

Subject	Overall Curriculum Intent	
Overall Intent	<p>The aim of our Year 10 curriculum is to develop mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students with the ability and confidence to converse effectively, making themselves able to be understood in real-life contexts over topics that build upon prior learning in KS3 and/or are in keeping with the typical day-to-day interactions that young people would expect to have in French/Spanish speaking world. We promote resilience and comprehension skills for understanding increasingly complex written and spoken texts, whilst also fostering cultural awareness and an understanding, appreciation and respect of diversity. Through all of this, a sense of adventure is encouraged with students realising they can transfer their classroom learning into the real world.</p>	<p>The aim of our Year 11 curriculum is to further develop mastery in a range of more sophisticated topics and facilitating the use of grammatical structures with more confidence. This year's curriculum is to create more proficient, competent and enthusiastic linguists, knowing they have the option for further study of this subject next year and onwards.</p>
	Year 10	Year 11
Autumn	1) Family and friends and relationships and marriage 2) Customs and festivals (Independent study pack)	6) School 7) Jobs and future plans (Independent study pack)
Spring	3) Sport, technology and free-time activities (reading, TV & cinema)	8) Home and Local area
Summer	4) Holidays 5) Healthy Living Independent study pack)	9) Environmental, social and global issues
Rationale for these specific components POWERFUL KNOWLEDGE	<p>1) Family and friends and relationships and marriage</p> <p>Why now? Builds on previous learning (see below), instils confidence in all four skills (listening, reading, speaking and writing) via retention and consolidation of a real-life, accessible topic, which they have visited in KS3. Students build on familiar structures, which acts as a platform to help them build in further detail and complexity as appropriate to their prior attainment/progress. This enables the students to have a strong foundation at the start of KS4. Important ahead of Coutances, allows them to have ideas for actually describing their family.</p> <p>2) Independent Learning Pack – Customs and festivals</p> <p>Why now? This topic fits in logically from the family and friends topic in discussing celebrations and activities that are spent with family and friends. Taking</p>	<p>6) School</p> <p>Why now? - Further embedding of past, present, future and conditional tenses with justified opinions - Use of complex constructions e.g. ce que j'aime le plus c'est, comparatives etc - Further embedding of effective use of time phrases - Describing a photo or scene and answering follow-up questions - honing of skills for effective extended writing</p> <p>7) Pack: Jobs and future plans</p> <p>Why now? Students will have come back to school having spent a week of Work Experience at the end of their Year 10 and will have had the opportunity to experience an alternative and enriching experience that builds on their cultural experience and life beyond the classroom. They</p>

<p>place just before Christmas also provides context in building cultural appreciation of the differences and similarities in the way these two events are celebrated in England/France.</p> <p>3) Sport, Social Media, TV, Reading Cinema</p> <p>Why now? Having just covered the imperfect tense in the family and friends topic, it builds on from the previous topic by consolidating these skills but building students confidence with contrasting this confidently with their present habits. Through the study of this topic, students continue to build confidence, discussing likes and dislikes and challenges them to build on these skills by including comparatives and superlatives in a real-life context (social media and actors/films) that they would use in a real-life conversational situation.</p> <p>4) Holidays</p> <p>Why now? This topic is relevant ahead of students embarking on their summer holidays as it provides a specific context. This topic allows them to bring the reality of their world into the classroom environment and make it enjoyable to share the rich experiences they have had with their peers. Builds on previous learning in Year 9 (see below), instils confidence in all four skills (listening, reading, speaking and writing) via retention and consolidation of a real-life, accessible topic. Students build on familiar structures, which acts as a platform to help them build in further detail and complexity as appropriate to their prior attainment/progress. This enables the students to have a strong foundation at the start of KS4 in revisiting the present and past tenses and building on their conjugation skills to move into the future and conditional tense confidently and talk about all different kinds of holiday experience.