

## Curriculum Mapping: French Year 10-11 (2024-2025)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10 (2024-2025)</b>	<b>My life</b> <i>Qui suis-je?</i>	<b>Free time activities</b> <i>Le temps des loisirs</i>	<b>Home &amp; Local area</b> <i>De la ville à la campagne</i>	<b>Environment</b> <i>Un oeil sur le monde: l'environnement</i>	<b>Healthy living</b> <i>Un oeil sur le monde: le bien-être</i>	<b>Describing a photo</b> <i>Décrire une photo</i>
	<b>Concepts/Tier 3 vocabulary</b> Conjugation, present tense, regular/irregular verbs, subject, verb endings, possessive adjectives, perfect tense, future tense, adjectival agreement, masculine, feminine, singular, plural, stem, infinitive, DORC	<b>Concepts/Tier 3 vocabulary</b> Previous concepts in addition to: Distractors and negatives (listening & reading), depuis + present tense, comparative, superlative	<b>Concepts/Tier 3 vocabulary</b> Previous concepts in addition to: Si clause Conditional tense	<b>Concepts/Tier 3 vocabulary</b> Previous concepts in addition to: On doit + infinitive On peut + infinitive Il faut + infinitive Modal verbs (vouloir, pouvoir, devoir) Imperative Superlative adjectives	<b>Concepts/Tier 3 vocabulary</b> Adjectival agreement Antonyms, synonyms Comparatives, superlatives Present tense Imperfect tense Perfect tense Near future tense Conditional tense Irregular verbs	<b>Concepts Tier 3 vocabulary</b> Previous concepts in addition to: PALMW (people, action, location, mood, weather) DORC (description, opinion, reason, connective) Spontaneity Present continuous tense
	<b>Justification:</b> Firstly, students consolidate their knowledge of conjugation, present tense and grammatical metalanguage which was first introduced in Y7 and Y8. This provides a solid foundation for more complex grammatical concepts throughout KS4. Students are taught to describe people and relationships, who their role models are and why, talk about social networks, make arrangements to go out and talk about friends and family, building on vocabulary learnt in KS3. Forming justifications adds complexity to students' extended writing in French and is required at KS4. Emphasis is also placed on writing skills because students complete a writing assessment on this unit.	<b>Justification:</b> In this unit, students revisit the free time vocabulary learnt in KS3 in order to talk about TV, films, reading habits, sports, entertainment, technology and life online. Students use the present tense to say what they normally do, the imperfect tense to talk about what they used to do when they were younger and depuis to talk about how long they have been doing sports for. A continued opportunity to give and explain opinions is provided to students, building in more variety of adjectives and more complex opinion phrases such as 'je dirais que', 'selon moi', 'je crois que'. There is an emphasis on speaking skills in preparation for the roleplay assessment.	<b>Justification:</b> Students are introduced to new vocabulary on town. This unit also brings together several grammatical concepts taught in previous units. Students will revisit the following tenses: present, near future, perfect, imperfect. This range of tenses is required for the GCSE higher tier paper. Furthermore, students will be explicitly taught how to conjugate the conditional tense in order to be able to say what they would change in their town if they were the mayor or MP. Emphasis is on extended writing skills in line with the GCSE style writing question in the assessment.	<b>Justification:</b> Students are introduced to new vocabulary to enable them to talk about environmental concerns, natural disasters and potential solutions. Students use modal verb structures to say what one must, can, should, and could do to help protect the environment and will use three tenses together when writing and speaking, applying prior knowledge of tenses to newly learnt verbs. Towards the end of this unit, students work in groups to create an environmental campaign on an issue of their choice with posters, leaflets, slogans and a presentation in French.	<b>Justification:</b> In this half term, the context moves to health and well-being. Students will remember food vocabulary and talking about fitness from KS3. The language introduced now is more complex, with students describing different food groups for a balanced diet, diet related health problems, bad habits, extreme sports and exercise. Key tenses and grammatical concepts from previous units are revisited and practised, for example using si clauses to say what they would do if they could. This complex structure is included in the list of complexity required at GCSE higher tier.	<b>Justification:</b> During the final half term, emphasis is placed on speaking skills (photo description) as this forms part of the GCSE speaking exam and students are looking ahead to KS4 by the end of Y9. This unit recycles previously learnt vocabulary which provides opportunity for revision of all units prior to the end of year assessments and students will be taught to apply this to a new concept: describing a photo using extended sentences, speculation, variety of language, connectives, and multiple tenses.
