



Year 10 French Curriculum Map

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| Overview | <p>In Year 10, students will study 3 units as prescribed by the AQA exam board. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon providing reinforcement from KS3, alongside understanding and application of more complex structures and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will focus on one or two particular exam skill elements; usually a productive skill with a receptive skill. This allows students and teachers to see particular areas of strength and areas to work on in terms of knowledge, understanding and skill.</p> <p>*Red – Higher only</p> <p>Link to exam board specification https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification https://cdn.sanity.io/files/p28bar15/green/6c81ef5090708cb0792247904e02e6b0c40f394a.pdf Vocabulary lists</p> <p>3.1.1 Theme 1: People and lifestyle Theme 1 covers the following three topics: • <i>Topic 1: Identity and relationships with others</i> • <i>Topic 2: Healthy living and lifestyle</i> • <i>Topic 3: Education and work</i> 3.1.2</p> <p>Theme 2: Popular culture Theme 2 covers the following three topics: • <i>Topic 1: Free-time activities</i> • <i>Topic 2: Customs, festivals and celebrations</i> • <i>Topic 3: Celebrity culture</i> 3.1.3</p> <p>Theme 3: Communication and the world around us Theme 3 covers the following three topics: • <i>Topic 1: Travel and tourism, including places of interest</i> • <i>Topic 2: Media and technology</i> • <i>Topic 3: The environment and where people live</i></p> <p><small>*Differentiated approach. *International links.</small></p> | | | | | |
| Year 10 | September - October | October - December | January - March | April - May | June - July | |
| Topic | <p>Theme 1 Unit 1 Identity and relationships Describe a person's nationality, character, personality and physical appearance. Describe relationships with friends and family. Describe qualities of a good friend.</p> | <p>Theme 1 Unit 2 Healthy Living and Lifestyles Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. Refer to physical and mental well-being,</p> | <p>Theme 1 Unit 3 Education and work Express opinions about school subjects, homework, school rules, uniform, exams and teachers. Describe weekly routine including school day, activities in school including timetable,</p> | <p>Theme 2 Unit 4 Free time activities Express positive and negative opinions about your own and other people's hobbies. Extend sentences with justified reasons. Add details regarding when, where, how often and who with.</p> | <p>Theme 2 Unit 5: Customs, festivals and celebrations Learn about local and national festivals in the UK and in French-speaking countries/communities. Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.</p> | <p>Theme 2 Unit 6 Celebrity culture Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Give opinions about celebrities' activities/influences on</p> |

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| | Describe ideal partners and why. Describe different types of partnership | reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit. Compare past and present lifestyle choices and future intentions. | sporting activities and clubs. Refer to primary school days. Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities, qualifications. Refer to ideal job/personal ambitions and skills required. Recognise opportunities to work abroad/use language skills and give opinions. | Use a variety of adverbs and connectives. Include opinions and justifications with preceding direct objects. Use comparatives to compare activities/give preference. Refer to past activities and future plans. Refer to sporting events and favourite sports personalities/teams. | Refer to food on special occasions and at celebrations. Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet). Country traditions/customs focus, eg Senegal, Morocco. | young people and wider society. Refer to events involving famous people eg music, film, TV, fashion, culture and technology. |
| Phonics | silent final 'd' eu silent final e è/ê/ai 'n' liaison on/om | z un r open eu/oeu qu | a oi/oy ch ç (and soft c) open o th aill/ail | silent final consonant p é (-er, -ez) ain, in, aim, im que tion s | silent 't' i/y au/eau/close o, ô u è, ê, ai ien | silent s e on/om que j th |
| Skills | Formation of nouns (feminine/plural) Indefinite articles Definite articles Subject pronouns (je, il, elle) Avoir (present tense) Être (present tense) Expressing age Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien) | Present tense Imperfect tense (1 st , 2 nd , 3 rd person singular) Perfect tense (with <i>avoir</i> and <i>être</i>) Modal verbs (present tense - pouvoir, vouloir, savoir, devoir) Negatives (ne... rien) Reflexive verbs (1 st , 2 nd , 3 rd person singular present and imperfect - s'inquiéter de, s'intéresser...) | Preverbal singular direct object pronouns (me, te, vous, le, la) Adverbs of sequence Conditional (je voudrais, il/elle/on voudrait) <i>Avoir</i> phrases (avoir l'occasion de...) Interrogatives (pourquoi... ?) Higher tier only Prepositions (avant de + infinitive, après avoir + past participle) Inflectional (simple) future (1 st , 2 nd , 3 rd singular, | Present tense (-ER regular verbs) Jouer au, à la, à l', aux + sports activities Jouer du, de la, de l', des + instruments Aller (present) Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies) Perfect tense (with <i>avoir</i> , regular and irregular verbs: <i>je/on</i> form) Imperfect (c'était) | Present tense (-ER/-IR/-RE regular verbs - full paradigm) Present tense (high frequency irregular verbs in 1 st , 2 nd , 3 rd person singular) Perfect tense (with <i>avoir</i> and <i>être</i> , regular and irregular verbs) Imperfect tense (1 st , 2 nd , 3 rd person singular, regular and high frequency irregular verbs - aller, faire, être, avoir) | Present tense (-ER regular verbs) Perfect tense (auxiliary of <i>avoir</i> , je + regular verbs) Modal verbs (je peux, on peut) Adverbs of frequency, time Comparatives (moins... que, plus... que, aussi... que) Negative (ne... jamais) Pour + infinitive Sans + infinitive Impersonal verb phrases (il y a, il existe) Relative clauses using <i>qui</i> |