</p> <p>5) Pack – Healthy Living</p> <p>Why now? - Further embedding of past, present, future and conditional tenses and corresponding time phrases</p>	<p>can now apply their real-life experience to the language and articulate themselves in a way that is understood by a Spanish native.</p> <p>Students also:</p> <ul style="list-style-type: none"> - Further embed the use of past, present, future and conditional tenses and corresponding time phrases - Use of justified opinions - Using the imperfect and the preterite tenses together <p>8) Home and local area</p> <p>Why now? We teach this topic just ahead of when the French exchange students return to do the Ilkey leg. This topic continues to consolidate students' previous learning and links logically to the final topic of environment. Students covered this topic in a much smaller and simpler way in Y8 French and the vocabulary for various parts of this topic have sporadically appeared in almost all subsequent topics Y8-11. This is vital at this point in the course, as the baseline knowledge allows swift momentum through the topic, building up range and complexity of language. Many grammar points will have been touched upon, though teachers will find the appropriate time to logically push the complexity of the language onwards.</p> <p>9) Environment and social issues</p> <p>Why now? This topic is deliberately left to this stage in Year 11 as in terms of vocabulary and concepts it is the least accessible topic and requires an understanding (in English as well) about environmental and global issues. Given that all the topical vocabulary is new, it is introduced at a time in which grammatical structures are secure, meaning that words can be substituted into secure language frameworks, allowing students to be successful in producing and understanding language on this theme. This topic requires a high level of proficiency and maturing and stretches them beyond the realm everyday conversational topics. This involves a deeper thinking and rational and high-level complex opinions and vocabulary as well as mastery of complex grammatical structures.</p>
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	<ul style="list-style-type: none"> - Use of justified opinions - Use of impersonal expressions - Understanding and forming questions - Using the present - Consolidation of modal verbs: offering and giving advice on healthy life choices 	
	Composites	
What do students do with this POWERFUL knowledge?	<p>1) Family and friends and relationships and marriage Understand and give information about their friends and family. Communicate about their identity and culture as well as understand that of others in the English and French-speaking world. Ability to discuss likes, dislikes, and preferences. Being able to arrange and discuss future and past plans. Personal development</p> <p>2) Customs and festivals – Independent Pack This topic is vital for building cultural capital and continuing to gain powerful knowledge of the cultures and societies in which the language they are learning is spoken. It builds an awareness of religious and non-religious festival, as well as similarities such as the way birthdays and Valentine’s Day is celebrated, which incites tolerance towards other cultures, linking directly to students’ personal development.</p> <p>3) Sport, social media, TV, reading and cinema Communicate information about modern living and their day-to-day interactions with family and friends. Enables students to give a wide range of justified opinions about their reading, TV and cinema habits and social media, which are topics which engage students and relate to topics in their day-to-day life.</p> <p>4) Holidays It provides them with powerful knowledge to take part in real-life transactional contexts (hotel rooms, ticket office etc) as well as being able to narrate and communicate about their present, future and past plans. To be able to understand and give information about a holiday experience, good and bad, which helps students develop their understanding of being exposed to different cultural experiences. Their identity and culture are built around enjoying leisure time, with family as well as building on and making new relationships and cultural experiences whilst abroad.</p>	<p>6) School Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing school life, as well as gaining an appreciation of school life in the French speaking world. They can apply this later when given the opportunity to encounter a school exchange with a French school. They can deal with photo cards and give details descriptions of scenarios within school and use the grammar and vocab to articulate their preferences about many facets of their school life.</p> <p>7) Jobs and future plans Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing future career choices and plans, as well as gaining an appreciation of life beyond the school environment as well as options in the French speaking world.</p> <p>8) Home and local area Understand and give information about their local area and home and to build an appreciation for the different types of living set-ups. To enable students to be able to describe the different types of activities on offer in their local area and to compare what their town is like now to the past, as well as hypothetically describing their ideal living situation. In this topic, students acquire the ability to cope in realistic situations they may find themselves in a French-speaking town/city.</p> <p>9) Environment and social issues Build an awareness of the problems our local area and planet face and enables students to be able to express solutions or complex opinions about how they feel about local and global problems.</p>

