

Year 10 FRENCH Curriculum Map

We will be following schemes of work which will allow pupils to sit the GCSE in French from the Eduqas exam board, as per their specifications detailed in this [document](#). As with KS3, we use a blended approach to teach knowledge and skills required for the course so that language is taught in context, with only key grammar being taught explicitly. The vast majority of this grammar should be familiar to pupils from KS3, so is revised and practised appropriately according to the pupils' needs.

| Term | Topic/Unit title | Essential knowledge and skills (what students should <i>know</i> , <i>understand</i> and be able to <i>do</i> by the end of the unit/topic) | Essential Grammar (allowing pupils to access and apply subject knowledge) |
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| Autumn 1 | Les vacances | Write and learn answers to the following conversation questions: | <p><u>Foundation</u></p> <p>Nouns:</p> <ul style="list-style-type: none"> ■gender; ■singular and plural forms. <p>Articles:</p> <ul style="list-style-type: none"> ■definite, indefinite and partitive, including use of de after negatives. <p>Adjectives:</p> <ul style="list-style-type: none"> ■agreement; ■position; ■comparative and superlative: regular and meilleur; |
| Autumn 2 | | <p>1 Aimes-tu aller à l'étranger? Pourquoi?</p> <p>2 Est-il important pour toi de voyager beaucoup? Pourquoi?</p> <p>3 "Il y a beaucoup de problèmes associés avec le tourisme." Es-tu d'accord?</p> <p>4 As-tu déjà visité la France?</p> <p>5 Où es-tu allé(e) l'année dernière?</p> <p>6 Décris tes vacances idéales.</p> <p>7 Aimes-tu habiter dans le Cumbria?</p> <p>8 Préférerais-tu habiter en ville ou à la campagne?</p> <p>Develop appropriate practice in order to deal with this topic in all four exam skills (listening; reading; writing; speaking)</p> | |

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| | | | <ul style="list-style-type: none"> ■demonstrative (ce, cet, cette, ces); ■indefinite (chaque, quelque); ■possessive; ■interrogative (quel, quelle). <p>Adverbs:</p> <ul style="list-style-type: none"> ■comparative and superlative; ■regular; |
| Spring 1 | Moi et ma famille | <p>Write and learn answers to the following conversation questions:</p> <ol style="list-style-type: none"> 1 Décris ta famille. 2 Est-ce que tu t'entends bien avec tes frères/soeurs? Pourquoi? 3 Préfères-tu être avec tes amis ou ta famille? Pourquoi? 4 Qu'est-ce que tu as fait avec ta famille le week-end dernier? 5 Qu'est-ce que tu vas faire le week-end prochain avec tes amis? <p>Develop appropriate practice in order to deal with this topic in all four exam skills (listening; reading; writing; speaking)</p> | <ul style="list-style-type: none"> ■interrogative (comment, quand); ■adverbs of time and place (aujourd'hui, demain, ici, là-bas); ■common adverbial phrases. <p>Quantifiers/Intensifiers:</p> <ul style="list-style-type: none"> ■très, assez, beaucoup, peu, trop. <p>Pronouns:</p> <ul style="list-style-type: none"> ■personal: all subjects, including on; |
| Spring 2 | Mes Études | <p>Write and learn answers to the following conversation questions:</p> <ol style="list-style-type: none"> 1 Quelles matières aimes-tu au collège? Pourquoi? | <ul style="list-style-type: none"> ■reflexive; ■relative: qui; |

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| | | <p>2 Es-tu un(e) bon(ne) étudiant(e)? Pourquoi?</p> <p>3 Qu'est-ce que tu as fait au collège hier?</p> <p>4 Qu'est-ce que tu vas faire après tes examens?</p> <p>5 Est-ce que tu aimerais aller au lycée après le collège?</p> <p>6 "Aller à l'université n'est pas pour tout le monde". Es-tu d'accord?</p> <p>7 Aimerais-tu faire du travail volontaire? Pourquoi?</p> <p>8 Pourquoi étudier le français?</p> <p>Develop appropriate practice in order to deal with this topic in all four exam skills (listening; reading; writing; speaking)</p> | <ul style="list-style-type: none"> ■relative: que (R); ■object: direct (R) and indirect (R); ■position and order of object pronouns (R); ■disjunctive/emphatic; ■demonstrative (ça, cela); ■indefinite (quelqu'un); ■interrogative (qui, que); ■use of y, en (R). <p>Verbs:</p> |
| <p>Summer 1</p> | <p>Le monde du travail</p> | <p>Write and learn answers to the following conversation questions:</p> <p>1 Qu'est-ce tu veux faire après le lycée?</p> <p>2 Quel métier voudrais-tu faire? Pourquoi?</p> <p>3 Aimerais-tu être célèbre?</p> <p>4 Est-il important d'avoir un petit job quand on est jeune?</p> <p>5 Aides-tu à la maison?</p> <p>6 As-tu fait un stage en entreprise?</p> <p>7 "Tous les étudiants doivent faire un stage." Es-tu d'accord?</p> <p>8 "Pour être heureux il faut avoir un travail bien payé". Es-tu d'accord?</p> | <ul style="list-style-type: none"> ■regular and irregular verbs, including reflexive verbs; ■all persons of the verb, singular and plural; ■negative forms; ■interrogative forms; ■modes of address: tu, vous; ■impersonal verbs (il faut); ■verbs followed by an infinitive, with or without a preposition; ■tenses; |

