



Intent:
 In year 10 students will study 6 AQA topic areas. They will focus on the manipulation of tenses in key regular verbs and common irregular verbs (known as “Essentials”) and will routinely use justified opinions in order to state points of view. Students will be taught how to develop the building blocks of knowledge gained at KS3. Students will develop an understanding of how the language works in the 4 “modalities” – listening, speaking, reading and writing. Students will develop their proficiency in understanding and producing extended language with frequent retrieval practice of AQA vocabulary and grammatical structures. Students’ understanding of the phonetic/ spelling link will encourage successful communication and secure understanding. Students will learn to use their language for the purpose of successful and meaningful communication.

FRENCH		Threshold Concepts				
Year 10 GCSE	HALF TERM 1: Theme 1, topic 1 (Me, my family and friends)	HALF TERM 2: Theme 1, topic 2 (Technology)	HALF TERM 3: Theme 1, topic 3 (Free-time)	HALF TERM 4: Theme 1, topic 4 (Festivals)	HALF TERM 5: Theme 2, topic 1 (Where I live)	HALF TERM 6: End of year exam preparation
Knowledge (facts, information, concepts and key terminology)	Topic-specific vocabulary, haben and sein in the present tense, ein and kein in the accusative case, regular and irregular verbs in the present tense, reflexive verbs, separable verbs, comparisons, wollen to say what you want to do and the future tense	Revisit present & future tenses Connectives: stickers and kickers. The perfect tense and imperfect tense revisited from year 9. Bild up a bank of ‘wow’ phrases: ‘Als ich jünger war’. Mir gefällt mein Handy’ Topic-specific vocabulary.	Revisiting separable verbs. Revisiting the verbs as the second idea. Negatives, nicht and kein. Using opinion adverbs: gern, lieber, am liebsten. Using a range of tenses. Extend ‘wow’ phrases: Es ist eine Zeit/Geldverschwendung. ..macht mich glücklich	Imperfect and perfect revisited. Conditional (ideal celebration) Topic specific vocabulary. Extend ‘wow’ phrases: Wenn ich reich wäre/ Wenn ich viel Geld hätte	Revisiting plural nouns. Saying where things are (prepositions). Using können to say what can and can’t be done where you live. Asking questions Topic-specific vocabulary	Revisit PALM vocabulary and strategy to enable students to describe a photo. Learn specific role-play vocabulary. Mock Listening and Reading vocabulary.
Understanding (ability to connect and synthesise knowledge within a context)	Pick out details when reading and listening Discuss topic of relationships with family and friends, marriage /relationship choices and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of uses and advantages/disadvantages of technology and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of free time and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of festivals and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of home/local area and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of home and know vocabulary pertaining to this topic.
Skills (successful application of knowledge and understanding to a specific task)	Write at least 40 (F), 90 (F / H), 150 (H) words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Write at least 40 (F), 90 (F / H), 150 (H) words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Write at least 40 (F), 90 (F / H), 150 (H) words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Write at least 40 (F), 90 (F / H), 150 (H) words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Write at least 40 (F), 90 (F / H), 150 (H) words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Speaking test skills Writing strategy Reading and listening
Formal Assessments (those done by all/vast majority of the cohort)			Assessment 1		Assessment 2	Mock Speaking test

By the end of the year students on course for at least a grade 5 will...Manipulate core/ essential verbs (regular and irregular) across 3 time frames, include justified opinions, manipulate transferable phrases, use a range of language in their writing and spoken work, know vocabulary from theme 1 and be familiar with high frequency cross-theme vocabulary.

