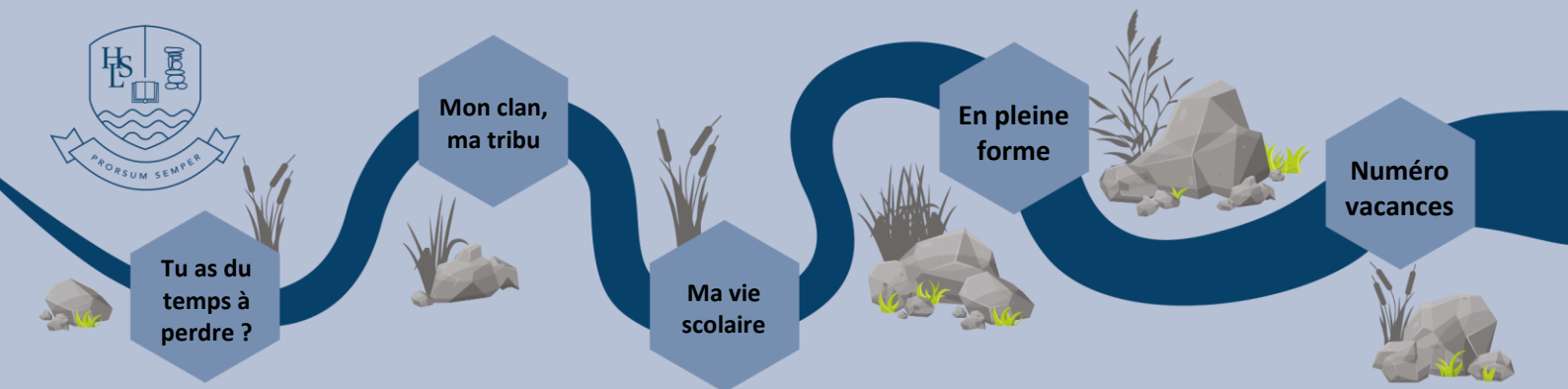
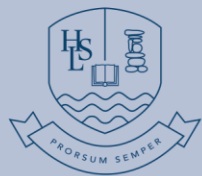
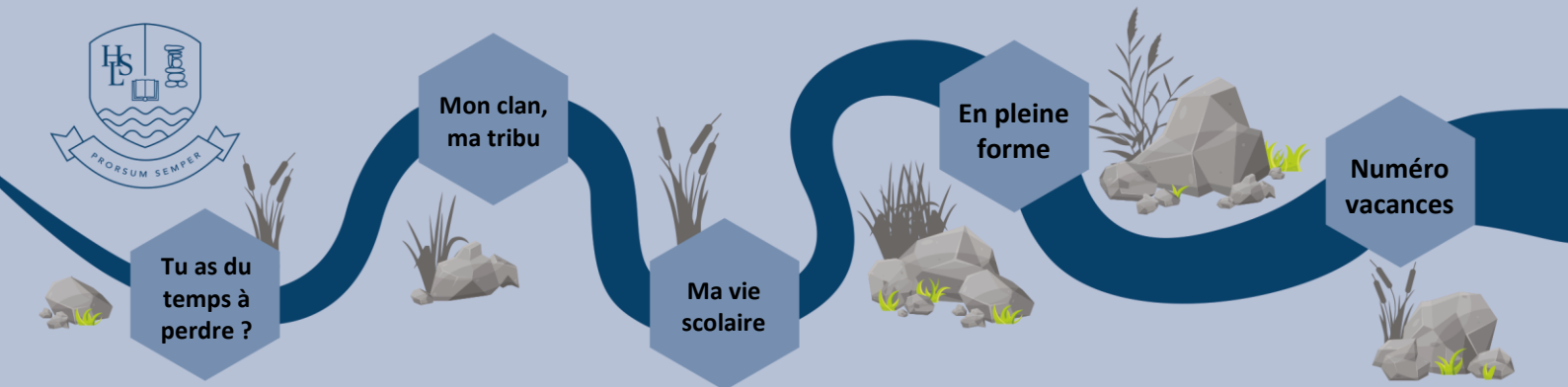
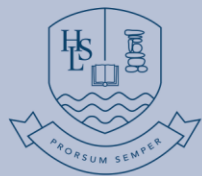


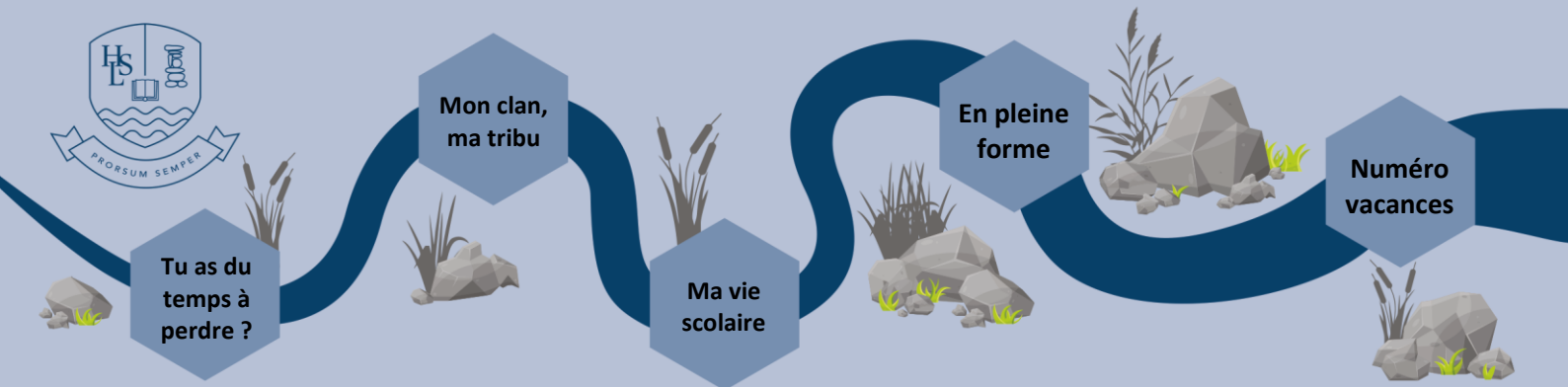
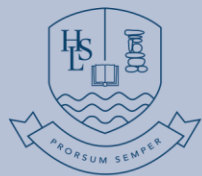
Subject: French		Year Group: 10		Term: 1.1	
Module/Theme: Tu as du temps à perdre ?					
Topic Outline & Aims (Intent) Students will develop the linguistic and grammatical knowledge to be able to confidently discuss their daily lives in French, as well as express opinions on a range of free-time activities. They will talk about online habits and ideas for leading a healthy lifestyle, and will develop key conversational skills by learning how to arrange, accept and decline plans to go out with friends or family.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about what you do online, saying what you do to stay active, talking about what you watch, making plans to go out, saying what you did last weekend, taking part in an interview. <u>Grammar</u> : Using the present tense of regular and irregular verbs, forming and answering questions, using the near future tense, using the perfect tense. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Free-time activities, uses of technology and media, using tenses.		Future Learning: (Context) KS4: Talking about identity, lifestyle and wellbeing.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 17 – Access to Information• 31 - Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Intensifiers, sequencers, connectives, opinions.• End of Topic Test: Read Aloud task.		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance• Individual Liberty• The Rule of Law					
Eco Schools Links: <ul style="list-style-type: none">• Healthy Living					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 28-29 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, time, frequency, numbers, prices.	