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| | <p>Conditional tense (je voudrais)</p> <p>Possessive adjectives (mon, ma, mes, ton, ta, tes)</p> <p>Adjectival agreements</p> <p>Adjectival positioning</p> <p>Adverbs of intensity</p> <p>Emphatic pronouns (avec moi, toi)</p> <p>Negative (ne... pas)</p> <p>De after negative</p> <p>Cardinal numbers (1-30)</p> <p>Impersonal verb phrase (il y a)</p> <p>Interrogatives (comment...?)</p> <p>Higher tier only</p> <p>Emphatic pronouns (avec lui, elle, eux, elles)</p> <p>Conditional tense (il/elle aurait, ce serait)</p> | <p><i>Avoir</i> phrases (j'ai faim/soif)</p> <p>Imperatives (2nd person singular and plural, including <i>aller</i> and <i>faire</i>)</p> <p>Impersonal verb forms (il me faut)</p> <p>Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)</p> <p>Preverbal singular direct object pronouns (me, te, vous, le, la)</p> <p>Pour + infinitive</p> <p>Higher tier only</p> <p>Aucun(e)</p> <p>Negative (ne... ni... (ni...))</p> <p>Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)</p> <p>Preposition <i>en</i> + present participle (regular verbs + faire)</p> <p>Imperative (être: sois, soyez)</p> <p>Inflectional (simple) future (ce sera, je serai)</p> <p>Preverbal plural direct object pronouns (nous, vous, les)</p> <p>Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after <i>en</i>, including adjectival use where relevant</p> | <p>regular and irregular verbs: avoir, faire, être)</p> <p>Inflectional (simple) future (je serai, ce sera)</p> <p>Present participle of irregular verbs (étant, ayant, faisant)</p> <p>Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)</p> <p>Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir)</p> | <p>Periphrastic future (near future tense - je vais aller)</p> <p>Negatives (ne... personne)</p> <p>Modal verbs (je veux, on veut)</p> <p>Adverbs of time and frequency (demain, hier, d'habitude)</p> <p>Prepositions of place (à) with activity locations (eg sports centre, cinema, park)</p> <p>Pour + infinitive</p> <p>Comparatives (plus... que,</p> <p>Perfect tense (with <i>être</i> - je suis allé(e), on est allé)</p> <p>Interrogatives (avec qui, qu'est-ce que... ?)</p> <p>Higher tier only</p> <p>Regular superlative adjective and adverb structures</p> <p>Conditional (ce serait)</p> <p>Inflectional (simple) future (ce sera)</p> <p>Depuis</p> | <p>Periphrastic future (near future tense - aller + infinitive)</p> <p>Conditional tense (je/tu voudrais, il/elle/on voudrait)</p> <p>mpersonal verb (il faut, including negatives)</p> <p>Modal verbs (pouvoir, vouloir – present tense + activities)</p> <p>Possessive adjectives (notre, votre, nos, leur(s))</p> <p>Interrogatives (quand, quelle... ?)</p> <p>Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s'amuser)</p> <p>Contraction of pronouns (m' & m', te & t', le/la & l', se & s')</p> <p>Word order with <i>de</i> to indicate possession (eg l'anniversaire de mon père)</p> <p>Emphatic pronouns (moi, toi)</p> <p>Higher tier only</p> <p>Preverbal plural indirect object pronouns (nous, vous, leur)</p> <p>Imperfect tense (singular and plural)</p> <p>Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)</p> <p>Conditional tense (ce serait)</p> | <p>Preverbal singular direct object pronouns (le, la)</p> <p>Demonstrative adjectives (ce, cette, ces)</p> <p>Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)</p> <p>24 hour clock (à 18 heures)</p> <p>Possessive adjectives (son, sa, ses)</p> <p>Interrogatives (qui, quel...?)</p> <p>Higher tier only</p> <p>Time expressions (venir de, être en train de)</p> <p>Relative clauses using <i>que</i> and <i>quand</i></p> <p>Preverbal plural direct object pronoun (les)</p> <p>Relative pronoun (quand)</p> <p>Modal verbs (pouvoir – full paradigm)</p> |
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| Assessment | Exampro Listening / reading grammar | Speaking questions, Exampro Listening / reading/writing | Preparation for year 10 exams; Listening, reading and writing papers. | Exampro questions Reading / listening / writing | | |
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