	<p>Ability to discuss preferences of types of holidays also allows them to gain independence and freedom of choice and to explore beyond the norm of a beach holiday.</p> <p>Build on cognitive loads in terms of vocabulary, verb formation and complex grammar structures to explain what an ideal holiday situation would be like and allows them to articulate various experiences abroad. Students use this vocabulary and grammatical structures, as well as comprehension skills so they can understand and be understood when discussing holidays. Acquiring the ability to successfully interact in realistic holiday situations such as booking a table, ordering food and making complaints.</p> <p>5) Healthy Living – Independent Pack</p> <p>Students are health conscious, or need to be, and are able to combine what they are taught a cross curricular topic in PE, Biology, Science, Citizenship, English and even in Personal Best time about articulating what it is to lead a healthy lifestyle They are encouraged to develop vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing health. Acquiring the ability to successfully interact in the realistic situation of being ill and going to the pharmacy.</p>	
What new knowledge/ content do we introduce	<p>Family, friends, relationships and marriage</p> <ul style="list-style-type: none"> ✓ Reflexive verbs in all forms ✓ Si clauses (lexically) ✓ More complex vocabulary for describing friends/family ✓ Subordinate clauses (un bon ami est quelqu'un qui) ✓ Types of partnerships <p>Holidays and Tourism</p> <ul style="list-style-type: none"> ✓ Irregulars, high frequency, in the preterite tense which they can then adapt for further topics which aids their retention of these common structures and verbs ✓ Holiday activities ✓ Asking questions in a hotel, restaurant or social event 	<p>School life: subjects, facilities and teachers</p> <ul style="list-style-type: none"> ✓ Higher tier opinions: Lo que + higher tier opinions ✓ Build on comparing things: lo + adjective <p>School uniform, rules and changes</p> <ul style="list-style-type: none"> ✓ Clothes (material and design) ✓ School rules vocabulary ✓ Impersonal verbs (me queda(n) talking about how it suits/ fits them ✓ Modal verbs ✓ Si + imperfect subjunctive + conditional tense clauses ✓ The subjunctive mood in set phrases <p>Career Ambitions and future plans</p> <ul style="list-style-type: none"> ✓ Jobs and career choices vocabulary

	<ul style="list-style-type: none"> ✓ Imperfect tense and timeframes ✓ Talking about problems and complaints in a holiday situation ✓ The conditional tense <p>Healthy Living</p> <ul style="list-style-type: none"> ✓ Discussing healthy eating: Past and present eating habits ✓ Discussing vices: smoking, alcohol and drugs ✓ Discussing the importance of sport and exercise ✓ Talking about future health plans ✓ Describing health problems and seeking and understanding advice 	<ul style="list-style-type: none"> ✓ The simple future tense and irregulars ✓ Future tense timeframes and complex structures that imply future plans and preferences <p>Future plans and work experience</p> <ul style="list-style-type: none"> ✓ The consolidation of the simple future tense and irregulars to increase cognitive load and retention of a new concept introduced in Year 10 ✓ Application of two past tenses together and why they are necessary to help understanding <p>Home, town and local area</p> <ul style="list-style-type: none"> ✓ Further embedding of past, present, future and conditional tenses with justified opinions <ul style="list-style-type: none"> - Prepositions/ se puede ✓ Honing of transactional skills and ability to react effectively in speaking, including going to the cinema, a concert and asking for information in a town and what one recommends ✓ Honing of skills for effective extended writing ✓ Reusing the preterite and the imperfect tense together ✓ Use of 'no pienso que/ no creo que + subjunctive ✓ Ojala tuviera/ fuera + place/ adjective <p>Environment Global and Social Issues</p> <ul style="list-style-type: none"> • Modal verbs • Conditional tense (Y10) • Near future tense (Y8 onwards) • Complex justified opinions (Y9-10) • Si + imperfect + conditional clauses (Y10) • Imperfect tense (Y10) • Simple future (Y10) • Perfect tense (Y9/10 French)