				Career Links: <ul style="list-style-type: none">• Event Organiser• Language Learning App Developer• Multilingual Vlogger• Museum Curator• Publisher• Sports Journalist• Translator	



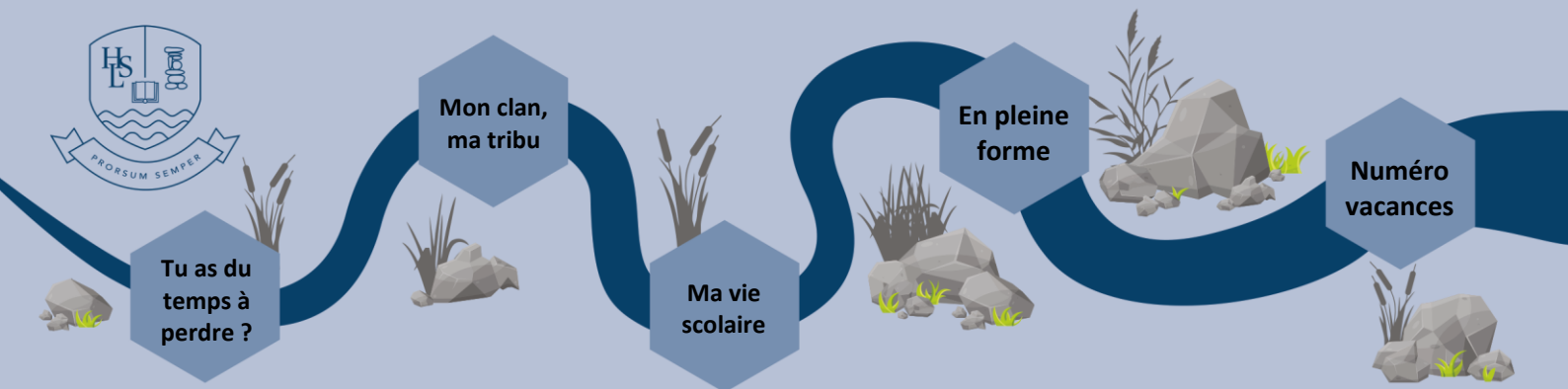
Subject: French		Year Group: 10		Term: 1.2	
Module/Theme: Mon clan, ma tribu					
Topic Outline & Aims (Intent) Students will develop their ability to use French to discuss notions of identity, as well as describe the qualities of positive role models and friendships. They will also explore ideas of diversity and discover how a range of celebrations are marked in French-speaking countries.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about identity, discussing weekend routine, discussing friends and friendship, describing what people look like, talking about role models, describing celebrations. <u>Grammar</u> : Using reflexive verbs in the present tense, adjective agreement and position, using direct object pronouns, using the perfect, present and near future tenses. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Describing people, talking about free-time and special occasions, using tenses.		Future Learning: (Context) KS4: Talking about lifestyle and wellbeing.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 2 – No Discrimination• 8 – Identity• 12 – Respect for Children’s Views			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test:• End of Topic Test:		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Global Citizenship					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 52-53 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Time, frequency, population data.	
				Career Links: <ul style="list-style-type: none">• Community Outreach Coordinator• Cultural Liaison Officer• Diplomatic Service• Humanitarian Worker• Social Worker• Teacher• Youth Worker	



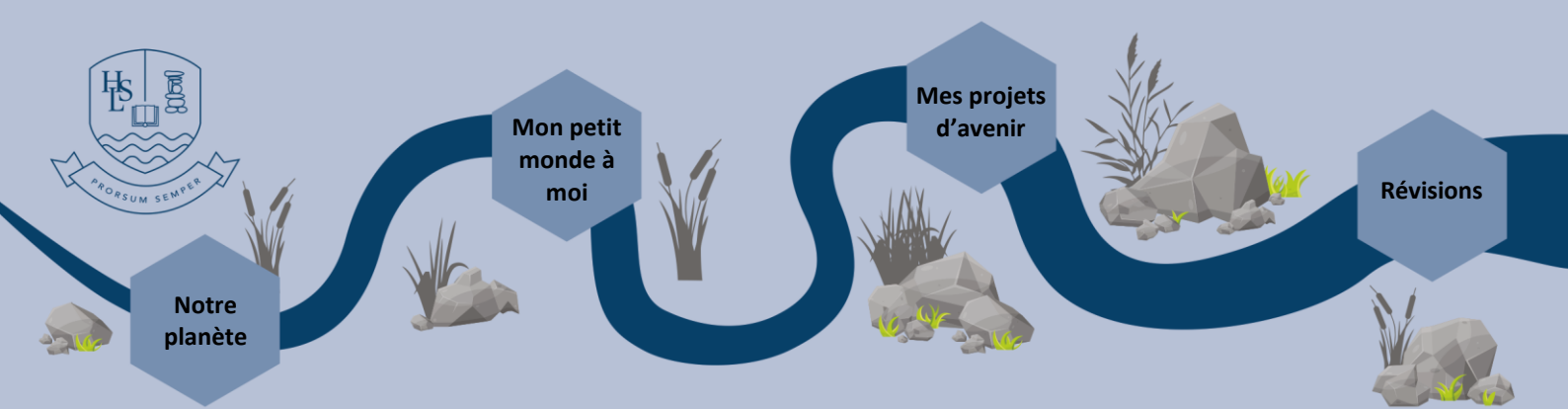
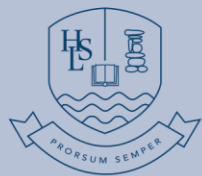
Subject: French		Year Group: 10		Term: 2.1	
Module/Theme: Ma vie scolaire					
Topic Outline & Aims (Intent) Students will develop the linguistic skills to talk about school life and their studies. They will express opinions on subjects and school rules, compare their primary and secondary schools and talk about making progress. They will also enrich their cultural knowledge by learning about school life in French-speaking countries.