

## Subject Curriculum Map: French

Year: 10                      2024-2025

### Exam Board & Assessment Method: AQA – Foundation and Higher Tiers/ Assessments

**Curriculum Intent:** To build skills and use prior knowledge taught in Year 9 and develop listening, reading, speaking and writing skills of topics required for GCSE but not necessary available in textbooks. To widen students' language skills (not only in listening, reading, speaking and writing but also cultural, historical, gastronomical skills; to develop students' knowledge of French heritage). To develop fundamental British values such as ART: Accept, Respect and Tolerate. To ensure that social, cultural, moral and spiritual values are respected within the learning of languages. To conform and apply the new AQA GCSE course 2024 including a focus on phonics.

**Curriculum Implementation:** There is two Year 10 French groups and therefore they are mixed ability groups. Students benefit from 5 hours of French per fortnight. Homework is used to consolidate learning and to challenge more able students with extension worksheets/tasks; Teachers use a range of methods to help students learn such as: ACTIONJAC to ensure that students include all necessary elements in speaking and writing, BAGS to learn adjective rules, Castle verbs to learn past tense verbs, songs to remember irregular verbs and verb endings, etc. We implement and insist on teaching communication strategies for our students to be able to understand the language when facing an unknown word or unpredicted situation (learn to use common patterns in French, e.g. –ette endings for something smaller: maison (house) > maisonette (a small house)). The vast majority of work is differentiated to support/stretch students and the seating plan is established to encourage students to work with either same ability or different ability. All lessons in Y10 start with a starter activity, which challenges numeracy and/or literacy skills. We believe into the cohesion of the three language learning threads: phonics, vocabulary and grammar. Students are

encouraged to attend revision/homework club for extra support when needed and to take part in extra curricular activities (trips, visits, workshops) and to become language ambassadors.

**Curriculum Impact:** To encourage students to speak in the target language and to have full awareness of different cultural and linguistic aspects. To feel successful within languages and to realise that they can communicate with French nationals/ French speaking people. For students to have evidence that they can progress on a challenging and academic subject by producing constant work and being determined. Year 10 curriculum covers a third of the GCSE topics necessary to be successful and to reach a high level in grammar and manipulation of the language. Extra-curricular activities develop opportunities to view the foreign language through other subjects and to start developing a great interest in French, whether it is linguistic, cultural or for professional ambitions.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes, Concepts &amp; Ideas</b>	<b>Identity and Relationships with others</b> (to introduce yourself, to describe personalities, to talk about family relationships and explore different types of families + REVISION <b>Transition for next part:</b> Discussing food around family meals (links with French tradition and culture)	<b>Healthy Living and Lifestyle</b> To talk about food preferences, to explore health problems and addiction. To understand lifestyle choices and habits and to describe recent activities <b>Transition for next part:</b> How we can have a healthy life at in the school environment	<b>Education and Work</b> to talk and understand school rules- to explain studies post-16. To describe jobs and professions in the creative industries <b>Transition for next part:</b> after work activities and well-being: spending time for ourselves and our leisure	<b>Free Time Activities</b> to talk and understand hobbies and sports and leisure activities in the past; to be able to plan leisure activities. To explore leisure activities around the world. <b>Transition for next part:</b> Taking your leisure to festivals and entertainment	<b>Customs, Festivals and Celebrations</b> To be aware of customs and celebrations; discuss recent, past and recent festivals discuss celebrities and how they became famous, positive and negative aspects of being famous <b>Transition for next part:</b> From taking part in festivals to becoming famous	<b>Celebrity Culture + Speaking skills development (being prepared for the new GCSE speaking exam)</b> celebrities and how they became famous, positive and negative aspects of being famous

<b>Knowledge and understanding</b>	Position and agreement of adjectives – consolidation	Negative sentences	Pouvoir and devoir	The imperfect tense of regular verbs	C'est and il y a	The perfect tense of avoir, être , faire and prendre
	Partitive articles – consolidation	Near future	Negative constructions (reinforcement)	The perfect tense with avoir (irregular past participles)	The present of common irregular verbs	The imperative (tu and vous forms)
	Il y a	Imperative in the tu form	Il faut + inf	Revising the near future tense	Revising the perfect tense with avoir and être	Savoir +infinitive
	Present tense of regular verbs -er and -re and -ir	Perfect tense of regular verbs with avoir	Il y a and il y aura	The perfect tense with être	Two tenses together (past and near future)	The present tense of avoir, être, faire and aller
	Reflexive verbs	Position of adverbs	Ordinal numbers	Adverbs ending in -ment	Question words and subject-verb inversion	
	Qui	Plural of nouns	Nouns ending in -ation	Emphatic pronouns (moi/toi)	Direct object pronouns (me, te, vous, le, la)	
	Comparative adjectives	Interrogative adj quell	Feminine person nouns	Partitive articles(du, de la , de l', des)	Forming irregular plural nouns	
		Indirect object pronouns	Indefinite adjectives	En and à with places	Functions of definite and indefinite articles	

