



The curriculum for this stage has been designed to significantly broaden the range of cross-curricular topics studied and analyse the language structures in much greater depth. It has been mapped to assimilate the requirements of the AQA GCSE syllabus focusing on three themes – Identity and Culture, Local National, International and global areas of interest and Current and future study and employment. Students will consolidate and widen their knowledge of the topic-specific vocabulary, developing their confidence and ability to manipulate the language to suit different contexts. An increased emphasis on analysis, precision, evaluation and communication at an advanced level will heighten curiosity, and continue to foster a love of languages. Students will be expected to identify personal targets for improvement and critique the work of others in a respectful manner.

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| <p>HALF TERM 1 - Theme 1 Identity and Culture, Local, National, International and global areas of interest</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Relationships with family and friends <i>Avoir</i> and <i>Etre</i> in the present tense Possessive adjectives, adjective agreements, reflexive verbs Comparatives, adverbs of frequency Regular verbs in the present tense, direct object pronouns How to talk about where you live Household chores, prepositions with directions Plural Partitive article and <i>de</i> after a negative <i>Pouvoir</i> + infinitive and expressions of quantity Irregular verbs, demonstrative adjectives, <i>qui, que, dont</i> <i>Ceux qui</i> + verb, <i>s'intéresser à</i> <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments.</p> | <p>HALF TERM 2 - Theme 3 Current and future study & employment, Theme 1 Identity and culture</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> My studies, school subjects, school description Free time activities (music, cinema, TV, eating out, sport) <i>Devoir/il faut</i> + infinitive, expressing reasons Perfect tense with <i>avoir</i> and <i>être</i> Two verb constructions, use of <i>tu</i> and <i>vous</i> Irregular verbs (<i>sortir, prendre, mettre, vouloir, voir</i> etc.) Future tense Adverbs such as <i>d'habitude/normalement</i> Clauses introduced by <i>quand/lorsque</i> and <i>si</i> <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments.</p> | <p>HALF TERM 3 – Theme 2 Local, national, international and global areas of interest and Theme 3 Current and Future study & employment</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Social issues (healthy/unhealthy living and lifestyles) Phrasing questions, discussing health issues Life at school/college (inc. pressures & problems) Uses of the partitive article with food <i>Devoir/il faut</i> with conditional (affirmative and negative) Negative with <i>ne...jamais</i> Previous health habits with the imperfect tense School rules with <i>devoir/pouvoir/il faut/vouloir</i> <i>Si</i> clauses using the imperfect and conditional <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments.</p> |
| <p>HALF TERM 4 – Theme 1 Identity and culture and Theme 2 Local, national, International and Global areas of interest.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Quantity words (<i>beaucoup/trop/assez/pas assez + de</i>) Perfect tense with <i>avoir</i> (regular/ common irregular verbs) Customs & festivals in francophone countries/communities Perfect tense with <i>Etre</i> and agreements Perfect and imperfect together, reflexive verbs in the perfect Describing a past event/festival <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments</p> | <p>HALF TERM 5 – Theme 2 Local, National, International and Global areas of interest. Theme 3 Current and future study & employment.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Travel and tourism (holidays in perfect & imperfect tenses) Sequencing words expressions and phrases <i>Avant de/après avoir etc/pendant que/depuis/venir de</i> Weather expressions with <i>faire</i> <i>Ce qui/ce que...c'est...Si</i> clauses with present and future Complex two verb structures (<i>avoir envie de/le droit de...etc</i>) Education post 16 <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments</p> | <p>HALF TERM 6 – Theme 1 Identity and culture. Theme 2 holidays, Theme 3 career aspirations</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Holiday disasters Career aspirations Big events Marriage, partnership and family Revision of 3 tenses <i>En</i> + present participle, dir. indir. object pronouns End of year assessments Transition into 2nd year of GCSE course. <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments. Year 10 exam sequence.</p> |



Embedding this knowledge can be supported at home by encouraging students to watch/ listen to French video clips or TV programmes and music, asking the student to teach you the language as they are learning it, using websites recommended by your MFL Teacher (e.g. Quizlet, Memrise, Bon Patron, Forvo, Acapela, Languages on line, Kahoot etc.). Promoting independent study.