

| KS4 FRENCH YEAR 10 | | IMPLEMENTATION | | | | |
|--------------------|--|--|--|---|---|--|
| INTENT | Advent 1 Context: Family and Friends Key Vocabulary: - Module 1 Vocabulary - adjectives/articles/ prepositions/ present tense/ irregulars/ reflexives/ pronouns/ near future/ perfect tense/ imperfect tense/ variety of tenses Prior Learning/LTM: - My Family Life - I Like Celebrations! Cultural Capital: Historic and current icons (Napoléon, Andrée Peel) Cross Curricular: History | Advent 2 Context: Free Time/Popular Culture Key Vocabulary: - Module 2 Vocabulary - three tenses together/ depuis/adjectives/ comparatives/ superlatives Prior Learning/LTM: - My Free Time - Live Sport Cultural Capital: Sport in France/Le Festival de Cannes Cross Curricular: PE/ Geography/ iMedia | Lent 1 Context: Festivals and Customs Key Vocabulary: - Module 3 Vocabulary - partitive article/ irregular verbs/ il faut/ modal verbs/question words/en/venir de Prior Learning/LTM: - My Family Life - Leisure Time! Cultural Capital: Francophone countries/ Food/Festivals Cross Curricular: Food/ RE/ Geography | Lent 2 Context: Local Area Key Vocabulary: - Module 4 Vocabulary - imperative/ y/negatives/ future tense/verb forms/ three tenses together/ passive and active Prior Learning/LTM: - In The Town - It's a Small World Cultural Capital: Climate change and civil responsibilities Cross Curricular: PSHE/ Geography | Pentecost 1 Context: Holidays Key Vocabulary: - Module 5 Vocabulary - reflexive verbs – present and perfect tenses/ adverbs of time/ conditional/present participle/avant de/ demonstrative/ pluperfect Prior Learning/LTM: - Holidays! - It's A Small World Cultural Capital: Travel and tourism in French speaking countries Cross Curricular: Geography/ English | Pentecost 2 Context: School Life Key Vocabulary: - Module 6 Vocabulary - comparative/3 rd person plural/il faut/il est interdit/imperative/ adverbs/future tense/ on/OLDRAT/JAF: Justification and Fancy Phrases/ Prior Learning/LTM: - Back to School - In Class Cultural Capital: School systems and exchanges/Health Cross Curricular: PE/ PSHE/ Geography |
| | Listening: Respond to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions. | ✓ | | | | ✓ |
| | Speaking: Initiate and sustain detailed conversations by manipulating language, expressing ideas, justifying opinions and responding to unpredictable questions. | | ✓ | | ✓ | |
| | Reading: Respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning. | ✓ | | ✓ | | ✓ |
| | Writing: Write effectively for different purposes, explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language. | ✓ | ✓ | ✓ | ✓ | |
| IMPACT | Assessment: Steps 1-8 Writing/Translation Progression to KS5: Theme 1: Unit 1 Tenses and Verb Forms Paper 1/2: L/R/W | Assessment: Steps 1-8 Listening/Writing Progression to KS5: Theme 1/2: Unit 2/6 Adj→Comp→Superlative Paper 1/2: L/R/W | Assessment: Steps 1-9 Writing/Speaking Progression to KS5: Theme 3: Unit 7 Verb constructions Paper 2/3: W/S | Assessment: Steps 1-10 Reading/Translation Progression to KS5: Theme 1: Unit 2 Translation skills Paper 1: L/R/W | Assessment: Steps 1-11 Writing/Speaking Progression to KS5: Theme 2: Unit 4 Justifying opinions Paper 2/3: W/S | Assessment: Steps 1-11 Listening/Reading Progression to KS5: Theme 4: Unit 10 Adverbials/Proverbs Paper 1: L/R/W |