<b>Pronunciation focus</b>	Phonics general rules  + Silent final -e and final consonants  -aill- -ail -ill- -ille	qu	-tion  c and ç s qu and th	u/ou oi/oy -tion/-sion/ -ssion  e/eu  é/er/ez	-eur/-œur and r  liaison : mon frère est arrivé	i/y and -ien  è/ê/ai  c'est/ces/sais  j/g//ch and gn
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<b>Subject specific skills</b>	<p><b>Listening:</b> to understand people talking about the advantages and disadvantages of their home</p> <p><b>Speaking:</b> to give a simple description a photo of a house and give your opinion of it</p> <p><b>Reading:</b> to look for evidence in a text to justify comprehension questions, including true, false and not mentioned questions</p> <p><b>Writing:</b> to use a range of conjunctions and relative pronouns to build longer</p>	<p><b>Listening:</b> to listen opinions about festivals and celebrations</p> <p><b>Speaking:</b> engage in a presentation on festivals using all tenses</p> <p><b>Reading:</b> understand authentic texts from website about festivals and celebrations e.g. la fête de la musique</p> <p><b>Writing:</b> write 40/90/150 word paragraphs including all necessary assessment criteria to be in top bands</p>	<p><b>Listening:</b> to understand in detail interviews on the topic and identify individuals' opinions</p> <p><b>Speaking:</b> to take part in a discussion about social problems and how they can be solved saying whether you agree or disagree with others and why</p> <p><b>Reading:</b> to identify true, false or not-mentioned statements by reading for detail and looking for synonyms</p> <p><b>Writing:</b> to write an article about social</p>	<p><b>Listening:</b> to understand details about environmental problems from around the world and solutions, including people's opinions</p> <p><b>Speaking:</b> to speak spontaneously about a photo using topic-specific vocabulary and giving your opinion</p> <p><b>Reading:</b> use contextual and social knowledge to understand authentic texts on solutions/actions to environmental problems</p> <p><b>Writing:</b> to write an article about environmental problems and</p>	<p><b>Listening:</b> to understand details about environmental problems from around the world and solutions, including people's opinions</p> <p><b>Speaking:</b> to speak spontaneously about a photo using topic-specific vocabulary and giving your opinion</p> <p><b>Reading:</b> use contextual and social knowledge to understand authentic texts on solutions/actions to environmental problems</p> <p><b>Writing:</b> to write an article about environmental</p>	<p><b>Consolidate skills:</b></p> <p>Translations</p> <p>Grammatical knowledge</p> <p>Dealing with authentic texts</p> <p>Examination techniques</p>
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	<p>sentences when writing about your house</p>		<p>problems in your area and what could be done to solve them using verbs of possibility</p>	<p>their solutions, using modal verbs in different time phrases</p>	<p>problems and their solutions, using modal verbs in different time phrases</p>	
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<p><b>1.SMSC</b></p>	<p><b>Social</b> – paired work  <b>Spiritual</b> – being productive when working in groups; using thinking skills; understanding near cognates when listening; reflecting on your ideal house  <b>Moral</b> – being respectful of different family styles/types</p>	<p><b>Cultural</b> – through exploring the culture of French and French speaking countries  <b>Social</b> – paired work/project/presentation  <b>Spiritual</b> – making use of social and cultural contexts when reading  <b>Moral</b> – Thinking of the consequence of bad eating habits</p>	<p><b>Cultural</b> – learning about French school routine in France  <b>Social</b> – paired work  <b>Spiritual</b> – being productive when working in groups; using thinking skills; understanding near cognates when listening; reflecting on rules/responsibilities for students in France/French speaking countries  <b>Moral</b> – agreeing about school rules/ taking responsibilities</p>	<p><b>Cultural</b> – understanding how French people used their free time  <b>Spiritual</b> – being productive when working in groups; using thinking skills; understanding near cognates when listening; reflecting on own actions with regards free time and leisure  <b>Social</b> – pair work - Open your mind on all aspects and consequences of joining a leisure activity (going to the gym, etc.)  socialising</p>	<p><b>Cultural</b> – through exploring the culture of French and French speaking countries  celebrations/festivals  <b>Social</b> – paired work/project/presentation  <b>Spiritual</b> – making use of social and cultural contexts when reading  <b>Moral</b> – Developing knowledge of French speaking countries</p>	<p><b>Social</b> – paired and group work  <b>Moral</b> – respect others’ ideas  <b>Spiritual</b> – understand application of grammatical rules (compare and contrast with English)  <b>Cultural</b> – learning about “Les jeux de la francophonie” being similar to “the Commonwealth Games”</p>
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<p><b>2.Skills For life</b></p>	<p>To be a <u>good listener</u> to rules and expectations To respect others and give time for others (accents, pronunciation, fluency, etc.)</p>	<p>To show <u>respect, understanding and generosity</u> as we are not all equal in front of health</p>	<p>Show <u>compassion and understanding</u> of different professions (some professions are highly considered than others: footballers, doctors, cleaners, etc.)</p>	<p><u>Organisation:</u> Establish a programme of revision including all four language skills To be a good listener and prepare examination strategies for the mocks</p>	<p>To <u>respect and tolerate</u> everyone differences as far as celebrations and festivals are concerned To enlarge knowledge of celebration days in French speaking countries</p>	<p>To listen to each other  To become a leader when necessary when working in a group or to be able to alternate leadership  To share good practice for speaking revision</p>
<p><b>3.FBV</b></p>	<p><b>Endurance:</b> for students to work to their best ability even through challenges</p>	<p><b>Trust:</b> for students to believe in each other to make the right choices and decisions (health and medical issues)</p>	<p><b>Thankfulness:</b> for students to be grateful for what they have in life</p>	<p><b>Stamina:</b> for students to realise that you build confidence and ability over time (through repetition, resilience, effort and consistent work)</p>	<p>To appreciate various costumes/outfits- ways of celebrating</p>	<p><b>Resilience and Perseverance</b></p>

