



# Long Term Plan Year 10 French

Subject driver: To learn a language is to have one more window from which to look at the world - Chinese Proverb

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid the automation process and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconcep- tions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn Term 1 & 2	Là où j'habite - Where I live	<p><b>Describing where you live &amp; discussing weather</b> -description of house types and location</p> <p><b>Talking about your town</b> -description of town -advantages &amp; disadvantages of where you live</p> <p><b>Discussing problems in your town</b></p>	<p><b>Grammar</b> -position &amp; agreement of adjectives -depuis + present tense -imperative -negative constructions -the pronoun 'y' -on peut + infinitive -conditional tense -Si clauses* -Asking questions</p>	<p>Exploitation of different French towns - what are they famous for, where are they located?</p> <p>Information about different parts of France and discovery about la Francophonie / les</p>	<p>-adjectival agreement - positions of adjective -Il n'y a pas de + removal of article -negative structure placement surrounding the verb / ne... ni...ni -conditional versus future</p>	Year 8 term 1: Simple descriptions of towns & exploitation of Paris / tourist information	Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills	<p>-Grade 7 - 9 structure support / stylistic devices -Full explanation to cover eg formation of conditional / Si clauses - Feeding in of prior learnt tenses - Higher exam skill</p>	<p><b>Mutual respect</b> Awareness of similarities and differences between different cultures Considering location and opportunities in different Francophone countries. Reference to global issues</p>	<p>Exploring similarities and differences in French housing and towns DOMTOMs Indepth independent research about a Francophone country / French town Role play</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit, specific reference is made to advertising towns / tourist information</p>

		<p>-extension problems in a town using negative Structures</p> <p><b>Describing where you would like to live</b></p> <p>-introduction to the conditional tense</p> <p>-justifying reasons for your choice</p> <p><b>Asking the way</b></p> <p>-asking for and giving directions</p> <p><b>Describing a region &amp; understanding tourist information</b></p> <p>-saying what you can do</p>	<p><b>Exam skills</b></p> <p>-photocard</p> <p>-role play</p> <p>-90 word task</p> <p>-150 word *</p> <p>Higher development</p>	DOMTOMs	<p>meaning</p> <p>-formation of paradigm</p> <p>-Irregular stems which don't follow a pattern</p> <p>-Concept of modal verb + infinitive <i>On peut faire</i></p> <p>-Question formation</p>			<p>development (150 word task)</p> <p>- Drip feed subjunctive / A level set phrases to production in Speaking and Writing</p>	<p>and problems eg unemployment, homelessness, natural disasters</p>	<p>concepts - asking for directions, giving information - out of the student's usual cultural experience</p>	giving
Autumn term 2 depending on group progress (can also be covered in Y11)	Notre planète et protéger l'environnement Introduction to global issues	<p><b>Discussing weather and natural disasters</b></p> <p>-Forecasting weather introducing the simple future tense</p> <p>-</p> <p><b>Discussing the environment and global problems</b></p> <p>-Introduction to problems facing the world</p>	<p><b>Grammar</b></p> <p>-simple future</p> <p>superlative</p> <p>-modal verbs</p> <p>- present / conditional extension*</p> <p><b>Exam skills</b></p> <p>-Dealing with longer texts and unfamiliar vocabulary</p> <p>-photocard</p>	Students will look at problems facing the planet and express their opinions - considering what they could do to help as well as looking at global solutions	<p>-future tense* <i>il y aura / ce sera / il fera</i></p> <p>-superlative <i>le plus grand problème</i></p> <p>Justifying opinions</p> <p>-using modal verbs in the present and conditional</p> <p>-present participle*</p>	NA	Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills	<p>This is a historically more challenging area of the course - Environment section of his topic area - going beyond vocabularisation</p> <p>Introduction of more obscure</p>	<p><b>Rule of Law</b></p> <p>students discuss what people should do to protect the planet and consider responsibilities for actions</p> <p>Considering the effect felt by different communities eg natural disasters</p>	Encountering environmental issues and weather is from different parts of the world -	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>In this lesson students develop skills to support proof reading and identifying</p>

		<p><b>Talking about protecting the planet</b> -What can/ could / should we do to look after the planet</p>						<p>vocab selection eg 'Heatwave'</p> <p>Justifying opinions and dealing with complex topics</p>			<p>key details / skimming / scanning techniques</p> <p>Weather forecasting, humanitarian organisations and reference to politics feature in this mini unit</p>
<p>Spring term 3 + 4</p>	<p>Bon Travail! - world of work</p>	<p><b>Discussing part time jobs</b> -discussing where you work / what you do -describing your boss -giving opinions about part time work Saying where you would like to work if you could choose</p> <p><b>Discussing jobs and work preferences</b> -saying what you would like to be - talking about your personal qualities -advantages and disadvantages of specific jobs</p> <p><b>Future plans and aspirations</b> -Discussing career paths and giving reasons</p>	<p><b>Grammar</b> -present tense consolidation - je voudrais / j'aimerais + infinitive -mieux / pire -the comparative - Avant de + infinitive - Après avoir + past participle -revision of the perfect tense</p> <p><b>Exam skills</b> - 40 word task -90 word task - translation skills - Role play</p>	<p>Students will consider advantages and disadvantages of jobs which they may not normally consider.</p> <p>Discussion about HE, apprenticeships and routes into employment</p>	<p>-Confusion with regular/irregular verb rules in present tense</p> <p>-Formation of perfect tense - omitting J'ai and using Je</p> <p>-concept of Je voudrais / Je vais = I would like / I am going + infinitive - adding in additional words in translations</p>	<p>NA</p>	<p>Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills</p>	<p>-use of variety in conditional / future tenses to show broad range of structures</p> <p>Avant de / Après avoir</p> <p>-introduce the concept of the subjunctive</p> <p>Extension to use of Si clauses</p> <p>-Si j'avais su que... j'aurais choisi</p>	<p>Students are encouraged to consider their aspirations and aim high.</p>	<p>Students will encounter jobs and future aspirations which they may not have previously encountered and examine the positives and negatives of these</p> <p>References to work experience and describing what people did - giving students an insight into the world of work</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>The unit features around the world of work with HE, discussing different sectors and considering a variety of job types and employment</p> <p>Students will also encounter reading tasks looking at CVs and applying for</p>

