



Intent:
 In year 10 students will study 6 AQA topic area. 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

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: Theme 2, topic 2 ()
Knowledge (facts, information, concepts and key terminology)	Topic-specific vocabulary, reflexive verbs, direct object pronouns, the future tense. Revisit adjectival agreement	Revisit present & future tenses Build up “snazzy phrases” to include “grâce à” & “pour + infinitive”. Topic-specific vocabulary	The perfect tense revisited, building complex opinions. Negatives. Developing sentences. Topic-specific vocabulary	Imperfect and perfect revisited Conditional (ideal celebration) Topic specific vocabulary	Negatives, conditional, comparatives/superlative Topic-specific vocabulary	Topic-specific vocabulary modals Il faut Vouloir que +subj (H) imperfect
Understanding (ability to connect and synthesise knowledge within a context)	<p>Pick out details when reading and listening</p> <p>Discuss key ideas of the topic and know vocabulary pertaining to this topic.</p>					
Skills (successful application of knowledge and understanding to a specific task)	<p>Write at least 40 (F), 90 (F / H), 150 (H) words on the topic</p> <p>Sustain a conversation</p> <p>Deal with Role plays/ photo cards</p> <p>Listening, Reading, speaking and writing</p>					<p>Speaking test skills</p> <p>Writing strategy</p> <p>Reading and listening</p>
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.