<b>Stretch &amp; challenge</b>	<p>Ne..aucun</p> <p>Impersonal verbs (il manqué, il vaut mieux, il vaut la peine)</p>	<p>Avant de + infinitive</p> <p>Indirect object pronouns (singular form)</p> <p>Impersonal expressions (il est facile, il est essentiel, il est interdit)</p>	<p>The conditional of regular -er verbs</p> <p>Il y a /il y aura</p> <p>Superlative adjectives</p> <p>Être en train de and venir de + infinitive</p>	<p>Modal verb in the perfect tense</p> <p>Reflexive pronouns in the correct position</p> <p>Liaison</p> <p>Agreement with the direct object pronouns</p>	<p>Pronouns y and en</p> <p>Functions of definite and indefinite articles</p> <p>Relative clauses eith que, qui, quand and où</p>	<p>The perfect tense of reflexive verbs</p> <p>Infinitives used as pronouns</p> <p>Emphatic pronouns (lui, elle, nous, vous, eux, elles)</p>
<b>Key assessment focus, suggested assessments</b>	<p><b>End point</b></p> <p>Star books</p> <p>End of unit assessment in writing skills</p> <p>Vocabulary tests</p>	<p>Assessment in listening from Kerboodle resource/theme 1, unit 2</p> <p><b>End point</b></p> <p>Reading end of unit assessment (includes reading</p>	<p><b>End point</b></p> <p>End of unit assessment in speaking skills (role plays and photo description)</p> <p>Vocabulary tests</p>	<p><b>End point</b></p> <p>Mock examinations</p>	<p><b>End point</b></p> <p>End of unit assessment in all listening, reading and writing skills</p> <p>Vocabulary tests</p>	<p><b>End point</b></p> <p>Translation assessment</p> <p>French to English</p> <p>English to French</p> <p>Sentences</p> <p>Didactic texts</p> <p>Authentic texts</p> <p>Practise a full speaking examination</p>

		comprehension + grammar)				
		Vocabulary tests				
<b>Special events</b>	European Day of Languages (French and Spanish food specialities available in the canteen)  October: French session to the Care Home Language Ambassadors	French film to celebrate Christmas- lunch time  November/D ecember French Café in Cannock Year 9				Workshop crêpes with the Catering Department year 10  Trip to France (Year 10)
<b>Visits/extra curricular</b>	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club

<b>Homework/Independent Learning</b>	GCSEPods tasks Vocabulary lists Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheets Kerboodle resources	GCSEPods Vocabulary lists Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheet Translation worksheets Kerboodle resources	GCSEPods Vocabulary lists Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheets Kerboodle resources	GCSEPods Vocabulary lists Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheets Kerboodle resources	GCSEPods Vocabulary lists Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheets Kerboodle resources	Students prepare their general conversation booklet for GCSE speaking examination
<b>CONNECT</b>	Link to Living in a Wider World		Link to Relationships	Link to Relationships	Link to Health and Mental Wellbeing	Link to Health and Mental Wellbeing

**Differentiation:**

- **Students have a “Y10 Bridging gap” Sept 2024 booklet to complete over summer transition Y9>Y10 covering vocabulary knowledge and grammatical activities**
- **Students to be assessed during the 3 first weeks in September (assessments cover foundation and higher tiers)**
- **Students are individually invited to French club where they are receiving one to one sessions**
- **Disadvantaged students have additional Target stickers in exercise books**
- **MAGT students complete additional activities online and in lessons and complete their Stretch and Challenge Record Form- authentic reading books are available in classroom**
- **Vocabulary tests are differentiated for Foundation and Higher students (new vocabulary learning process available on line for new GCSE)**
- **Students entered for Higher complete authentic translation from literary texts**
- **Textbooks and PowerPoint resources are differentiated for Foundation and Higher candidates**

- **Students have access to Kerboodle resources (worksheets, audio, audio transcripts, etc.)**
- **Homework tasks are differentiated**

**Subject Curriculum Map:      French**

**Year:    11            2024-2025**

**Exam Board & Assessment Method: AQA – Foundation and Higher Tiers/ Assessments**

**Curriculum Intent:** To enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. To develop French as a skill for life but also for students to enjoy and find rewarding so they feel confident to continue the subject at A Level. To widen students' language skills (not only in listening, reading, speaking and writing but also cultural, historical, gastronomical skills; To develop students' knowledge of French and Spanish heritages). For students to be able to understand, provide information and opinions about contemporary themes to their own experiences and those of other people, including people in countries/communities where French is spoken. To perfect their foreign language to reach the highest GCSE marks.