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| | | Develop appropriate practice in order to deal with this topic in all four exam skills (listening; reading; writing; speaking) | <ul style="list-style-type: none"> ■present; ■perfect; |
| Summer 2 | La technologie | <p>Write and learn answers to the following conversation questions:</p> <p>6 As-tu un portable? Pour quoi faire?</p> <p>7 Que penses-tu des médias sociaux? Pourquoi?</p> <p>8 “La technologie est dangereuse”. Es-tu d’accord?</p> <p>Develop appropriate practice in order to deal with this topic in all four exam skills (listening; reading; writing; speaking)</p> | <ul style="list-style-type: none"> ■imperfect: avoir, être and faire; ■other common verbs in the imperfect tense (R); ■immediate future; ■future (R); ■conditional: vouloir and aimer; ■pluperfect (R); ■passive voice: present tense (R); ■imperative; ■present participle (R). <p>Prepositions</p> <ul style="list-style-type: none"> ■common prepositions e.g. à, au, à l’, à la, aux; de, du, de l’, de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers. ■common compound prepositions e.g. à côté de; près de; en face de, à cause |

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| | | | <p>de; au lieu de.</p> <p>Conjunctions</p> <p>■common coordinating conjunctions e.g. car; donc; ensuite; et; mais; ou; ou bien; puis.</p> <p>■common subordinating conjunctions e.g. comme; lorsque; parce que; puisque; quand; que; si.</p> <p>Number, quantity, dates and time</p> <p>■including use of depuis with present tense</p> <p><u>Higher</u></p> <p>All grammar and structures listed for foundation tier, as well as:</p> <p>Adjectives:</p> <p>■comparative and superlative, including meilleur, pire.</p> <p>Adverbs:</p> |
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| | | | <ul style="list-style-type: none">■comparative and superlative, including mieux, le mieux. Pronouns:■use of y, en;■relative: que;■relative: dont (R);■object: direct and indirect;■position and order of object pronouns;■demonstrative (celui) (R);■possessive (le mien) (R). Verbs:■tenses;■future;■imperfect;■conditional;■pluperfect;■passive voice: future, imperfect and perfect tenses (R); |
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| | | | <ul style="list-style-type: none">■perfect infinitive;■present participle, including use after en;■subjunctive mood: present, in commonly used expressions (R). <p>Time:</p> <ul style="list-style-type: none">■including use of depuis with imperfect tense. |
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Year 11 FRENCH Curriculum Map

We will be following schemes of work which will allow pupils to sit the GCSE in French from the Eduqas exam board, as per their specifications detailed in this [document](#). As with KS3, we use a blended approach to teach knowledge and skills required for the course so that language is taught in context, with only key grammar being taught explicitly. The vast majority of this grammar should be familiar to pupils from KS3, so is revised and practised appropriately according to the pupils' needs.

| Term | Topic/Unit title | Essential knowledge and skills (what students should <i>know, understand</i> and be able to <i>do</i> by the end of the unit/topic) | Essential Grammar (allowing pupils to access and apply subject knowledge) |
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| Autumn 1 | L'environnement | <p>Change in focus from Y10 conversation questions to reading and listening practice; as the course progresses there will be increasing explicit exam practice so that pupils are fully prepared for their exams (speaking exams late April; listening/reading/writing usually early May)</p> <p>Specific focus on:</p> <p>*Quels sont les principaux problèmes environnementaux?</p> <p>*Tu t'inquiètes pour l'environnement?</p> | <p><u>Foundation</u></p> <p>Nouns:</p> <ul style="list-style-type: none"> ■gender; ■singular and plural forms. <p>Articles:</p> <ul style="list-style-type: none"> ■definite, indefinite and partitive, including use of de after negatives. <p>Adjectives:</p> <ul style="list-style-type: none"> ■agreement; ■position; |

