

French YEAR 10 Curriculum Map				
	Learning map 1	Learning map 2	Learning map 3	Learning map 4
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.			
TOPIC/BIG QUESTION	<i>Theme 1 and 2 revision: Relations, mon quartier et mes vacances</i>	<i>Au collège</i>	<i>Au travail</i>	<i>Speaking, writing, listening and reading focus</i>
	Knowledge: <ul style="list-style-type: none"> ➤ Family relationships + going out ➤ Free time and media ➤ Daily life, food, festivals ➤ My region, town and weather ➤ Holidays, travel and accommodation 	Knowledge: <ul style="list-style-type: none"> ➤ Talking about school ➤ French/UK school systems ➤ Discussing school rules ➤ Getting the best out of school ➤ School exchanges 	Knowledge: <ul style="list-style-type: none"> ➤ Discussing career choices ➤ Talking about plans and hopes ➤ The importance of languages for work and school ➤ Applying for jobs ➤ Work experience + case studies 	Knowledge: <ul style="list-style-type: none"> ➤ Speaking examination: Role play, photo card, conversation questions ➤ Writing practice ➤ Listening practice ➤ Reading practice
	Skills: <ul style="list-style-type: none"> ➤ Three tenses past, present, future ➤ Comparative and superlative ➤ Modal verbs with infinitive ➤ Negative structures ➤ Reflexive verbs and adjectives 	Skills: <ul style="list-style-type: none"> ➤ Different pronouns in present tense ➤ Using il faut + infinitive ➤ Using the imperative ➤ Using three tenses time frames 	Skills: <ul style="list-style-type: none"> ➤ Understanding the subjunctive ➤ Using adverbs in context ➤ Direct object pronouns in the perfect tense ➤ Using 'better/worse' 	Skills: <ul style="list-style-type: none"> ➤ Spontaneous use of language verbally ➤ Recognising cognates ➤ Identifying the gist ➤ Using four tenses
Prior knowledge/skills and interleaving:		<ul style="list-style-type: none"> - Comparative and superlative structures - Negative structures - Reflexive verbs - Adjectives in context 	<ul style="list-style-type: none"> - Range of pronouns used in writing - Time frames + time markers - Expressing detailed opinions - The imperative 	<ul style="list-style-type: none"> - Understanding of subjunctive - Adverbs - Range of pronouns - Comparative and superlative
Formative assessment and feedback used for data drop:	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Deep mark (week 7) with bullet points linked to GCSE writing task. • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Deep mark (week 16) with bullet points linked to GCSE writing task. • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Deep mark (week 25) with bullet points linked to GCSE writing task. • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books
Summative assessment & feedback used for data drop:	<ul style="list-style-type: none"> • Learning map 1 listening, reading and writing formal assessment 	<ul style="list-style-type: none"> • Learning map 1-2 listening, reading and writing formal assessment 		<ul style="list-style-type: none"> • Learning map 1-4 listening, reading and writing formal assessment • Formal speaking assessment – GCSE linked • EOY assessment