



Year 10 French Curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Expressing pain and illness using <i>avoir mal à</i> , Referring to remedies using <i>aller</i> in the near future in 1 st , 3 rd and 2 nd person plural, using a variety of negatives to refer to unhealthy actions. Present and future tenses together to describe current and future lifestyle. Using the perfect tense to	Negative constructions to express opinions on subjects and future plans and personality. Adjectives and superlative adjectives to describe subjects and teachers. Nouns ending in <i>-ation</i> – phonics and grammar links.	The perfect tense with <i>avoir</i> : irregular past participles to describe the previous weekend's leisure activities. Emphatic pronouns (<i>moi, toi</i>) and reflexive verbs in the present tense (plural forms) when describing leisure activities with	The imperative (<i>tu and vous forms</i>) with regard to advice given by social media influencers, Infinitives used as nouns when describing activities such as 'learning to read' The conditional of <i>avoir, être, faire and aller</i> when describing	The present tense of regular verbs (<i>-er, re, ir</i>) used in the context of family and friends' interactions, Future tense of <i>-er verbs</i> to describe future plans and partners Adjective agreements: revising descriptions of personality. The present participle of regular verbs used to describe plans made	The present tense of some common irregular verbs in the context of family celebrations. Direct object pronouns (<i>me, te, vous, le, la</i>) as replacement for nouns and pronouns when describing family events e.g. <i>They eat it, She invites them</i> The imperfect tense used to describe how we



	<p>describe recent sporting activities for keeping fit. Irregular present participles and impersonal expressions to describe actions for a healthy lifestyle.</p>	<p>The conditional form of <i>regular -er verbs</i> and <i>vouloir</i> to describe an ideal school using 1st and 3rd person. <i>Être en train de</i> and <i>venir de + infinitive</i> to describe work experience.</p>	<p>family and friends. Learning the word order of reflexive pronouns. The perfect tense with <i>être</i> to describe recent leisure activities and holidays. <i>En and à</i> with places to go / visit / travel. Modal verbs in the perfect tense to describe what we (1st / 3rd person) have always wanted to do. Agreement with preceding direct object pronouns.</p>	<p>possible actions as a celebrity, Emphatic pronouns (<i>lui, elle, nous, vous, eux, elles</i>) when used after prepositions and 'que' The present tense of <i>avoir, être, faire and aller</i> to discuss the advantages and disadvantages of being a celebrity The use of all forms of possessive adjectives when describing the lifestyle of celebrities The perfect tense of reflexive verbs with <i>il y a</i> and <i>depuis</i> when describing what celebrities have done and for how long.</p>	<p>with friends – 'whilst waiting for the bus' 'whilst playing tennis' etc. Impersonal verbs <i>Ne ... aucun(e)</i> in terms of what we will not have in the future.</p>	<p>celebrated traditions in the past <i>Y and en</i> meaning to/at it as a replacement for nouns e.g 'we go there for Christmas, we eat it every year' Two tenses together (past and near future) to describe and contrast family traditions by saying what was done in the past and what we are going to do in the near future. Functions of definite and indefinite articles where they are not needed in English e.g. <i>The last year.</i> The future tense of <i>être, avoir, aller and faire</i> in the context of planning a trip to a festival. Relative clauses with <i>que, qui, quand and où (which, that, whom, where)</i> when describing actions and events at festivals.</p>
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Knowledge & Understanding (National Curriculum)

Skills are across the whole year.

Autumn 1: The topic of Healthy Living and lifestyle builds on previously studied topics of sport and food. Students have developed their knowledge of sporting activities in years 7, 8 and 9 and have described food preferences and healthy eating in years 8 and 9. They will revisit the use of the perfect tense first introduced in year 7 and developed in years 8 and 9. In year 8 students learned to describe pain and illness using the verb 'avoir' Students will use their grounding in these topics and learn to describe past actions in contrast to future changes in terms of healthy and unhealthy habits.

Autumn 2: This topic builds upon the vocabulary and structures taught in KS3. Students develop opinions and justifications about school subjects previously taught in year 7 and refer to future plans previously referenced when talking about families and future relationships in year 9. In this topic, students will learn to describe themselves, their teachers and describe their suitability and unsuitability for particular careers referencing their personal characteristics. They will describe work experience and the place of language skills in the careers market. They make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

Spring 1: Here students revisit learning in KS3, years 7 8 and 9. Prior learning includes sports with the verbs 'to play' and 'to do', non-sporting activities, opinions and reasons for choosing which sports to do, sports tried in the past and on holiday. Students learned to express preferences for music, TV and cinema. We also revisit family relationships and their positive and negative aspects. Students further develop their skills by describing and giving opinions about extreme sports and refer to sporting events, including nationally renowned events such as the Tour de France. Descriptions include events involving famous people and world sports.

Spring 2: Celebrity culture was first delivered in year 8. Students listened to French music and gave their opinions. They also learned to describe background details about francophone singers. Here they learn more about French-speaking celebrities, their activities and their influence on young people / wider society. Students learn to describe events involving famous people, e.g., music, culture, sport, and film. They develop their ability to read and understand articles on celebrities and refer to the advantages and disadvantages of being famous.

Summer 1: Here we revisit the language taught in KS3. In year 7 students describe families and friends, personalities and relationships. In year 9 we go into greater detail talking about positive and negative family relationships, opinions on marriage and an ideal future partner. This is developed by describing the pros and cons of different types of partnerships and families. Potential problems in friendships are discussed and explained.

Summer 2: Customs are first delivered in KS3, year 7 when students learn about Christmas traditions in France. In years 8 and 9 Christmas is revisited in more detail and more festivals and traditions are introduced (Easter, Eid, Carnival). Other types of festival are also described (music, comedy). Here, students will describe and share opinions of different types of festivals, e.g., music / film festivals. They will describe local, national and internationally renowned festivals such as the Cannes film festival. Students also learn about festivals and traditions / customs in French-speaking countries / communities, e.g., Morocco, Switzerland.

Skills

R Develop RESILIENCE

- ★ Independence in learning. Researching information, making use of knowledge organisers, dictionaries and other reference notes. Understanding that mistakes are a valuable part of language learning and help us to understand how a language works. Developing repair strategies



							to overcome difficulties. Making use of synonyms to communicate a message effectively.
	A Possess AMBITION						★ Tackle the more difficult questions. Take risks and use more challenging grammar and complex structures. Make regular use of star structures. Answer higher tier questions. Aim to hit or exceed targets.
	I Demonstrate INTEGRITY						★ Respect the school rules and the school community. Be prepared to work hard and to show determination. Be organised and prepared for learning. Meet deadlines. Support classmates with their learning.
	S Embed Self-Discovery						★ Be an independent learner. Use recognised online learning at home. Learn to recognise strengths and weaknesses and develop strategies for improvement. Investigate wider reading – short news articles, stories.
	E Display EMPATHY						★ Recognise and respect differences in culture, learning styles and abilities. Display patience and tolerance. Support and encourage peers. Use inference to recognise feelings and opinions.
Curriculum Links	<i>Term 1.1 has links to: PSHE (healthy lifestyle), PE & Food Technology (understanding nutrition & exercise). English: Understanding the concept of modal verbs.</i>	<i>Term 1.2 has links to: PSHE (careers)when describing career ambitions, English and History – developing an argument, pros and cons, maths and numeracy for describing a school</i>	<i>Term 2.1 has links to: PSHE (relationships with friends and family) PE (importance of exercise) English (grammar – time frames) Music and English for the concept of genre</i>	<i>Term 2.2 has links to: PSHE (peer pressure and unhealthy influences) Music – music styles Careers – future ambitions ICT – the use of technology in celebrity culture.</i>	<i>Term 3.1 has links to: PSHE – relationships which may be friendships, familial or romantic. Different types of family. Healthy and unhealthy relationships.</i>	<i>Term 3.2 has links to: RE – religious practices: Christmas, Easter, Eid Geography – countries around the world where French is spoken.</i>	



		<i>timetable and routines such as lesson timings.</i>	<i>(films, literature, music styles).</i>			
Assessment	September: CC1 November: Exam 1 February: CC2 April: CC3 May: Exam 2 July: CC4					
Aspirations & Careers	Each half term careers related to or benefitting from skills in MFL will be presented to students using links from the Drive. There will be a greater focus in term 1.2 to link with the theme of school and future careers being taught. The intellectual training and communication skills developed by learning a foreign language can be discussed in more detail and linked to the careers discussed during the lessons.					