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Links to previous learning	<p>Key Stage 3</p> <p>1) Family, friends, relationships and marriage.</p> <ul style="list-style-type: none"> Family members, pets Y7 Personal & physical descriptions Y7 Opinions on family and relations (building from Y7-9) Reflexive verbs (Y8 French Holidays, Y9 French Qui suis-je) Future plans (Y8 French sport, Y8 French holidays, Y9 French TV & Cinema) Perfect tense (Y9 TV) <p>2) Free time, TV & Cinema</p> <ul style="list-style-type: none"> Sports (Y8) + expressions of frequency Re-visit aller vs jouer vs faire (Y8) Tv programmes (Y9) Film genres (Y9) Reading (Y9) <p>3) Customs & Festivals</p> <ul style="list-style-type: none"> Perfect tense (Y9) Justified opinions (Y7-9) Describing future plans (Y8 French Holidays, Y8 French Sport, Y9 French TV&Cinema, Y9 French A week in Paris) <p>4) Holidays</p> <ul style="list-style-type: none"> Countries and nationalities (Y8 French) Means of transport (Y8 French) Opinions and justifications (y7-9 French) Perfect tense (Y9 French) Near future (Y8+9 French) Lexical phrases using the conditional e.g. je voudrais/j'aimerais+infinitive <p>5) Healthy Living</p> <ul style="list-style-type: none"> Opinions and justifications (Y7-9 French) Perfect tense (Y9 French) Near future (Y8+9 French) 	<p>Year 10/KS3</p> <p>6) Schools</p> <ul style="list-style-type: none"> Modal verbs (Y10 French – healthy living) Conditional tense (Y10) Near future tense (Y8 onwards) Complex justified opinions (Y9-10) Si + imperfect + conditional clauses (Y10) Imperfect tense (Y10) <p>7) Jobs and future plans</p> <ul style="list-style-type: none"> Conditional tense (Y10) Near future tense (Y8 onwards) Complex justified opinions (Y9-10) Si + imperfect + conditional clauses (Y10) Imperfect tense (Y10) Simple future (Y10) Perfect tense (Y9/10 French) <p>8) Home and local area</p> <ul style="list-style-type: none"> Town vocabulary (Y8 French) Lexical item of 'on peut+infinitive' (Y8 French onwards) Y pronoun (Y10 French) Complex justified opinions (Y9-10) <p>9) Environment and social issues</p> <ul style="list-style-type: none"> Modal verbs (Y10/11 French) Conditional tense (Y10) Near future tense (Y8 onwards) Complex justified opinions (Y9-10) Si + imperfect + conditional clauses (Y10) Imperfect tense (Y10) Simple future (Y10) Perfect tense (Y9/10 French)

	Grammar: <ol style="list-style-type: none"> 1) Introduction to conjugating verbs 2) Present tense (regulars + high frequency irregulars) 3) Adjectival agreement 4) Near future consolidation – talking about future plans 5) Consolidation of perfect tense with avoir / Preterite 6) Basic opinion 7) Consolidation of higher tier opinions in extended sentences 8) Justifications for opinions 9) Connectives, time phrases and adverbs. 10) Sentence starters 11) Conjugating in the third person 12) Conditional – talking about what you would do in the future 13) Reflexive verbs 	
Key vocabulary	Topics: <ol style="list-style-type: none"> 1) Family, friends, relationships and marriage. Please see Appendix 1 2) Customs and festivals Please see Appendix 2. 3) TV, Cinema, Sport Please see Appendix 3. 4) Holidays Please see Appendix 4 5) Healthy Living Please see Appendix 5. 	Topics: <ol style="list-style-type: none"> 6) School Please see Appendix 6. 7) Jobs and future plans Please see Appendix 7. 8) Home, town and local area Please see Appendix 8. 9) Environment and global issues Please see Appendix 9.
How is challenge embedded in the Key Stage 3 curriculum	<ul style="list-style-type: none"> ✓ Three levels of challenge (traffic-lighted green, amber, red) ✓ Extension activities included for every activity ✓ Live differentiation via questioning and AFL ✓ Use of cooperative learning structures ✓ Personalised marking with strengths, targets and actions to further challenge students via STAR marking ✓ Scaffolded and further challenge provided via laminated verb tables, QR codes, higher tier structure template which encourages students to take responsibility for their own progress and challenge themselves and be inquisitive in their manipulation and 	<ul style="list-style-type: none"> ✓ Three levels of challenge (traffic-lighted green, amber, red) ✓ Extension activities included for every activity ✓ Live differentiation via questioning and AFL ✓ Use of cooperative learning structures ✓ Personalised marking with strengths, targets and actions to further challenge students via STAR marking ✓ Scaffolded and further challenge provided via laminated verb tables, QR codes, higher tier structure template which encourages students to take responsibility for their own progress and challenge themselves and be inquisitive in their

	application of these structures (Please see 27 steps to Grade 9 & verb mat– non-topic specific phrases/grammar).	manipulation and application of these structures (Please see 27 steps to Grade 9 & verb mat– non-topic specific phrases/grammar).
Cultural Capital	Exposure to the FLA Madrid Exchange Languages festival Building in opportunities for highlighting similarities and differences between the Anglophone and francophone cultures. French music – during activities	
WIDER READING	❖ Mary Glasgow ❖ BBC Bitesize ❖ Active Teach – interactive reading and listening activities	