



Curriculum Map



Sandringham School
"Everybody can be Somebody"

Subject: French

Year group: 10

	Context 1: My Personal World, Context 2: Lifestyle & Wellbeing – Module 3: Free time	Context 1: My Personal World – Module 1: Family, friends & relationships	Context 5: Studying and my future – Module 8: My studies and life at school, future plans and opportunities	Context 2: Lifestyle and Well-Being, Context 1: My Personal World – Module 4: Food and Drink, Physical & Mental Well Being	Context 6: Travel & Tourism– Module 6: Holidays & holiday destinations
Content <i>Declarative Knowledge: 'Know What'</i>	Core Vocab: hobbies, sports, food – as per textbook and vocabulary lists Grammar: Near future tense, simple future tense, perfect tense of regular and irregular verbs, opinion verbs in the present tense, present tense of regular and irregular verbs.	Core vocab: family and relationships, the importance of friends, future relationship plans - as per textbook and vocabulary lists Grammar: reflexive verbs in the present tense, direct and indirect object pronouns, present tense modal verbs, conditional tense, verbs with prepositions.	Core Vocab: studies and school, school rules, teachers and subjects, future plans - as per textbook and vocabulary lists Grammar: Revision of present tense regular and irregular verbs, <i>il faut, on doit, on peut</i> , conditional tense, near future tense, conjugated verb + infinitive.	Core Vocab: Food and drink, different meals, healthy / unhealthy lifestyle and habits Grammar: Revision of present tense regular and irregular verbs, revision of future tense – near and simple future, <i>on (ne) doit (pas), il (ne) faut (pas)</i>	Vocab: My holiday destinations, talking about a past holiday and future plans - as per textbook and vocabulary lists Grammar: Revision of present tense, revision of perfect regular and irregular verbs, revision of future tenses, opinions in all tenses, imperfect tense particularly for opinions
Skills <i>Procedural Knowledge: 'Know How'</i>	Developing all micro skills of listening, reading, speaking and writing to be able to decode and encode messages for effective communication . Developing autonomous recall and fluency skills through routinisation and fluency training. Developing learner autonomy : organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.				
Key Questions	Qu'est-ce tu fais le weekend? Qu'est-ce que tu as fait le weekend dernier? As-tu des projets pour ce weekend? See new speaking booklet.	Comment est-ta famille Avec qui tu t'entends bien dans ta famille ? Comment sont tes amis ? Tu peux parler avec qui ? Tu voudrais te marier un jour ? Pourquoi ?/Pourquoi pas ?	Comment est ton collège ? Quelles matières aimes-tu ? / Quelles matières est-ce que tu n'aimes pas ? Pourquoi ? Qu'est-ce que tu vas faire en septembre / après les examens de GCSE	Qu'est-ce que tu aimes manger et boire ? Pourquoi ? Qu'est-ce que tu manges au (petit) déjeuner / goûter / dîner ? Qu'est-ce qu'il (ne) faut (pas) manger/boire/faire ? Que fais-tu /Qu'est-ce que tu (ne)vas (pas) faire pour être en bonne forme ? Pourquoi ?	Comment étaient tes dernières vacances ? Qu'est-ce que tu vas faire pour tes prochaines vacances ? Qu'est-ce qu'il y a dans ta région pour les touristes Il y a une région de la France que tu connais?
Assessment	Assessment point 1: Writing and reading		Assessment point 2: Writing and Listening	Assessment point 3: Speaking – General conversation	Assessment point 4: Trial Exams in all 4 skills
Literacy/ Numeracy/ SMSC/ Character	Developing an understanding of the phonological and graphological systems of the target language and their sound-symbol correspondence , as well as of the key structural, morphological and syntactic patterns . Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence . Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture .				