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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A****Year 10**  | **Qui suis-je?**Students begin their GCSE course by building on key information learnt in KS3 about their family, socialising, friends and role models in past, present and future time frames.  | * Describing appearance and personality using present tense verbs (reg. and irreg.) and adjectival agreements.
* Describing places in town and where you go in town using prepositions, aller in the present tense and contractions e.g. du, de l', des.
* Describing the qualities of a good friend using irregular verbs and the relative pronoun 'qui'.
* Describing family relationships using reflexive verbs in the present tense and emphatic pronouns.
* Describing plans to go out using the near future tense.
* Describing past nights out using the perfect tense.
* Describing what you were like when you were younger using the imperfect tense.
* Talking about role models using the present, perfect and imperfect tenses.
 | Speaking - role play + reading aloudTranslation into EnglishReadingListening inc. dictationModule 1 writing week /16Memrise % |
| **Autumn Term****1B****Year 10** | **Le temps des loisirs**Students learn how to discuss different hobbies using both ‘faire’ and ‘jouer’ with associated grammar rules and different time frames. They learn how to use comparatives, superlatives and give opinions in the context of different sports, hobbies and entertainment, e.g. watching tv and reading.  | * Describing free time activities in terms of sport, music, technology, films and TV using jouer à and jouer de.
* Talking about the benefits of different sports and how long you have been doing them using depuis + the present tense.
* Talking about online activities using comparatives and the relative pronoun que.
* Talking about books and reading habits now and in the past using the imperfect tense.
* Talking about TV programmes using direct object pronouns le / la / les.
* Talking about actors and films using the superlative.
 | Speaking - role play + reading aloudTranslation into FrenchReading Listening inc. dictationModule 2 writing week /16Memrise % |
| **Spring Term****2A****Year 10**  |   **Jours ordinaires, jours de fête** Students build on their KS3 knowledge of daily routine, clothes and food for different occasions, and ways of celebrating important events in the French speaking world. | * Talking about what you usually eat using the partitive article du / de la / de l' / des.
* Talking about the clothes you wear to different occasions in the past, present and future using adjectival agreements
* Talking about your daily life using the present tense of devoir and pouvoir + infinitive.
* Talking about what you eat on special occasions using the relative pronoun en.
* Talking about mealtimes in different countries using questions in the tu and vous forms and statistical vocabulary.
* Talking about past family celebrations using venir de + infinitive and il y a + time.
* Talking about festivals and traditions in the French-speaking world using three tenses.
 | Speaking - photo card (unseen) + reading aloudTranslation into EnglishReadingListening inc. dictationModule 3 writing week /32 (Year 10 exam model)Memrise % |
| **Spring Term****2B****Year 10** | **De la ville à la campagne**Students build on prior knowledge of how to describe where they and other people live. This extends to discussing different tourist destinations and the weather in hypothetical situations. The unit finishes with study of community projects in different time frames. | * Talking about where you live (location, weather, what you can do there and transport) using the different words for "in".
* Talking about what there is in your town and asking for directions using the imperative.
* Talking about where you live using the pronoun y (there).
* Talking about what there is and what there isn't where you live using negatives.
* Talking about tourist activities and asking questions about them using quel(le)(s).
* Discussing your plans based on the weather using the simple future tense with the si clause structure si + present tense + simple future.
* Discussing community projects to improve your town in the past, present and future.
 | Week 5 - Listening exam inc.dictationWeek 6 -Y10 Speaking mock in class: role play, read aloud + follow up questions, photo card + discussionMemrise %Module 4 writing week /32 (Y10 exam model) |
| **Summer Term****3A****Year 10** | **Le grand large**Students learn how to describe in detail their own holidays and those of others using different time frames. Subject matter includes discussing dream holidays, booking hotels, buying gifts and holiday disasters.  | * Talking about holidays in the past present and future - where you go, who you go with, how you travel, where you stay and what you do.
* Talking about dream holidays using the conditional tense.
* Booking and reviewing hotels using reflexive verbs in the perfect tense.
* Ordering in a restaurant using en + the present participle.
* Talking about travel preferences with the si clause. structure si + imperfect tense + conditional, as well as using avant de + infinitive.
* Buying souvenirs using demonstrative adjectives and pronouns (this / these / this one / that one / these ones / those ones).
* Talking about holiday disasters using the pluperfect tense.
 | Week 1 - Reading and writing year 10 mock exam + translation to TLWeek 6 - Module 5 writing week /32 (Y10 exam model)Memrise % |
| **Summer Term****3B****Year 10** | **Au collège**Students expand upon previously learnt material on the the topic of school in different time frames to include likes and dislikes with justifications, school rules, comparisons with British schools and those in the French-speaking world, school exchanges and healthy habits.  | * Talking about your school timetable and giving justified opinions about your subjects using opinion verb + definite article le / la / les.
* Talking about your school using the third person singular pronouns il / elle in the present tense.
* Comparing schools in French-speaking countries and the UK using the third person plural pronouns ils / elles in the present tense.
* Discussing school rules using il faut + infinitive and il est interdit de + infinitive.
* Describing how to have a healthy lifestyle using adverbs and the imperative.
* Discussing unhealthy habits and how you will change them using the present and simple future tenses.
* Talking about past, present and future school exchanges.
 | Speaking - role play and reading aloudTranslation into FrenchReading and dictationListeningMemrise % Module 6 writing week /32 (GCSE model) |