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Describing school subjects, expressing opinions on school rules, talking about what I have achieved, describing my primary school, talking about languages. <u>Grammar</u> : Using comparative adjectives, using impersonal verb structures followed by infinitives, using irregular verbs in the perfect tense, using verbs in the imperfect tense, recognising a wider range of negatives, using the imperfect, present and future tenses. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Talking about school subjects, describing the school day, making comparisons.		Future Learning: (Context) KS4: Talking about future plans and possible career paths.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 28 – Access to Education• 29 – Aims of Education• 31 – Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Picture task vocabulary.• End of Topic Test: Listening (including Dictation), Reading and Translation (into French).		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance					
Eco Schools Links: <ul style="list-style-type: none">• School Grounds					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 80-81 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, ordinal numbers, times, frequency.	
				Career Links: <ul style="list-style-type: none">• Teacher• Academic Researcher• Study Abroad Co-ordinator• Educational Resource Creator• Policy Advisor in• Education	



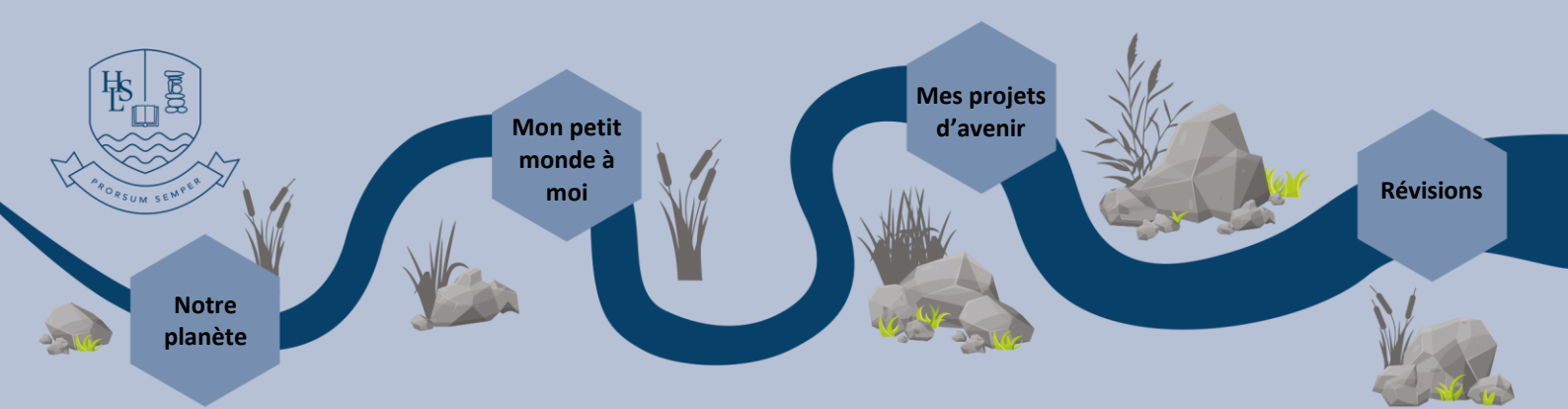
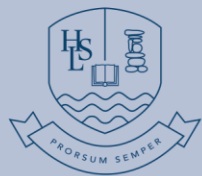
Subject: French		Year Group: 10		Term: 2.2	
Module/Theme: En pleine forme					
Topic Outline & Aims (Intent) Students will continue to build on their linguistic skills to be able to talk about lifestyle and wellbeing. They will learn to describe healthy routines and discuss future plans for improving wellbeing. They will also learn practical communication skills for real-world situations such as describing illnesses and seeking remedies from a doctor or pharmacist.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about healthy and unhealthy food, describing mealtime routines, talking about mental and physical health, talking about illnesses and remedies. <u>Grammar</u> : Understanding advice in the <i>vous</i> form imperative, using the partitive article, using modal verbs (<i>devoir, vouloir, pouvoir</i>), using the perfect tense of reflexive verbs, using the simple future tense, revisiting using the imperfect, present and simple future tenses. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Talking about food, sport and exercise, describing routines, using partitive articles.		Future Learning: (Context) KS4: Using modal verbs in the perfect tense, revisiting key tenses.