

## Curriculum Map

Subject:

French - KS4

Year 10

Year Group: 10

	Autumn 1 <b>Ma région et ma ville</b>	Autumn 2 <b>Revisiting Les vacances</b>	Spring 1 <b>Le collège</b>	Spring 2 <b>Environmental &amp; Social issues</b>	Summer 1 <b>Mon temps libre (M2)</b>	Summer 2 <b>Revisiting M1- Qui suis-je?</b>
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/sequence?	In this unit pupils will revisit the topic of festivals and traditions. They will also learn and talk about places in town, where they live, describe features of a region, plan what to do in their city or region, discuss plans and weather, find out tourist information, ideal town, town in the past, talk about their town in the past and discuss community projects.	Pupils will revisit the unit of holiday retrieving vocabulary, structures about what they normally do on holiday, deal with a hotel stay, talk about travelling, present, past and future holidays. They will also order in a restaurant, talk about holiday disasters, discuss an ideal holiday and review a hotel stay	Pupils will give opinions about school subjects and their teachers, describe uniform, ideal uniform and the school day, talk about school rules, school in France and Francophone countries, problems and pressures at school, talk about the pros and cons of a school Exchange, talk about successes at school.	Pupils will talk about what makes them tick, discuss weather and natural disasters, talk about protecting the environment, discuss ethical shopping, volunteering, big events and their impact on their daily life.	In this unit pupils will learn and acquire vocabulary to discuss TV and film and expand opinions, discuss reading habits, discuss the internet and its advantages and disadvantages, discuss activities in certain weather, pupils will draw on comparisons with free time habits in France and francophone countries	In this unit students will build on prior knowledge by revising language related to family, descriptions, friendships, role models and childhood experiences. Students will take this a step further and discuss relationships with family members and practice using three-time frames together
<b>Skills-</b> What will be developed?	<b>Key GCSE Skills developed:</b> <b>reading</b> and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , describing pictures, roleplays and <b>writing</b> in details up to 90 words about <b>what there is to do in their town. region</b>	<b>Key GCSE Skills developed:</b> <b>reading</b> and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , describing pictures, roleplays and <b>writing</b> in details up to 90 words about <b>holidays: past/ present</b>	<b>Key GCSE Skills developed:</b> <b>reading</b> and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , describing pictures, roleplays and <b>writing</b> in details up to 150 words about <b>school</b>	<b>Key GCSE Skills developed:</b> <b>reading</b> and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , describing pictures, roleplays and <b>writing</b> in details up to 90/150 words about <b>the environment</b>	<b>Key GCSE Skills developed:</b> <b>reading</b> and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , describing pictures, roleplays and <b>writing</b> in details up to 150 words about <b>leisure activities</b>	<b>Key GCSE Skills developed:</b> <b>reading</b> and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , describing pictures, roleplays and <b>writing</b> in details up to 90 words about <b>family &amp; friendship</b>
Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?	Students will develop their understanding of the perfect tense to describe a past visit and will discuss the advantages and disadvantages of living in the city/countryside	Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about holidays and travel	Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about school life	Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about social issues and the environment	Pupils will develop skills in listening, speaking, reading and writing skills about leisure activities. They will also develop extensive core of vocabulary and grammatical structures withing this topic.	Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about people in their lives; their families and friends
<b>SEND-</b> how will support be seen? Seating plans? Simplified questions?	Using live marking Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the	Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses	Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the	Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses

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<b>Assessment- What? Why?</b>	End of Unit assessment in listening, reading and writing. <b>Speaking:</b> Role play, photocard and general conversation	<b>End of Unit informal assessment: Listening, Reading, Writing &amp; grammar</b> Speaking: Role play & photo card	<b>Informal assessment:</b> Listening Reading, writing and speaking (photocards)	<b>End of Term Formal assessment</b> (Listening, Reading & Writing) Speaking: general conversation and photo card	End of Unit assessment in listening, reading and writing. <b>Speaking:</b> Role play, photocard and general conversation	<b>End of Unit informal assessment: Listening, Reading, Writing &amp; grammar</b> Speaking: Role play & photocard
<b>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</b>	<b>Each lesson</b> starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception <b>Homework</b> quizzes to reinforce items learnt in the sessions <b>In class-modelling</b> is used regularly to support and enhance students' learning and confidence.	<b>Each lesson</b> starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception <b>Homework</b> quizzes to reinforce items learnt in the sessions <b>In class-modelling</b> is used regularly to support and enhance students' learning and confidence.	<b>Each lesson</b> starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception <b>Homework</b> quizzes to reinforce items learnt in the sessions <b>In class-modelling</b> is used regularly to support and enhance students' learning and confidence.	<b>Each lesson</b> starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception <b>Homework</b> quizzes to reinforce items learnt in the sessions <b>In class-modelling</b> is used regularly to support and enhance students' learning and confidence.	<b>Each lesson</b> starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception <b>Homework</b> quizzes to reinforce items learnt in the sessions <b>In class-modelling</b> is used regularly to support and enhance students' learning and confidence.	<b>Each lesson</b> starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception <b>Homework</b> quizzes to reinforce items learnt in the sessions <b>In class-modelling</b> is used regularly to support and enhance students' learning and confidence.
<b>Literacy-</b> reading, extended accurate writing and oracy opportunities	<b>Extended writing:</b> Students will be able to write about their town and what there is to do for tourists. <b>90/150 words</b>	<b>Extended writing:</b> Students will be able to write about their holidays (present, past and future). <b>90/150 words</b>	<b>Extended writing:</b> Mon collègue Students will be able to write about their <b>school</b> using their knowledge organisers producing up to <b>90</b> words	<b>Extended writing:</b> Students will be able to write 3 different pieces of writing about <b>big events and what they do to help people in difficulties 90/150 words</b>	<b>Extended writing:</b> Students will be able to write a piece of writing about what they like watching/ watched/ will watch on TV <b>90/150 words</b>	<b>Extended writing:</b> C'est quoi un bon ami pour toi? Students will be able to write about <b>what makes a good friend</b> using their knowledge organisers producing up to 90 words
<b>Numeracy/computing skills</b>	<b>ICT:</b> Research of holiday destinations in French-speaking countries	<b>ICT:</b> Review of the unit on Active Learn Online: festivals and celebrations	<b>ICT:</b> Reviewing the unit in Active learn online	<b>ICT:</b> Research of festival & celebrations in French-speaking countries	<b>ICT:</b> Research of holiday destinations in French-speaking countries	<b>ICT:</b> using Active learn online – Memerise and the Language Gym Big numbers in French Telling the time in French
<b>Character development</b>	<b>Social:</b> Students work in pairs/ groups to discuss where they live, the weather and their daily routine. They will be taught to effectively listen to each other's ideas whilst practising the language	<b>Moral</b> – Developing knowledge of French speaking countries as potential holiday destinations	<b>Moral:</b> Reflecting and accepting ways of improving school for different people. Celebrating achievement	<b>Moral:</b> The effect of social issues and environment on young people	<b>Moral</b> – having an open mind and respecting differences when talking about personal preferences	<b>Moral:</b> Qualities of a good friend Strategies/ inspirations/ reflections to entertain good relationships between friends and family
<b>Equality/Diversity opportunities</b>	<b>Culture:</b> Students will explore French regions, towns and cities – they will discover and compare range of differences	<b>Culture:</b> Appreciate holiday destinations and places of interest in France and in French-speaking countries	<b>Culture:</b> school system in France post-16 and university system in France	<b>Culture:</b> Experience of volunteering and charity work in France	<b>Culture:</b> The cultural focus will be exploring the culture of France through French TV programmes, singers and actors and writers.	<b>Culture:</b> Family celebrations are a feature of the new GCSE, therefore topics such as marriage/civil partnerships/

	and similarities regarding where they live.					birthdays etc will also feature in this unit.
<b>Homework/Independent learning</b>	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly
<b>CIAG coverage/links</b>	<b>Careers spotlight:</b> Marketing/ business Media & Journalism - teachers - educations	Careers: revisit the usefulness of studying a language for both careers and overall study skills in first lessons Careers spotlight: Law.	<b>Careers spotlight:</b> working in the tourism & hospitality industry - booking a holiday activity/working on reception in a hotel etc.	<b>Careers spotlight:</b> working in the tourism & hospitality industry - booking a holiday activity/working on reception in a hotel etc.	<b>Careers spotlight:</b> Marketing/ business Media & Journalism - teachers - educations	Careers: revisit the usefulness of studying a language for both careers and overall study skills in first lessons Careers spotlight: Law, counselling