**Curriculum Implementation:** The Department has two Year 11 groups which are both mixed ability groups and are taught by a French specialist and experienced teacher who is also French. Students benefit from 5 hours of French per fortnight including one lesson in the ICT suite allowing students to work individually on their listening skills. Homework is used to consolidate learning and to challenge more able students with extension worksheets or stretch and challenge tasks; The teacher uses a range of methods to help students learn (songs, acrostics...) and develops learning strategies within the language (identify patterns). The vast majority of work is differentiated to support/stretch students and the seating plan is established to encourage students to work with either same ability or different ability student. In year 11, the concept of the course is to transfer the structures and grammar learnt in Year 9 and year 10 to other topics. This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams. They can adapt grammar and vocabulary to various contexts/topics.

All lessons in Y11 start with a starter activity related to a GCSE task, which challenges numeracy and/or literacy skills. Students are encouraged to attend revision/homework club for extra support when needed and can benefit to one to one speaking practice at lunch times. A variety of tasks for all skills is available for our students on the shared area and revision lists are provided before each assessment. When an opportunity is offered, students benefit from visiting a language specialist university and explore future careers with languages.

**Curriculum Impact:** students are enthusiastic, determined and enjoy language lessons and this is reflected through students' voice. Monitoring shows good progress and excellent attitude to learning in class. They also take part in extracurricular activities and are always ready to help each other. GCSE results are progressing well and intake increases despite the subject being challenging and optional. Students are fully prepared for their French GCSE and are showing confidence in all four skills. Students intend to continue and prepare an A Level in French as they can see their own potential and career opportunities.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes, Concepts &amp; Ideas</b>	<u><b>Travel and tourism</b></u> <b>(Holidays and travel; Regions of France)</b> to talk and understand holidays and travel, and different regions of France  <b>Transition for next part:</b> How travelling can influence your choice of profession/career	<u><b>Current and future study and employment (my studies, life at school and college)</b></u> to talk and understand school life (subjects, school day, rules) and your ideal school <b>MOCKS</b> <b>Transition for next part:</b> all themes/topics to gather to practise speaking skills	<u><b>Speaking Skills</b></u> <u><b>Role Plays</b></u> <u><b>Photo Cards</b></u> <u><b>General Conversations</b></u>	<u><b>Listening skills: Examination techniques/practice</b></u> <u><b>Vocabulary / past papers/ acquisition/recognition/consolidation</b></u> <u><b>Reading + Writing</b></u>  <b>SPEAKING MOCKS-March 2025</b>	<u><b>REVISION of all themes</b></u>  <b>End of April-beginning of May 2025: speaking examination</b>  3 weeks before final exams	<u><b>Exams</b></u> May 2025: Listening, Reading and Writing Foundation and Higher tiers
<b>Knowledge and understanding</b>	Using prepositions for countries and modes of transport Using negatives Sequencing words and phrases Depuis + present tense The pronoun y Perfect tense – consolidation	Using adverbs – consolidation Using de after quantities Perfect tense – consolidation Emphatic pronouns Adverbs of time and place The comparative of adverbs The superlative of adverbs	Using the pronouns ce qui and ce que – consolidation for more able Using intensifiers – consolidation Si clauses in the present and future tenses – consolidation Using verbs of liking and disliking in the present and	Use imagination and spontaneity to build longer sentences Use of expressions and subjunctive  Review: il y a / y/en and direct/ indirect object pronouns  Use of en + verb-ant	Combine various tenses in paragraphs (e.g. present and perfect tense but also imperfect and conditional)  Ensure work is of high quality extending sentences by using many	<u><b>Exams</b></u>