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 6 – Life, Survival and Development• 24 – Health, Water, Food, Environment			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: ‘Shine Like a Star’ vocabulary.• End of Topic Test: Writing (90 words).		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Healthy Living					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 104-105 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Time, frequency, sequencing, prices.	
				Career Links: <ul style="list-style-type: none">• Humanitarian Aid Worker• Medical Translator• Mental Health Support Worker• Physiotherapist• Personal Trainer	



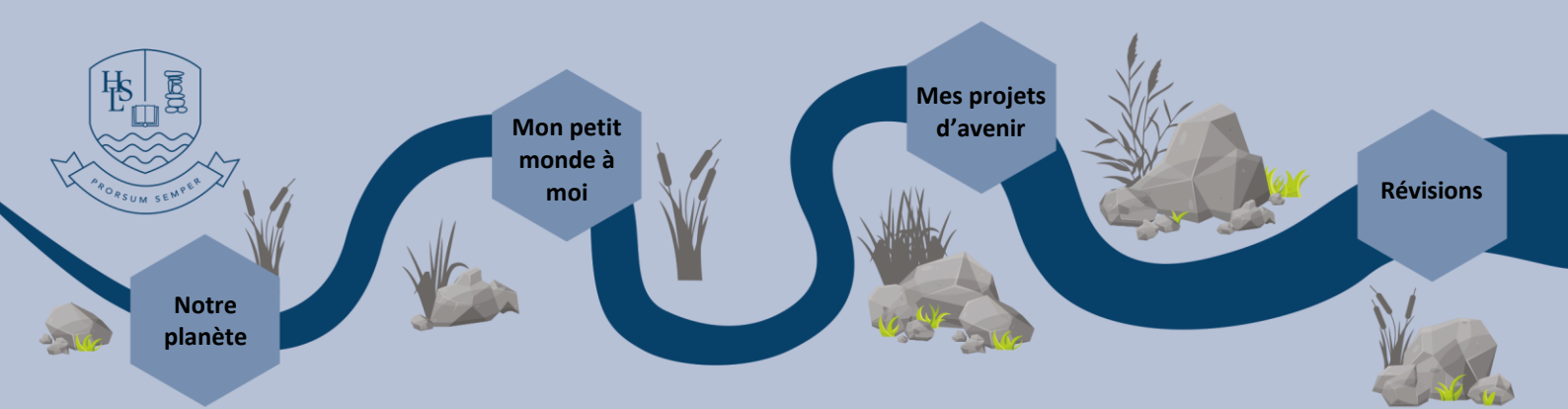
Subject: French		Year Group: 10		Term: 3	
Module/Theme: Numéro vacances					
Topic Outline & Aims (Intent) Students will be equipped with the skills to discuss topics relating to travel and tourism in the French-speaking world. They will learn practical communication skills for real-world situations, such as booking accommodation, describing destinations and sharing opinions about trips. They will also develop their understanding of different cultural traditions and festivals in Francophone countries.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary:</u> Describing holiday destinations, discussing holiday activities, talking about accommodation, describing festivals. <u>Grammar:</u> Using the conditional, forming different types of questions, giving advice with <i>il vaut la peine de</i> and <i>il vaut mieux</i> , using the perfect and imperfect tenses together, creating more complex sentences using relative pronouns, using the perfect tense of modal verbs, using <i>si</i> + the present tense + the simple future tense. <u>Phonics:</u> Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Holiday destinations, transport, holiday activities, opinion phrases.		Future Learning: (Context) KS4: Describing the natural world and environmental issues (transport).		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 7 - Name and Nationality• 30 - Minority Culture, Language and Religion			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Year 10 Exams (Speaking, Listening, Reading and Writing).• End of Topic Test: Picture task.		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Global Citizenship• Transport					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 128-129 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, time, frequency, numbers, prices.	
