

Curriculum Overview			
Year Group	Term	Unit of Work	Assessment Content
10	1	Unit title Qui suis-je (who am I) Theme 1 Students will: <ul style="list-style-type: none"> • Know an increasingly wide range of vocabulary relating to family and friends, places in a town, activities and times and use this to successfully understand reading and listening activities both for gist and for detail. • Understand how to use the present tense for both regular and irregular verbs, including reflexive verbs. Develop knowledge and understanding of past and future tenses building on from year 9. How to use negative constructions ne....pas in all 3 tenses. • Be able to make arrangements to go out, describe role models and talk about family relationships using accurate spoken and written language. 	
	2	Unit title Le temps de loisirs (my leisure time) Theme 1 Students will: <ul style="list-style-type: none"> • Know the language needed to read and listen to a range of spoken and written passages on leisure activities, technology, films, television, music and reading. • Understand how to accurately use irregular verbs such as aller/ faire/ boire/ voir in 3 tenses, complex negatives such as ne... rien and ne... que, introduction to comparative and superlative adjectives to describe activities and make comparisons. • Be able to speak and write about a night out and discuss different tastes and opinions connected with the free time in the present, past and future tenses. 	
	3	Unit title De la ville à la campagne (from the town to the countryside) Theme 2 Students will: <ul style="list-style-type: none"> • Know a wide and varied range of language to describe towns and regions, places in a town and what you can do there. Know how to discuss the weather. They will know how to enquire in a tourist office and ask questions. • Understand the “on peut + infinitive” structures and how to ask and answer questions. Practise in using comparative and superlative adjectives and the development of the imperfect tense when using weather phrases. • Be able to discuss weather and activities and describe a region in accurate spoken French as well as to write about a familiar area in detail. Students will also be able to ask questions using structures such as “avez-vous”, “est ce-qu'il y a”, “quelle est ta matière 	

		préférée”, etc, ask for directions using a range of question words such as “pour aller à ” and make enquiries at a tourist office using different question forms and using the ‘vous’ form of formal address.	
4	Unit title Au collège (at school) Theme 3 Students will:	<ul style="list-style-type: none"> • Know language for describing schools and subjects here and in France, uniform and school rules: “Il faut” and “Il est interdit de”. Language for talking about healthy living, smoking, alcohol and drugs. • Understand how to use direct object pronouns, complex adverbs and the how to use the perfect imperfect tense together in sentences. Development of modal verbs in 2 tenses present and past “je dois aller” “j’ai dû” • Be able to describe and offer opinions on schools; including subjects, rules, uniform. Give opinions on healthy living and lifestyles. Give a written account of a school trip and plans for what they want to do after GCSEs. 	
5	Unit title Mes vacances (holidays) Theme 2 Students will:	<ul style="list-style-type: none"> • Know how to describe what they normally do on holidays, what they did for their last holidays and what they would like to do in the future. They will know language for countries, places, hotels, modes of transport, ordering in a restaurant • Understand how to say “in or to” with countries, practice with 3 tenses and start to understand the conditional tense (would). Use the pronoun “y” in j’y suis allé”. Begin to use high features of grammar such as avoir expressions. Introduce the near future tense “j’irai” • Be able to Listen and understand dialogues of hotel, restaurant and tourist office enquiries. Describe photos and prepare sentences in preparation for the speaking exam. Adapt a model text to describe funny anecdotes or holiday disasters 	
6	Consolidation of all Themes. Preparation of speaking Students will:	<ul style="list-style-type: none"> • Know how the 3 different elements of the speaking exam are conducted. They will know how to ask and answers questions using questions words and inversion techniques. They will know how to describe a photo and how to converse on a range of topics. They will gain 	

		<p>a deeper understanding of the grammar and tenses that have been covered throughout the year.</p> <ul style="list-style-type: none"> • Understand various exam techniques and the specifications and mark schemes of each examination and how to demonstrate their knowledge to assure good grades in their examinations. • Be able to apply their confidence in manipulating tenses in paragraphs of text which contain high structures and accurate grammar on a range of subjects covered this year. Be fluid in their knowledge of the 3 elements of the speaking exam and how to prepare for it. 	
11	1	<p>Unit title Un Oeil sur le Monde (What's going on in the world) Theme 2 Students will:</p> <ul style="list-style-type: none"> • Know how to talk about wider social and global issues including the environment and natural disasters, poverty, war, famine, homelessness, charity work and ethical issues surrounding our society today. Through reading passages, they will know how to talk about the concerns of young people today, where and how they shop, how to save water and assist the planet, raise money for charity discuss weather patterns. • Understand how to confidently manipulate 3 tenses and the simple future when discussing the weather e.g il fera beau. They will revise infinitive phrases and understand and practise using "on peut" "on doit" "Il faut" + infinitives. They will understand a range of complex pronouns such as "en" as well as the emphatic pronouns "lui, elle, eux, elles" • Be able to discuss big events using 3 time frames and understand a range of passages on global issues which affect our world today. They will be able to talk about what they do to protect the environment, help others and be a good citizen in the community. They will be able to write passages on why it is important to volunteer and what sort of work they would like to do in the future. 	
	2	<p>Unit title Jours ordinaires, jours de fête (Customs and traditions) Theme 1 Students will:</p> <ul style="list-style-type: none"> • Know how to talk about their daily life including what they eat, food and meals. They will be able to describe and explain how they shop for clothes and experience different festivals, traditions and special occasions. • Understand how to use a range of modal verbs, including devoir and pouvoir in different tenses and ask questions using <i>est-ce que ...?</i> and <i>qu'est-ce que ...?</i> Understand how to revise for mock examinations and practise skills in reading, listening, speaking and writing 	

	<ul style="list-style-type: none"> • Be able to confidently use past, present and future tenses to describe future or past celebrations. Complete a full mock speaking examination and prepare for and sit examinations in all skill areas. 	
3	<p>Unit title Bon travail (The world of work) Theme 3</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to talk about jobs and the world of work and hopes and wishes for the future. Talking about how you earn money, pocket money and part-time jobs and work experience. • Understand the conditional tense, would like to, and the relative pronoun “qui” when talking about work preferences. Understanding the simple future “will or “shall” . Understand when to use the perfect or imperfect tenses followed by “a” or “de” • Be able to use a range of tenses, present, perfect, conditional in a piece of text. Discuss work experience using the perfect and imperfect tenses to describe what they were doing and what it was like. 	
4	<p>Revision topics Themes 1 +2</p> <p>Students will</p> <ul style="list-style-type: none"> • Know how to revise all of Theme 1 topics in all skill areas of Listening, speaking, reading writing. They will cover, family, leisure and technology customs and traditions. They will start to cover the Them 2 topics of towns, holidays and familiarise themselves not only with vocabulary and structures but also exam techniques and strategies for revision. • Understand the format of the GCSE exams and be familiar with mark schemes and requirements for reaching high grades. • Be able to produce written pieces of 90 words for foundation and 150 words for Higher on a range of topics covered in the syllabus and will be confident in their acquisition of vocabulary and structures. 	
5	<p>Revision topics Themes 2+3</p> <p>Students will</p> <ul style="list-style-type: none"> • Know how to revise all of Theme 2 and 3 topics in all skill areas of Listening, speaking, reading writing. They will cover, environment and the world around us, school life and jobs and the world of work and future plans. . • Understand the format of the GCSE exams and be familiar with mark schemes and requirements for reaching high grades. 	

		<ul style="list-style-type: none">• Be able to speak freely on a range of topics and be fully prepared for all elements of the examinations.	
	6	Final Examinations	