

Curriculum Map: French Year 10

	GCSE Module 3	GCSE Module 4	GCSE Module 5
Content Declarative knowledge 'I Know'	THEME: Ordinary days, special days Vocab: food, quantities, shops, meals, discussing + shopping for clothes, daily life, routine, food for a special occasion, family celebrations, festivals and traditions Grammar: revision of 'du/ de la /des', irregular verbs 'boire', 'prendre', using 'il faut' + infinitive, revision of adjectives, using 'pouvoir', 'devoir', 'vouloir' in present tense (ext: in past and future too), forming questions, the pronoun 'en', 'tu' and 'vous' forms, using 'venir de' + infinitive, using a combination of tenses	THEME: Local Area Vocab: types of location, compass points, the weather, transport, buildings in my town and how to get there, finding out information, describing a town/region, negatives, describing a nightmare or idyllic location Grammar: how to say 'in', the imperative using 'tu' or 'vous' for directions, using the pronoun 'y', negatives, asking questions with 'quel(s)/quelle(s)', the future tense, using a variety of tenses	THEME: Holiday & Travel Vocab: countries, activities on holiday, dream holidays, hotel reviews and booking a room, restaurant reviews, booking a table and ordering, menus and dishes, travelling and buying tickets, souvenir shopping, a disaster on holiday Grammar: revision of reflexive verbs, using three time frames, the conditional tense, reflexive verbs in the past, using 'en' + present participle, 'avant de' + infinitive, using demonstrative adjectives (this/these) and pronouns (this one, those ones), the pluperfect tense
Skills Procedural Knowledge 'I know how to'	talk about food and drink in three time frames, and conjugate some irregular verbs, spotting patterns with other verbs; make a list of food I need, including the quantity or packaging of it; buy food from a market or shop; talk about a range of outfits and discuss the colour, size, material, pattern and fit; buy an item of clothing from a shop and ask where the changing rooms are, say something is too big or small, or say I'll take it; talk about my daily routine and include what I have to do on school days and what I can do at weekends; talk about food for special occasions and appreciate what else people do in traditional celebrations; describe family celebrations; ask questions by simply using my voice, or adding 'est-ce que' and/or a question word; understand surveys including data, e.g. fractions/percentages/one in five people; use 'venir de' + infinitive to say something has just happened	talk about where I live, the weather and transport; describe a town and ask the way; describe a region and say what there is/isn't there and what you can do there; say what your town was like before; talk about an idyllic or nightmare location using a full range of negatives; discuss what there is to see and do; make future plans along with the weather forecast; understand community projects; use the imperative; use the pronoun 'y'; use the imperfect and present tenses together; form negatives; form negatives in all three tenses (extension); form and use the future tense; use a range of tenses;	talk about countries in which I spend, have spent or will spend my holidays; discuss what you can do there; talk about my dream holiday; understand hotel or restaurant reviews; book a hotel or table; order from a restaurant; talk about travel options and order train tickets; buy souvenirs and negotiate price at a souk; talk about a holiday disaster; use reflexive verbs in present and perfect tenses; use three time frames; use the conditional tense; use 'en' + the present participle to say 'on'/'while' doing something; use 'avant de' + infinitive to extend my sentences; recognise and use (extension) demonstrative adjectives and pronouns; form and use the pluperfect tense

Strategies Conditional Knowledge 'I know when to'	use formal or informal language when talking to someone in France; use 'en' to say some, of it, or of them; choose 'vouloir', 'pouvoir' or 'devoir' so that I can ask for something or make an excuse	use the different words for 'in'; choose the right negative expression; use the future or the near future tense	use the pluperfect to say what had happened
Key Questions	Quel est ton repas préféré ? Qu'est-ce que tu portes ? Vous désirez ? Avez-vous... ? C'est tout ? Ça fait combien ? Je peux vous aider ? De quelle couleur ? Vous faites quelle taille ? Où sont les cabines d'essayage ? Décris ta routine quotidienne. Que fais-tu normalement pour fêter (Noël) ? Quelle est ta fête préférée ? Comment vas-tu fêter (ton prochaine anniversaire) ? Parle-moi d'une occasion spéciale que tu as fêtée en famille. Quelles fêtes françaises existent aussi chez toi ? Il est important de fêter en famille ? Il est important d'avoir une fête nationale, comme le 14 juillet ?	Où habites-tu ? Quel temps fait-il ? Le climat est comment ? Décris ta région. Qu'est-ce qu'il y a dans ta région ? Qu'est-ce qu'on peut faire ? Pour aller au / à la / à l' / aux ? Où est le/la/l' ... ? / Où sont les ... ? Il y a un/une/des ... près d'ici ? Comment était ta ville avant ? Qu'est-ce qui est positif et négatif dans ton quartier ? Quels sont les avantages d'habiter en ville ou à la campagne ? Où est-ce que tu préférerais habiter ? Quel temps fera-t-il ? Que feras-tu ce week-end ? Tu as déjà participé à un projet pour aider ta communauté ?	Où vas-tu en vacances ? Comment voyages-tu ? Quel est ton moyen de transport préféré, et pourquoi ? Où loges tu ? Qu'est-ce que tu aimes faire en vacances ? Avec qui vas-tu en vacances ? C'est comment ? Où es-tu allé(e) l'année dernière ? Où vas-tu aller l'année prochaine ? Comment seraient tes vacances idéales ? (Où logerais-tu et avec qui ? Ce serait comment ? Il y aurait autre chose ? Qu'est-ce que tu y ferais ?) Avez-vous une chambre..., s'il vous plaît. Pour combien de nuits ? Avez-vous une pièce d'identité ? Avez-vous une table pour ... personnes ? Parle-moi d'un problème que tu as eu en vacances.
Assessment topics	GCSE Written Assessment (80-90 words) GCSE Listening, reading and translation assessment	GCSE Listening, reading and translation assessment GCSE Written Assessment (80-90 words)	Year 10 PPE
Cross curricular links/Character Education	RE: sharing traditional festivals from the class (Christmas, Hanoukka, Aïd-el-Fitr, Diwali), looking at traditional French festivals Maths: Analysis of statistical data Character: Being polite, showing good manners (use of 'tu' and 'vous')	Geography: climates and landscapes in French speaking countries around the world	RE/Cultural: Buying traditional souvenirs from an Arabic market; Maths: converting Dirhams to pounds
	- Resilience, independence, learning how to learn, revise, fail and improve - Curiosity and openness towards French and Francophone cultures - Understanding of the differences in the structure of French and English (e.g. feminine/plural agreements, word order) - Awareness of links and interconnection between different languages (e.g. derivations from Latin, Greek)		