

Year 10 French Curriculum Map – 2025-26

Term 1 – Identity and Free Time		Term 2 – Media, technology and celebrity culture		Term 3 – Healthy lifestyle and festivals	
Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar

Modern Foreign Languages Faculty

Curriculum – Key Stage 4

10	Unit description	<p><u>Course explanation and Expectation</u></p> <p><u>Identity and relationships</u> Nationality, character, personality, sexual orientation, beliefs, physical description of yourself and others. Relationships with friends and family. Qualities of a good friend Ideal partner Pros and cons of different partnerships.</p> <p><u>Free time</u> TV and cinema Music and reading Sports Shopping and eating out Arranging to go out Describing last weekend</p>	<p><u>Grammar</u> Formation of nouns (f/pl) Definite and indefinite articles Subject pronouns Avoir and etre(present) Expressing age Conditional tense – je voudrais Adjective agreement and positioning Negative (ne...pas/personne) De after negative Cardinal numbers 1-30 Il y a Interrogatives – comment...? avec qui... ? Reflexives in the present tense Possessive adjectives Adverbs of intensity Emphatic pronouns Present tense regular -er verbs Jouer + au a la a l' aux Jouer du de la de l' des Aller – present Partitive article Perfect tense with avoir and etre Imperfect – c'était Near future Modal verbs – je veux, on veut Adverbs of frequency Prepositions of place Pour + infinitive Comparatives</p> <p>Higher only: Conditional tense Emphatic pronouns (avec lui, eux) Regular superlative adjective and adverb structures Simple future Depuis</p> <p><u>Phonics</u> Silent final 'd' eu Silent final 'e' 'n' liaison On/om è/ê/ai silent final 'p' é ain/in/aim/im</p>	<p><u>Media and technology</u> Mobile technology Uses of Internet Advantages and disadvantages of the internet</p> <p><u>Celebrity culture</u> Give personal details and opinions on celebrities. Opinions of famous people in magazines, social media, reality TV etc Influence of celebrities on young people and society. Events involving famous people (music, film, TV, fashion, culture and technology)</p> <p><u>Healthy lifestyle</u> Sports and keeping fit Healthy diet Reasons to stay healthy Healthy and unhealthy lifestyle choices (fast food, cooking, smoking/vaping, drugs, alcohol) Illness and injuries</p>	<p><u>Grammar</u> Present tense regular er verbs Perfect tense Modal verbs – je peux, on peut Adverbs of time and frequency Comparatives Negative – ne...jamais Pour/sans + inf Il y a / il existe Relative clauses with qui Direct object pronoun – le la Demonstrative adjectives – ce cette ces Indefinite adjectives – chaque, plusieurs, autres, tout 24 hour clock Possessive – son, sa, ses Qui... ? Quel... ?</p> <p>Higher tier only Time expressions (venir de, en train de) Relative clauses using que, quand Direct object pronon – les Modal verbs pouvoir – full paradigm</p> <p><u>Phonics</u> Silent s E On/om Que J th</p>	<p><u>Healthy living cont'd</u> Past and present lifestyle choices. Future intentions.</p> <p><u>Revision and EOY Exams</u> <u>Feedback</u></p> <p><u>Customs, festivals and celebrations</u> Festivals in France and the UK. Customs in the Francophone world. Festivals and celebrations with family and friends. Food and drink in celebrations. Film study</p>	<p><u>Grammar</u> Imperfect tense Perfect tense Near future Conditional with je voudrais Modal verbs – present tense Negatives – ne...rien Reflexive verbs Avoir phrases – j'ai faim/soif Impersonal verbs – il me faut Infinitives used as nouns (e.g. vapoter n'est pas bon pour la santé) Direct object pronouns – me, te, vous, le, la Pour + inf Present tense regular verbs full paradigm and high frequency irregular verbs Possessive adjectives – notre, votre, nos, leur(s) Quand... ? Quelle... ? Contraction of pronouns Word order with « de » to indicate possession Emphatic pronouns moi, toi</p> <p>Higher tier only Aucun(e) Negative ne...ni...ni... Preposition en+present participle Imperative – sois, soyez Simple future Present participle of regular verbs and nine anchor verb patterns. Indirect object pronouns Imperfect tense, plural Conditional tense</p> <p><u>Phonics</u> Z Un R Open eu/oen</p>

