b>Unit 2 C'est de</b>	<b>Unit 1 Tu es plutôt foot, tennis ou basket?</b> Talking about sport	<b>Unit 1 C'est bientôt Dimanche?</b> Talking about daily life	<b>Unit 1 C'est bientôt Dimanche?</b> Talking about daily life	<b>Unit 1 Ma région est trop</b> Describing a region	<b>Unit 1 Ma région est trop</b> Describing a region <b>Unit 2 Ville de rêve ou ville de cauchemar ?</b>

	<p><b>famille</b> Talking about family relationships  <b>Unit 3 On va voir un spectacle?</b> Making arrangements to go out  <b>Unit 4 Quelle soirée!</b> Describing a night out with friends  <b>Unit 5 Il était une fois...</b> Talking about your life when you were younger  <b>Unit 6 La personne que j'admire</b> Discussing role models</p>	<p><b>Unit 2 Ma vie d'internaute</b> Talking about life online  <b>Unit 3 La lecture</b> talking about books and reading  <b>Unit 4 Mes Émissions préférées</b> Talking about TV programmes  <b>Unit 5 Zoom sur le cinéma</b> Talking about film and cinema</p>	<p><b>Unit 2 Regarde que je mange !</b> Talking about food for special occasions  <b>Unit 3 on peut se tutoyer?</b> Using polite language  <b>Unit 4 Félicitations!</b> Describing family celebrations  <b>Unit 5 C'est un fête</b> Talking about festivals and traditions</p>	<p><b>Unit 2 Regarde que je mange !</b> Talking about food for special occasions  <b>Unit 3 on peut se tutoyer?</b> Using polite language  <b>Unit 4 Félicitations!</b> Describing family celebrations  <b>Unit 5 C'est un fête</b> Talking about festivals and traditions</p>	<p><b>Unit 2 Ville de rêve ou ville de couchemar ?</b> Talking about your town, village or district  <b>Unit 3 C'est pour un renseignement</b> Discussing what to see and do  <b>Unit 4 Il fera beau demain ?</b> Discussing plans and the weather  <b>Unit 5 En pleine action!</b> Describing community projects</p>	<p>Talking about your town, village or district  <b>Unit 3 C'est pour un renseignement</b> Discussing what to see and do  <b>Unit 4 Il fera beau demain ?</b> Discussing plans and the weather  <b>Unit 5 En pleine action!</b> Describing community projects</p>
<b>What is the assessment intent and how will you assess?</b>	Formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Exam style on going questions- focus on photo cards and listening/reading skills	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions <b>End of unit assessment listen, reading translation into German, and a photo card.</b>	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. <b>Written assessment 90 word task week 3 based on previous theme free time and leisure.</b> <b>On -going listening tasks chosen by teacher ( if online learning through Pearson active learn.)</b>	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. Informal spoken role-play assessment and photo card assessment in class in pairs with teacher input.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. End of year scheduled exam for <b>YEAR 10- Where possible assess listening, reading and writing in end of year mock exams.</b>
<b>What should the end point look like?</b>	Know and remember key vocab and structures to describe school life including present and perfect tenses. Express a	Know and remember key vocab and structures to describe school life including present and perfect tenses. Express a	Know and remember structures and vocab related to free time and leisure task as well as knowing how to ask	Know how to understand social issues such as relationships, marriage in a German context and discuss with young	Students will have been given the chance to communicate and develop spoken communicative skills in	Students will have been given the chance to communicate and develop spoken communicative skills in real life scenarios

		wider range of opinions and reason why,	wider range of opinions and reason why, Know how to communicate in writing about school life, opinions, school area, rules and school system using modals, present tense and past tense and express opinions about school life.	questions and organise a leisure activity with friends or family.	people using specific structures. Remember how to use the future tense for plans in the context of personal plans and/or marriage and relationships. Know how to compare now with the past using key imperfect tense verbs and read about a young persons experience Increase knowledge understanding and application of tenses through imperfect and future as well as revisiting present tense and perfect	real life scenarios relevant to German life as well as learn about culture of German speaking countries. think critically and responsibly about the social circumstances that they find themselves or others in a German speaking country.	relevant to German life as well as learn about culture of German speaking countries. think critically and responsibly about the social circumstances that they find themselves or others in a German speaking country Students will have been given the opportunity to develop their reading and listening skills based on the topics studied so far this year.
	How does it cover the NC?	Covers all AO 1, 2 3 and 4 of the GCSE and aspects of theme'1 and 3 identity and culture/ Current study and future employment.	Covers AO 1, 2, 3 and 4. aspects of the GCSE theme 1 and 3 identity and culture/ Current study and future employment.	Covers all AO skills 1, 3 and 4 and aspects of theme'1 and 2 identity and culture/ local, national international global areas of interest.	Covers AO 1, 2 3 and 4 and aspects of themes 1 and 2 identity and culture/ local, national international global areas of interest.	Covers the 4 AO 1, 2 3 and 4 of the GCSE and aspects of theme 1 and 2 identity and culture/ local, national international global areas of interest.	Covers AO 1, 2 3 and 4 in the GCSE and aspects of theme' 1 and 2 identity and culture/ local, national international global areas of interest as well as theme 3 education and future plans.