	<p>Imperfect tense of regular –er verbs and common verbs – consolidation</p> <p>Using the perfect and imperfect tenses together – consolidation</p> <p>The perfect infinitive – consolidation (more able)</p> <p>Venir de + infinitive (more able)</p>	<p>Pouvoir, vouloir and devoir – consolidation</p> <p>Il faut – consolidation</p> <p>Conditional – consolidation</p>	<p>conditional – consolidation</p> <p>The passive voice in the present tense (more able)</p> <p>Comparative and superlatives – consolidation</p>	<p>Ce que /ce qui</p>	<p>clauses and consequently conjugated verbs</p>	
<p><b>Subject specific skills</b></p>	<p><b>Listening:</b> to listen for details in order to differentiate between very similar ideas</p> <p><b>Speaking:</b> to take part in a longer role play about holidays, including three different time frames</p> <p><b>Reading:</b> to understand authentic texts about holidays,</p>	<p><b>Listening:</b> to understand a spoken text about school in different tenses</p> <p><b>Speaking:</b> to be able to describe your school day in detail, giving your opinions and saying what you like and dislike with justifications</p> <p><b>Reading:</b> to use visual and verbal context in order to help you decide whether statements</p>	<p><b>Listening:</b> to listen to your partner and engage in conversation</p> <p><b>Speaking:</b> to take part in role-plays and conversations/ to describe photo cards from various topics</p> <p><b>Reading:</b> to understand role-play instructions</p> <p><b>Writing:</b> consolidate Global Issues topic and write a letter to a partner school</p>	<p><b>All skills</b> with an emphasis on: READING + DEALING WITH AUTHENTIC TEXTS including examination techniques</p>	<p><b>All skills</b></p> <p>To transfer speaking skills into writing skills (to establish links from speaking tasks to written bullet points)</p> <p>Review of all exam techniques for Listening, Speaking and Writing</p>	<p><u>Exams</u></p>

	hotels and activities/facilities <b>Writing:</b> to write about a holiday that you went on in the past using the perfect and imperfect tenses together	are true, false or non-mentioned <b>Writing:</b> to write about what you would do to change your school if you were the head teacher, using the conditional tense	explaining your engagement and your school's for the environment.			
<b>1.SMSC</b>	<b>Culture</b> – learning about different regions of France <b>Social</b> – paired work <b>Spiritual</b> – being productive when working in groups; using thinking skills; understanding near cognates when listening; reflecting on your ideal house	<b>Culture</b> – school system in France post-16 and university system in France <b>Social</b> – paired work <b>Spiritual</b> – being productive when working in groups; using thinking skills; understanding near cognates when listening <b>Moral</b> – being accepting of differences; thinking of ways of improving school for different people	<b>Social</b> – paired work <b>Spiritual</b> – being productive when working in groups; using thinking skills; understanding near cognates when listening <b>Moral</b> – thinking about exam techniques; giving advice to others- using compassion/reassurance- building self-confidence for speaking exams	S: discuss and share examination technique M: reflect on meaning of texts S: think about impact of words C: be aware of French literature	S: contrast and compare views M: sharing view point S: reflect on your own learning techniques C: French handwriting	<u>Exams</u>
<b>2.Skills For life</b>	<u>Sharing and learning:</u> to show productivity when learning as a member of a	Show <u>determination:</u> learn from your mistakes: aim higher and work harder	<u>Self-Awareness:</u> To be aware of gaps in knowledge, reviewing targets	<u>Resilience:</u> learn from mock results and establish next targets to be successful	To become a productive member of a team to help	<u>Exams</u>

	team- know how to ask for help when necessary		and all STAR marking		during revision sessions. <u>To be able to handle</u> pressure by listening to professionals' experiences and examination techniques	
<b>3.FBV</b>	<b>Wisdom:</b> make good use of the learning in this unit	Students to work together to improve the quality of their work	<b>Hope:</b> to celebrate achievements (Award evening) and aim to be the best	<b>Tolerance:</b> listen and accept differences in accommodation and way of living	Good working relationships in the classroom promote effective learning.	<u>Exams</u>
<b>Stretch &amp; challenge</b>	<b>Listening:</b> to understand in detail a complex spoken text about holidays, being able to identify affirmative and negative statements and tenses <b>Speaking:</b> to give a presentation on a region of France that you would like to visit and why	<b>Listening:</b> to recognise different tenses in the same sentences <b>Speaking:</b> to take part spontaneously in a debate using opinions, agreements / disagreements and modal verbs <b>Reading:</b> to be able to read for detail, identifying true, false or non-mentioned	<b>Listening:</b> to listen to your partner and engage in conversations at higher level <b>Speaking:</b> to take part in role-plays and take the lead in longer conversations/ to describe photo cards from various topics and be able to stretch your length of speaking <b>Reading:</b> to understand role-	Apply complex grammatical aspects to several topics  Complete higher tasks from additional workbook (Pearsons)	Complete additional higher papers and tasks Research cultural aspects using French websites	<u>Exams</u>