	<b>Assessment:</b> Writing	<b>Assessment:</b> Speaking & Reading	<b>Assessment:</b> Listening & Writing	<b>Assessment:</b> Speaking and Listening	<b>Assessment:</b> n/a	<b>Assessment:</b> Y10 PPEs (listening, reading, writing) – papers created based on units taught using Exampro
<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>Black History Month – discussion of prominent black figures in French speaking countries.</li> <li>Prominent French festivals outlined</li> <li>Authentic songs, introduction to famous artists in the French speaking world</li> <li>Easter Baking competition</li> </ul>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 11 (2024-2025)</b>	<b>School</b> Au college	<b>World of work</b> Bon travail	<b>Environment</b> Un oeil sur le monde: l'environnement	<b>Social issues</b> Un oeil sur le monde: Les problèmes sociaux			
	<b>Concepts/Tier 3 vocabulary</b>  Conjugation, telling the time, DORC, pronouns, present tense, third person, il faut + infinitive, il est interdit de +, perfect tense, imperfect tense, future tense	<b>Concepts/Tier 3 vocabulary</b>  Conjugation, conditional tense, comparatives, superlatives, subjunctive, si clauses, direct object pronouns	<b>Concepts/Tier 3 vocabulary</b>  Cognates, false friends, modal verbs, infinitive constructions, si clauses, idioms	<b>Concepts/Tier 3 vocabulary</b>  <i>Exam rubric vocabulary, spontaneity ( in the context of the speaking exam)</i>			
	<b>Justification:</b> At the beginning of Year 11, students study the unit on school because students have had a long break from lessons and much of this unit is revision of key concepts, exam skills and grammar such as present tense, and giving justified opinions. Students can give opinions about school subjects, teachers, facilities and can describe a typical school day as well as say what is forbidden and what rules there are at school. The future tense is revisited here as students are also taught to express their hopes, dreams and wants for the future. Students complete a listening and writing assessment allowing teachers to gain insight into students' misconceptions in grammar as well as vocabulary prior to the upcoming mock exams.	<b>Justification</b> After learning how to talk about their future plans for education, the next natural step is to learn to talk about the world of work. By this point students will have an idea about what they want to do in the future themselves. An emphasis is placed on (re)teaching the future and conditional tenses, although the imperfect is revisited as students are asked 'what did you want to be when you were little?' Complex grammatical structures enabling students to access the top grades are taught here, such as using comparatives, superlatives and if clauses. All students must at least be able to recognise these concepts in reading and listening, and higher students will need to use them in speaking and writing. Year 11 mocks take place before Christmas.	<b>Justification:</b> The units covered in spring 1 and spring 2 are taught at the end of the students' time at school due to the more complex and serious nature of the topics – global and social issues. There is an emphasis on teaching reading/vocab strategies such as recognition of cognates, false friends, and common prefixes and suffixes to aid vocabulary learning.  Students learn to describe the causes and symptoms of environmental problems and what the solutions are/could be using the present and conditional tenses of modal verbs with an infinitive verb. Complex structures are drilled and practiced (such as si clauses, idioms) to ensure students can access top grades in the upcoming GCSE exams.	<b>Justification:</b> The units covered in spring 1 and spring 2 are taught at the end of the students' time at school due to the more complex and serious nature of the topics – global and social issues. There is an emphasis on teaching reading/vocab strategies such as recognition of cognates, false friends, and common prefixes and suffixes to aid vocabulary learning.  <i>In this topic, students describe issues affecting their region or more globally such as homelessness, poverty, injustice and how to help reduce these problems on an individual level.</i>  <i>An emphasis is on retrieval of previous topics and exam skills with the GCSEs just around the corner.</i>			
	<b>Assessment:</b> <i>Listening &amp; Writing</i>	<b>Assessment:</b> <i>Y11 PPEs (listening, speaking, reading, writing) – full set of past papers</i>	<b>Assessment:</b> <i>Speaking &amp; Reading</i>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• GCSE speaking exams</li> <li>• Speaking mocks</li> <li>• Listening assessment</li> </ul>	<b>EXAMS</b>		
<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>• Black History Month – discussion of prominent black figures in French speaking countries.</li> <li>• Prominent French festivals outlined</li> <li>• Authentic songs, introduction to famous artists in the French speaking world</li> <li>• Easter Baking competition</li> </ul>							