				Career Links: <ul style="list-style-type: none">• Air Traffic Controller• Cruise Ship Worker• Hospitality Manager• International Event Coordinator• Tour Guide• Travel Consultant• Travel Writer	



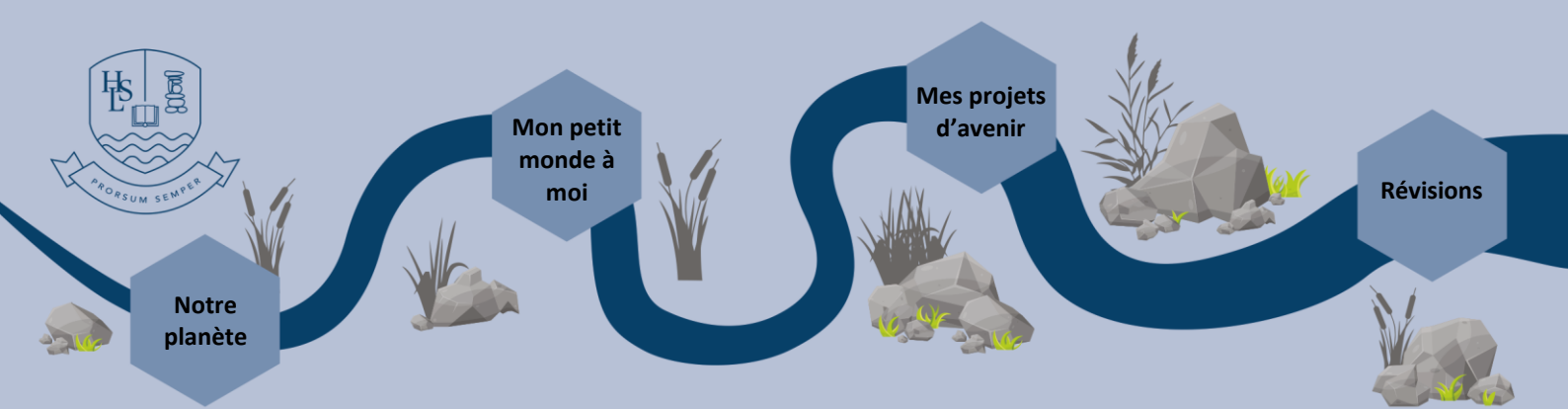
Subject: French		Year Group: 11		Term: 1.1	
Module/Theme: Notre planète					
Topic Outline & Aims (Intent) Students will be equipped with the vocabulary and grammar required to discuss global issues and the environment. They will talk about the impact of climate change as well as actions they can take to help the environment. They will also discuss the role of new technologies in protecting the environment.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary:</u> Using numbers, talking about environmental issues, discussing actions at home to protect the environment, talking about new technology. <u>Grammar:</u> Using comparatives and superlatives, understanding the present tense of the passive voice, using the <i>nous</i> form imperative, using <i>en</i> + the present participle, using <i>être en train de</i> and <i>venir de</i> . <u>Phonics:</u> Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Talking about the recycling and plastic use, describing the weather.		Future Learning: (Context) KS5: Themes of sustainability and migration.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 17 – Access to Information• 24 – Health, Water, Food, Environment			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Key verbs in three tenses.• End of Topic Test: Writing (90 or 150 words).		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Energy• Waste					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 156-157 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Numbers, statistics, frequency.	
				Career Links: <ul style="list-style-type: none">• Research Scientist• Marine Biologist• Meteorologist• Green Technology Developer• Environmental Lawyer	



Subject: French		Year Group: 11		Term: 1.2	
Module/Theme: Mon petit monde à moi					
Topic Outline & Aims (Intent) Students will develop the skills needed to be able to talk about where they live and describe their local area. They will be able to understand house adverts and describe what their ideal house would be like. They will also be able to communicate their shopping preferences.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary:</u> Talking about rooms in a house, giving directions, talking about local amenities, talking about shops and what you buy, describing my ideal house. <u>Grammar:</u> Using demonstrative adjectives, using the pronoun <i>y</i> , using <i>à</i> and <i>de</i> with the definite article, using <i>de</i> to indicate possession, using <i>si</i> clauses. <u>Phonics:</u> Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Describing my house, talking about my local area, talking about shopping.		Future Learning: (Context) KS5: Themes of regional identity and urbanisation.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 27 – Food, Clothing, A Safe Home• 31 – Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Picture task vocabulary.• Year 11 Exams (Listening, Reading and Writing).		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance					
Eco Schools Links: <ul style="list-style-type: none">• Biodiversity• Transport					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 180-181 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, ordinal numbers, statistics.	
				Career Links: <ul style="list-style-type: none">• Architect• Urban Planner• Tour Guide• Civil Engineer• Hospitality Manager• Estate Agent	



Subject: French		Year Group: 11		Term: 2.1	
Module/Theme: Mes projets d’avenir					
Topic Outline & Aims (Intent) Students will develop their ability to use French to discuss their future plans and career prospects. They will be able to talk about a range of jobs and express opinions on their future plans and hopes. They will also be able to use transactional language to talk about arrangements for travelling.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about summer plans, describing my hopes for the future, talking about travelling, talking about my skills, expressing opinions on possible future career paths. <u>Grammar</u> : Using three different tenses to express the future, using <i>après avoir</i> + a past participle, using verbs that take <i>être</i> in the perfect tense, using infinitives as nouns, using verbs followed by <i>à</i> or <i>de</i> . <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS3: Talking about jobs, discussing travel plans.		Future Learning: (Context) KS5: Themes of employment trends and globalisation.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 28 – Access to Education• 32 – Protection from Harmful Work			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: ‘Shine Like a Star’ vocabulary.• Year 11 Exam (Speaking).		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Global Citizenship					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 202-203 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Numbers, dates, money, frequency, sequencing.	
				Career Links: <ul style="list-style-type: none">• Teacher• Academic Researcher• Foreign Correspondent• International Business Manager• Software Developer	



Subject: French		Year Group: 11		Term: 2.2 and 3	
Module/Theme: Révisions					
Topic Outline & Aims (Intent) Students will revise and consolidate all content covered in previous modules to ensure they are fully prepared for their GCSE exams. They will strengthen vocabulary, grammar and cultural knowledge across all thematic contexts, while gaining confidence in applying their knowledge to a variety of exam-style tasks.					
Key Skills and Knowledge taught through this topic: (Intent) Students will be able to use a range of topic-specific vocabulary with increasing confidence. They will consolidate their understanding of grammar, with a particular focus on using a range of tenses in different timeframes as well as higher-level structures. They will continue to practise the key differences in sound-symbol correspondences between French and English.					
Prior Learning: (Context) KS4: Consolidation of knowledge and skills in previous modules.		Future Learning: (Context) KS5: Solid of grasp of key vocabulary and grammar for A Level study.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: • 28 – Access to Education			Assessment of Learning: (Impact) Assessment for Learning: • Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: • A range of exam-style tasks across all four skills.		
British Values Links: • Individual Liberty					
Eco Schools Links: • Healthy Living					
Reading / Enrichment: • BBC Bitesize • Linguascope • Lyrics Training • Duolingo • Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages xx of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, time, frequency, sequencing, ordinal numbers, prices, statistics.	
				Career Links: • Translator • Interpreter • Journalist • Diplomat • Teacher • Tour Guide • International • Humanitarian Aid	