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| <p>Autumn 2</p> | <p>Les problèmes sociaux</p> | <p>Change in focus from Y10 conversation questions to reading and listening practice; as the course progresses there will be increasing explicit exam practice so that pupils are fully prepared for their exams (speaking exams late April; listening/reading/writing usually early May)</p> <p>Specific focus on:</p> <ul style="list-style-type: none"> *les SDF *le chômage *l'immigration *la pauvreté | <ul style="list-style-type: none"> ■comparative and superlative: regular and meilleur; ■demonstrative (ce, cet, cette, ces); ■indefinite (chaque, quelque); ■possessive; ■interrogative (quel, quelle). <p>Adverbs:</p> <ul style="list-style-type: none"> ■comparative and superlative; ■regular; ■interrogative (comment, quand); |
| <p>Spring 1</p> | <p>Les fêtes</p> <p>Ma région / le transport</p> <p>La santé</p> | <p>Change in focus from Y10 conversation questions to reading and listening practice; as the course progresses there will be increasing explicit exam practice so that pupils are fully prepared for their exams (speaking exams late April; listening/reading/writing usually early May)</p> <p>Specific focus on:</p> <ul style="list-style-type: none"> *Noël *Les fêtes *Recap KS3 vocab *modes of transport | <ul style="list-style-type: none"> ■adverbs of time and place (aujourd'hui, demain, ici, là-bas); ■common adverbial phrases. <p>Quantifiers/Intensifiers:</p> <ul style="list-style-type: none"> ■très, assez, beaucoup, peu, trop. <p>Pronouns:</p> <ul style="list-style-type: none"> ■personal: all subjects, including on; |

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| | | <ul style="list-style-type: none"> *role plays *link to environment *recap KS3 food/health/sports *link to social problems *link to family topic | <ul style="list-style-type: none"> ■ reflexive; ■ relative: qui; ■ relative: que (R); ■ object: direct (R) and indirect (R); ■ position and order of object pronouns (R); ■ disjunctive/emphatic; ■ demonstrative (ça, cela); ■ indefinite (quelqu'un); ■ interrogative (qui, que); ■ use of y, en (R). |
| Spring 2 | Revision / troubleshooting | | |
| Summer 1 | Revision | | <p>Verbs:</p> <ul style="list-style-type: none"> ■ regular and irregular verbs, including reflexive verbs; ■ all persons of the verb, singular and plural; ■ negative forms; ■ interrogative forms; ■ modes of address: tu, vous; ■ impersonal verbs (il faut); |

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| | | <ul style="list-style-type: none">■ verbs followed by an infinitive, with or without a preposition;■ tenses;■ present;■ perfect;■ imperfect: avoir, être and faire;■ other common verbs in the imperfect tense (R);■ immediate future;■ future (R);■ conditional: vouloir and aimer;■ pluperfect (R);■ passive voice: present tense (R);■ imperative;■ present participle (R). <p>Prepositions</p> <ul style="list-style-type: none">■ common prepositions e.g. à, au, à l', à la, aux; de, du, de l', de la, des; après; <p>avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant;</p> |
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| | | <p>pour; sans; sur; sous; vers.</p> <p>■common compound prepositions e.g. à côté de; près de; en face de, à cause de; au lieu de.</p> <p>Conjunctions</p> <p>■common coordinating conjunctions e.g. car; donc; ensuite; et; mais; ou; ou bien; puis.</p> <p>■common subordinating conjunctions e.g. comme; lorsque; parce que; puisque; quand; que; si.</p> <p>Number, quantity, dates and time</p> <p>■including use of depuis with present tense</p> <p><u>Higher</u></p> <p>All grammar and structures listed for foundation tier, as well as:</p> <p>Adjectives:</p> |
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■comparative and superlative, including meilleur, pire.

Adverbs:

■comparative and superlative, including mieux, le mieux.

Pronouns:

■use of y, en;

■relative: que;

■relative: dont (R);

■object: direct and indirect;

■position and order of object pronouns;

■demonstrative (celui) (R);

■possessive (le mien) (R).

Verbs:

■tenses;

■future;

■imperfect;

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| | | <ul style="list-style-type: none">■conditional;■pluperfect;■passive voice: future, imperfect and perfect tenses (R);■perfect infinitive;■present participle, including use after en;■subjunctive mood: present, in commonly used expressions (R). <p>Time:</p> <ul style="list-style-type: none">■including use of depuis with imperfect tense. |
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