



Subject: French

Lead Teacher: C. Audouin

Year: 10

Curriculum organisation

We have successfully followed the AQA GCSE course in the French department for many years and teachers are experienced in the course content and examination expectations. Students can achieve grades 4-9 in the higher tier and most students are expected to be awarded the higher grades. Lessons are taught within mixed ability groups for 2 lessons a week.

Overview of Topics & Key Information

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	● Whole class discussion ● Pair work ● Practical activities ● Problem-solving tasks ● Understanding short video clips ● Dictionary skills ● Vocabulary learning ● Translations both from and into French ● Creative tasks ● Speaking in pairs, groups. ● Listening tasks from recording and teacher ● Learning about some francophone cultural icons The M.F.L Faculty follows the Principles of Instruction by Rosenshine. The M.F.L Faculty follows the Principles of Instruction by Rosenshine. Principle 1: Begin a lesson with a short review of previous learning. Principle 2: Present new material in small steps with student practice after each step. Principle 3: Ask a large number of questions and check the responses of all students. Principle 4: Provide models. Principle 5: Guide student practice. Principle 6: Check for student understanding. Principle 7: Obtain a high success rate. Principle 8: Provide
Autumn Term	Module 4: En pleine Forme Thème 1 : People and Lifestyle ● Talking about meals and mealtimes ● Talking about good mental health ● Talking about unhealthy lifestyle choices ● Talking about positive changes	● What and when do you eat ? ● Why do you eat this ? ● Why do you do this ? ● What will you do in the future to improve your health ? ● Why do you do this ? ● What did you used to do ?	● Using the partitive ● Giving opinions ● Using the imperative ● Using the perfect of reflexive verbs ● Using the simple future	● Speaking – asking and answering questions about relationships and activities ● As above for writing. ● Introduction to photocard which makes up part of speaking GCSE. ● Roleplays on different topics covered. ● Listening for key content, recognising vocabulary	
Spring Term	Module 5: Numéro Vacances Thème 2: Popular Culture Thème 3: Communications and The World Around Us ● Talking about your ideal holidays ● Talking about what to do on holidays ● Talking about festivals ● Booking & Reviewing a holiday	● What are your holidays normally like ? ● What do you like doing on holiday ? ● What did you do during your holidays ? ● What are your future holiday plans ? ● What are your ideal holidays ● Describe a disastrous holiday/nightmare hotel	● Using <i>En</i> + the present participle ● Using <i>si</i> + imperfect tense + conditional ● Using the reflexive verbs in the perfect tense ● Using the pluperfect tense ● Using the conditional ● Using <i>Avant de</i> + the infinitive ● Using demonstrative adjectives and pronouns	● Independent listening and reading using ActiveLearn ● Reading longer texts containing some unfamiliar language ● Recognising and using a variety of tenses together	
Summer Term	Module 7: Mon petit monde à moi Thème 2: Popular Culture Thème 3: Communications and The World Around Us ● Talking about where you live ● Talking about your dream location ● Making purchases ● Asking for directions ● Describing a visit	● What's your region/town like ? ● What is there to do in your area ? ● What are the pros and cons of the countryside/town ? ● What is your house like ? ● What is your dream house like ? ● What would you like to change in your area ? ● Where will you live in the future and why ?	● Using the definite article ● Using comparisons ● Using past, present and future timeframes ● Using <i>il faut</i> and <i>il est interdit de</i> ● Using the imperative ● Using adverbs ● Using the pronoun <i>on</i>		

					scaffolds for difficult tasks. Principle 9: Require and monitor independent practice Principle 10: Engage students in weekly and monthly review.
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Equipment needed for lessons	How will learning and progress be assessed?
- School provides text books and exercise books as well as additional revision booklets and resources - A French-English dictionary would provide useful support - Internet access to the online subscription of textbook (password is provided by school). - Students may also wish to purchase Revision Guides (eg, Letts, CGP etc)	- End of unit test (1 skill tested either speaking or writing). - On-going assessments for the reading and listening skills. - Formal assessment week (May) - Peer and self- assessment - Homework tasks (including fortnightly vocabulary learning) - Retrieval practice activities - Online activities

Extension & Enrichment opportunities	What can you do to support your child?
- Quizlet for vocabulary learning - Follow the faculty's Twitter and Instagram pages for tips and interesting activities - Quizlet, Memrise or Duolingo for vocab - For listening: Lyrics training, French films on Netflix (etc), Frello on Vimeo, Français Podcast facile listening with questions and transcript on YouTube or website, RadioFrance podcast app - Various competitions open to linguists	- Test child on vocabulary - Encourage them to do some of the extension activities listed. - Increase exposure to French-speaking culture – music, film, visits.

Inclusion	Inclusion within Y10 French
- Teachers follow student passports to ensure that the needs of all students with SEND are met. - Work is enlarged to the necessary size for visually impaired students. - Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. - Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. - Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. - Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. - Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. - Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. - Students are seated according to their needs, students work with the SENDCo to decide upon this.	Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. Resources: Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport. Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. Multi-sensory approaches: Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning. Assessments: Teachers are live-speakers when students sit listening assessments and examinations. Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

If you have any questions about this Learning Overview, please contact the named Teacher above.