			que tion s				Qu Silent ‘t’ i/y Eu/eau/close o U len è/ê/ai
	Assessment	<u>Listening, Reading and Translation assessment</u> <u>Written assessment – extended writing task</u> <u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguасcope		<u>Listening, Reading and Translation assessment</u> <u>Written assessment – extended writing task</u> <u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguасcope		<u>End of Year Exams</u> <u>Speaking mock exam 1</u> <u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguасcope	

Students will also have weekly vocab learning.

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Yellow highlighted content indicates content to be revisited at KS4

Highlighted grammar to be revisited as labelled:

Verbs and tenses

Nouns and articles

Adjectives and agreement

High level structures

Opinions and reasons

Modern Foreign Languages Faculty

Curriculum – Key Stage 4

Reference NC -

Understand and respond to spoken and written language from a variety of authentic sources: songs on Youtube, listening activities made by native speakers in school, timetables from Spanish schools, maps of Spanish cities.

Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term's topic. Towards the end of TERM 2 students can look at an authentic text (children's story).

YEAR GROUP – Year 11 French

		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Unit description		Content Holidays and weather Holiday preferences (accommodation, transport, destination) Recent holiday Describing accommodation in the past Booking accommodation Disaster holiday Dream holiday/future holiday plans Grammar Use of prepositions Using “y” Using “depuis” Revision of 3 tenses Comparative and superlative Avant de/apres avoir/apres etre Weather expressions with quand Direct object pronouns Imperfect/pluperfect tense Negatives Conditional tense Si clauses							Content Global issues Protecting the planet through home and local actions Natural disasters Homelessness Ethical shopping Volunteering International events Grammar Ce que (e.g. ce que me préoccupe...) Pouvoir/devoir Il faut + infinitive Conditional of modal verbs Passive Emphatic pronouns Indirect object pronouns								Content School subjects Opinions on school Describe uniform and the school day Describing the school building Comparing school subjects and teachers. Comparing former and current school School problems Extracurricular activities and achievements Past trip/ School exchange Grammar Direct object pronouns Extended opinion phrases Negatives Adjective agreement Il faut/On doit/il est inderdit de Present tense “ils/elles” Perfect/imperfect tense Revision of question forms						Content What job your family members do Advantages and disadvantages of different jobs Part time job Importance of learning a language Applying for a summer job Future plans (work, study, gap year, volunteering) Past work experience Grammar Gender of nouns Mieux / pire Qui/que Si clauses Quand/lorsque + future Conditional tense Future tense with a variety of phrases (j’ai l’intention de, j’espere) Après avoir/avant de Present subjunctive						GCSE Speaking Exam Preparation for exams.												
		Listening and reading assessment							Mock speaking (full exam)								Mock exams – Listening, reading and writing (full paper)						Written FMW Foundation: photo, 40 words, translation, 90 words Higher: 150 words, translation						GCSE Speaking Exam						- Final GCSE Exams.						

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

- KS4 MFL:
- Reflect on personal experiences and foster a sense of belonging and interconnectedness with others, the world and the universe. Inspire awe through differences in ways of life
 - ✓ **Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals. Encouraging students to reflect and compare experiences of different ways of life from how people greet each other, to different relationships and jobs. Students learn more details about controversial issues in other countries and discuss how this compares to their own situation.**
 - Using hands-on activities, field trips and authentic materials to immerse students in learning and evoke wonder.
 - ✓ **Students are also exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with the country of study. Important days and festivals in the Spanish/French calendar are celebrated with events, competitions and lesson content.**
 - Encourage creative expression:
 - ✓ **Students are encouraged to use their creative abilities to design, for example, their own family tree, restaurant menus, Christmas cards, school or uniform designs. Students are encouraged to reflect critically on the differences between cultures.**