	<p><b>Reading:</b> to read longer texts for gist and identify the location of key ideas</p> <p><b>Writing:</b> to compose a piece of creative writing about disastrous holidays, using different time frames and adding complexity (adjectives, adverbs, connectives and negatives)</p>	<p>statements in a complex text</p> <p>Writing: to write about what you would do to change your school if you were the head teacher, using the conditional tense and comparatives and superlatives</p>	<p>play instructions for higher candidates</p> <p>Writing: consolidate Global Issues topic and write a letter to a partner school explaining your engagement and your school's for the environment.</p>			
<p><b>Key assessment focus, suggested assessments</b></p>	<p><b>End point</b></p> <p>Star books</p> <p>End of unit assessment in writing</p> <p>Vocabulary tests</p>	<p><b>End point</b></p> <p>Mocks – assessments in listening, reading and writing</p>	<p><b>End point</b></p> <p>End of unit assessment in reading skills</p> <p>Vocabulary tests</p>	<p><b>End point</b></p> <p>Mock Speaking questions review for this topic</p> <p>Role-plays and photo cards assessments</p> <p>Vocabulary assessment</p>	<p><b>End point</b></p> <p>General vocabulary assessment</p> <p>Listening and reading assessments</p>	<p><u>Exams</u></p>
<p><b>Special events</b></p>	<p>European Day of Languages (French and</p>	<p>Online Language conference with</p>	<p>Online Language conference with</p>	<p>Enrichment session</p>		<p><u>Exams</u></p>

	Spanish food specialities available in the canteen)	Routes into Languages TBC  Enrichment session	Routes into Languages TBC			
<b>Visits/extra curricular</b>	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club	Lunch time board games and After school club	<u>Exams</u>
<b>Homework/In dependent Learning</b>	Sam Learning tasks Vocabulary lists differentiated (number of words + Foundation and Higher lists) Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheet	Sam Learning tasks Vocabulary lists differentiated (number of words + Foundation and Higher lists) Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheet	Sam Learning tasks Vocabulary lists differentiated (number of words + Foundation and Higher lists) Speaking questions review for this topic Additional grammatical worksheets Additional reading comprehension worksheet	Attend revision clubs Answer all questions from speaking booklet on Theme 2  Vocabulary learning/tests Vocabulary lists differentiated (number of words + Foundation and Higher lists)	Attend revision clubs  Vocabulary learning/tests Vocabulary lists differentiated (number of words + Foundation and Higher lists)	
<b>CONNECT</b>	Link to Health and Mental Wellbeing	Link to Health and Mental Wellbeing	Link to Relationships	Link to Relationships	Link to Living in a Wider World	Link to Relationships

### Differentiation:

- **Students to be assessed during the 3 first weeks in September (assessments cover foundation and higher tiers)**
- **Students receive a “French grammar booklet” which includes lessons and tasks to complete**

- **Students receive a translation booklet differentiated with foundation and higher translations**
- **Students have received at the end of the Y10 a speaking booklet with conversation questions to start preparing during the summer break for their GCSE speaking**
- **Students are individually invited to French club where they are receiving one to one sessions when necessary**
- **Disadvantaged students have additional Target stickers in exercise books**
- **MAGT students complete additional activities online and in lessons and complete their Stretch and Challenge Record Form**
- **Vocabulary tests are differentiated for Foundation and Higher students**
- **Students entered for Higher complete authentic translation from literary texts**
- **Textbooks and PowerPoint resources are differentiated for Foundation and Higher candidates**
- **Homework tasks are differentiated**