		<p>why</p> <p><b>Talking about past work experience</b></p> <ul style="list-style-type: none"> <li>-describing what you did</li> <li>-Giving opinions about your work experience</li> <li>-Combining other tenses</li> </ul>									<p>jobs, considering their own personal qualities which could help them gain employment</p>
<p>Summer term 5 + 6</p>	<p>Au collège - At school</p>	<p><b>Revising school subjects and talking about your timetable</b></p> <ul style="list-style-type: none"> <li>-expressing opinions and justifying them</li> </ul> <p><b>Describing your school</b></p> <ul style="list-style-type: none"> <li>-describing the facilities at your school</li> <li>-comparing your school now/ past / ideal school</li> </ul> <p><b>Comparing school in the UK and in French speaking countries</b></p> <ul style="list-style-type: none"> <li>-describing the school day</li> </ul> <p><b>Giving your opinions about school rules</b></p> <ul style="list-style-type: none"> <li>- discussing what you should / must / must not do in school</li> <li>- suggesting what</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-opinions</li> <li>-revision of present tense Il y a / il n'y a pas de</li> <li>-comparative / superlative</li> <li>- present / imperfect / future - to describe facilities</li> <li>- 3rd person plural verbs</li> </ul> <p><b>Exam Skills</b></p> <ul style="list-style-type: none"> <li>-End of year 10 PPE reading</li> <li>- Writing paper 90 / 150 words</li> <li>- Reading writing translation question</li> <li>-Speaking exam - photocard upskilling</li> </ul>	<p>Students explore the different facets of the education system in France with reference to other francophone countries</p> <p>Cultural reference to The French school in London (lycee Charles de Gaulle) / Clairfontaine football school</p> <p>Students consider what they would like to have in their own schools and justify these responses</p>	<ul style="list-style-type: none"> <li>-omission of the article before the school subject</li> <li>-adjectival agreement where necessary with the comparative</li> <li>-tense confusion - formation / meaning</li> <li>-perfect vs imperfect</li> <li>-formation of 3rd person plural verbs</li> <li>-time formation 'to the hour'</li> <li>-Modal verb meaning and construction / infinitive constructions</li> </ul>	<p>Students have met the topic of school in KS3 (Y7 term 2) and go into more depth and broadening of coverage in Y10</p>	<p>Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills</p>	<p>Grammatical extension using a range of stylistic devices including but not limited to:</p> <ul style="list-style-type: none"> <li>-Si clauses</li> <li>-Conditional / conditional perfect</li> <li>- subjunctive</li> <li>- en + present participle</li> <li>- sequencing</li> </ul> <p>Examining the requirements of 150 word questions in detail - using sophisticated sequencing / opinion giving phrases borrowed from KS5</p>	<p><b>Mutual respect</b></p> <p>Awareness of similarities and differences between different cultures</p> <p>Considering opportunities in different Francophone countries.</p> <p><b>Democracy</b></p> <p>Opportunities to debate importance of school rules and expectations.</p> <p>Considering <b>la laïcité</b> and religion in French schools</p>	<p>Students explore the different facets of the education system in France with reference to other francophone countries</p> <p>Considering <b>la laïcité</b> and religion in French schools</p> <p>Cultural reference to The French school in London (lycee Charles de Gaulle) / Clairfontaine football school</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>Students discuss next step HE / University procedures in France and consider their own circumstances</p> <p>Reference to future plans and justifications.</p>

		<p>you would like to impose if you were in charge</p> <ul style="list-style-type: none"> <li>-extending opinions about school uniform/ phones / jewellery</li> </ul> <p><b>Talking about extra curricular activities</b></p> <ul style="list-style-type: none"> <li>-describing what you do after school</li> <li>-comparing primary/secondary school activities</li> </ul> <p><b>Discussing successes at schools / recent memorable events</b></p> <ul style="list-style-type: none"> <li>-Revision of past tense</li> <li>-combining tenses together to describe a recent school trip</li> </ul>			<ul style="list-style-type: none"> <li>-missing the accent in perfect tense formation -er verbs / je vs j'ai</li> <li>-Mixing of tenses eg I went to the science museum and it is good</li> <li>-proofreading</li> </ul>			<ul style="list-style-type: none"> <li>-insistence of translating without book, then adopting proof reading strategies and self correcting in another colour</li> <li>-Combining multiple tenses to eg discuss a recent school visit</li> </ul>		
--	--	--	--	--	--	--	--	---	--	--