New Line Learning Academy
Believe and Achieve

Y10 GCSE French Curriculum Intent	Year 10

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *about* language and languages, how they work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window out into other ways of seeing the world, and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cultural understanding and solidify their commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning habits and employability skills that will equip them for future study and employment.

In this, their first year of GCSE study, students will continue to progress through a spiral curriculum that interleaves key vocabulary, grammar structures and commonly used verbs to develop and encourage deeper thinking from pupils, and to allow them to retain information in the longer-term. With a solid foundation developed at Key Stage Three, by the end of Year 10 students will be able to deploy a range of vocabulary and structures to talk not just about themselves, but about the present, past and future of the wider French-speaking world.

Term 1
Topic/Theme/Enquiry

How do regular and irregular verbs work in the present, past and near future tenses?
Tu as du temps à perdre?

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to communicate about their digital lives, hobbies, and leisure activities. Students build confidence in describing how they spend their free time, expressing preferences, and discussing healthy and active lifestyles using a range of familiar language.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- cultural events in the francophone world
- talking about what you do online
- saying what you do to stay active

- talking about what you watch
- making plans to go out
- what you did last weekend

Key grammar

- using aimer + noun and aimer + infinitive
- using the present tense of regular -er verbs
- using the present tense of irregular verbs
- using the near future tense
- using the perfect tense (passé compose)

Key skills

- discussing pros and cons
- listening and transcribing in French
- forming and answering questions
- pronouncing é, er and ez correctly
- taking part in an interview
- preparing a role-play
- understanding and making invitations
- combining tenses

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
	This module builds upon key topics covered at Key Stage Three, including life online, sport and free-time activities, and arranging to go out. In terms of grammatical structures, accessing the texts and tasks set at this level requires a secure understanding of present, perfect and near future verb conjugation that have been a pre-requisite throughout Year 9 following modules on holidays.		Students will be challenged to incorporate additional details into their written and spoken language, including four-figure numbers in the form of specific dates and times; comparatives; a range of regular and irregular verbs in different tenses. Increasingly, students will also be challenged to problem-solve in terms of pronunciation and intonation: deducing and applying rules for the different spellings of phonemes such as /eɪ/ As standard, more able, more confident and/or higher tier students will be challenged to do the following:

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	• Complete more challenging work in the AQA GCSE French higher tier textbook. • Complete more challenging work in the Studio GCSE textbook (higher tier)

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This modules links to the following "themes" and "topics" of the new GCSE curriculum: • Theme 2 Topic 1 (Free-time activities), which will be recalled during Year 10 Module 7 and in general revision lessons from Year 11 Term 4 onwards. • Theme 3 Module 2 (Media and technology), which will be recalled in Year 10 Module 2, Year 11 Module 3 and during general revision lessons from Year 11 Module 4 onwards	Students will benefit from having an understanding of the Geography and Political History of Europe, Africa and the French DOM-TOMs in order to appreciate the cultural, political and geographical importance of French as both a first and second language across the world. Where students do not come with this background knowledge the study of this unit will help develop this understanding and international perspective. This module's "Zone de Culture" section focuses on increasing this appreciation and knowledge of the scope of the French-speaking world and the idea of 'La Francophonie'. Students will also be challenged to apply their knowledge of online safety from their Digital Literacy and PSHEE curricula to the target language context.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This module provides students with the opportunity to rehearse key social interactions in the second language context, including invitations to social gatherings, making plans and setting boundaries. Exploring and expressing personal values also helps students to develop their moral understanding, including empathy, and the social skills of communication and learning to manage conflicts and disagreements

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Many students espouse an interest in careers in the media, including social media, and this module provides a fantastic opportunity to look at labour market information for this sector as well as case studies for actors, musicians and influencers who have made it big in the Francophone world.

Students develop **Listening** and **Speaking** through interviews, invitations and role-plays in which they must understand questions, respond appropriately and sustain communication. **Problem Solving** is strengthened through transcription, phonics and selecting between three time frames, while **Planning**, **Creativity** and **Leadership** are developed as students organise and narrate detailed experiences; **Adapting** and **Teamwork** are practised when plans change or meaning needs to be clarified.

Resources
What books, websites, videos and materials will support our learning?

AQA GCSE French (Foundation and Higher) textbook, Pearson
Live Worksheets
Wordwall

Assessment
How will we show what we know, remember and can apply?

Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). This will include the following question types:

- description of the photo (10 marks)
- translation into French (10 marks)
- gap-fill grammar task (5 marks)
- 90-word writing task (15 marks)

The writing assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as how much progress they have made since their last written assessment at the end of Year 9 Module 4. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 2
Topic/Theme/Enquiry

What do healthy relationships look like?
Mon clan, ma tribu

Big Picture
What are the main ideas and big questions in this topic?

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Friendships and role models

This topic explores different relationship models and social influences, while developing students' ability to describe relationships and personal qualities. Students learn to discuss the people who are important to them and explain the characteristics of a good friend using increasingly detailed language.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- talking about your identity
- weekend routines
- friends and friendship
- describing your favourite celebrity
- talking about positive role models
- celebrations and traditions

Key grammar

- using emphatic pronouns
- using reflexive verbs in the present tense
- adjective agreement and placement
- direct object pronouns

Key skills

- extending sentences using sequencers and connectives
- translating a passage into French
- describing a photo
- combining the present, perfect and near future tenses
- recognizing adverbs

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

This module builds upon key topics covered at Key Stage Three, including personal and family descriptions, personal celebrations and the role of celebrities.

Pitch Up

How will we challenge ourselves?

Having been introduced to the rigours of Key Stage Four language study, students are now challenged to deploy a range of vocabulary

In addition, grammatical structures covered at Key Stage Three include the present and perfect verb conjugation, with new emphasis on using the whole paradigm, emphatic pronouns, and the uses of reflexive verbs. Whilst some gaps and misconceptions are to be expected and will be addressed in planning and assessed in lessons, there is an expectation of basic competence in the majority of this pre-requisite knowledge in order to access this module successfully.	and structures as standard, and to develop their answers in terms of both content and complexity. In this unit, this challenge takes the form of using the present continuous to describe a photograph, including comparatives as standard in descriptions, and using reflexive verbs to describe relationships. Students will also be expected to routinely incorporate more than one time phrase into their written and spoken responses. Students are challenged to incorporate new grammatical structures in order to ensure that they are embedded into their work, including the direct object pronoun and the use of 'para + infinitive'. In terms of literacy and oracy, new challenges are introduced at this level, including the use of distractors, obliging students to read the text carefully rather than just skim/scan for detail. Oracy skills will also start to include the assessment of pronunciation and intonation in the read-aloud task required for the GCSE oral exam at the end of Year 11. As standard, more able, more confident and/or higher tier students will be challenged to do the following: • Complete more challenging work in the AQA GCSE Spanish higher tier textbook. • Complete extra and/or more challenging work in the Viva GCSE textbook (higher tier)
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit links into the following topics and themes of the new GCSE curriculum: • Theme 1 Topic 1 (Identity and relationships with others) • Theme 2 Topic 3 (Celebrity culture) • Theme 3 Topic 2 (Media and technology) These topics will be recalled and expanded in Year 11 from Module 4 onwards as part of general revision topics.	Students will benefit from recognising key famous Francophone celebrities and their work, although this knowledge is not a pre-requisite as each module in the AQA GCSE French textbook contains a "Zone de Culture" section students can use to help increase their knowledge of cultural issues from French-speaking countries.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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This module builds on the Fundamental British Values of Mutual Respect, Tolerance and Individual Liberty, through exploring the description and identity of the self in relation to the family and different family models, as covered in PSHEE and RSE, enhancing the students' moral, social and cultural understanding.

Furthermore, within this module the exploration of Christmas and other family celebrations in Spanish-speaking countries will foster an understanding of the concept of spirituality and how different cultures act upon their beliefs and give meaning to their religious values. This ties to the cultural understanding of how we develop a sense of identity and belonging within the context of a diverse society. Exploring and expressing personal values also helps students to develop their moral understanding, including empathy, and the social skills of communication and learning to manage conflicts and disagreements.

Students use **Listening** and **Problem Solving** to identify key details, recognise distractors and interpret descriptions of identity, friendships and role models. **Speaking**, **Creativity** and **Teamwork** are strengthened through photo-card work and discussions of relationships, while **Planning**, **Leadership** and **Adapting** are developed as students organise extended responses, express personal values sensitively and refine their communication following feedback

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
	AQA GCSE French (Foundation and Higher) textbook, Pearson **Wordwall** **Live Worksheets**		Students will sit a speaking assessment. This will consist of a read-aloud and photo card that students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication, as well as their pronunciation and intonation. The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment at the end of Year 9 Module 3. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 3 Topic/Theme/Enquiry		**How do educational experiences differ around the French-speaking world?** **Ma vie scolaire**

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Big Picture

What are the main ideas and big questions in this topic?

This topic develops students' ability to communicate about school life and educational experiences across the French-speaking world. Students learn to compare different schools, describe rules and recent activities, and reflect on how their experiences have changed over time, using a wider range of tenses and increasingly detailed spoken and written French.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- school life in francophone countries
- school subjects
- school rules
- recent school activities
- comparing primary and secondary school
- the importance of language learning

Key grammar

- comparative adjectives
- using *il faut* + infinitive
- using irregular verbs in the perfect tense
- the imperfect tense
- negatives in different time frames

Key skills

- describing photos
- giving opinions with reasons
- expressing opinions, agreeing and disagreeing
- pronouncing *oi* and *oy*
- translating into French
- combining the imperfect, present and near future tenses

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

At this stage, students are expected to have secured their knowledge of the full range of question words in order to not only answer but also form and ask a range of questions. Key vocabulary and structures regarding school will need to be recalled from Year 8, as well as impersonal verbs which have previously been studied in the context of healthy living. Success with the imperfect tense introduced in this unit will also depend on having secured prior knowledge of verb conjugation processes from Key Stage Three, as consolidated in Module 1.

Pitch Up
How will we challenge ourselves?

Students will be challenged to use the superlative to add interest and complexity to their written and spoken answers, together with a range of irregular verbs. As translation skills develop, the cognitive challenge of identifying structures and phrases that do not translate word for word will become more frequent. Increasingly, students will also be expected to apply their knowledge of phonics and phonetics to new words to independently expand their vocabulary. This includes spelling rules relating to unseen vocabulary.

A range of negative structures are also introduced in this unit, including 'ne .. personne' and 'ne … rien' that will challenge students to consider their use of prepositions and word order in more complex utterances.
As standard, more able, more confident and/or higher tier students can also complete more challenging work and/or extra activities in other textbooks/workbooks, particularly higher tier textbooks.

Wider Framework
How does this learning connect to future topics and bigger goals?

This unit links into the following topics and themes of the new GCSE curriculum:

- Theme 1 Topic 3 (Education and work)

These topics will be recalled in Year 11 Module 3 (Future plans) and from Year 11 Module 4 onwards as part of general revision topics.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an increased understanding of educational systems and practices around the globe as linked to Citizenship and Human/Political Geography.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The exploration of educational systems and practices around the world, with specific emphasis on the similarities and differences between British and Francophone systems, forms part of a wider moral and social debate about the rights of the child vs individual liberty and the economic constraints of poverty. There are also cultural questions to be asked about the content of national curricula around the world and their diversity, while exploring how the curriculum shapes our national and personal identities.

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This module provides an opportunity to explore the various career avenues open under the teaching of English as a Foreign/Second language, and to unpick the difference between 'similar' jobs internationally, such as teaching, in terms of salary, working conditions, etc.

Students apply **Problem Solving** when interpreting unfamiliar school-related texts, translating meaning accurately and choosing between the imperfect, present, perfect and near future tenses. **Listening**, **Speaking** and **Teamwork** are developed through comparing educational experiences and discussing school rules, while **Planning**, **Creativity** and **Leadership** are strengthened as students propose and justify improvements; **Adapting** is practised when responding to contrasting opinions and reformulating ideas.

Resources
What books, websites, videos and materials will support our learning?

AQA GCSE French (Foundation and Higher) textbook, Pearson
Wordwall
Live Worksheets
Ministère de l'Éducation nationale - Accueil | Ministère de l'Education nationale

Assessment
How will we show what we know, remember and can apply?

Students will sit a reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules.

Listening

- multiple choice questions
- gap-fill exercise
- dictation
- open answer questions
- positive/negative/both questions

Reading

- reading comprehension (multiple choice, true false and open-answer questions)
- gap-fill exercise (multiple-choice)
- grammar exercise (multiple-choice gap fill)
- translation into English

The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since reading and listening assessments that took place at the end of Year 9.

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Terms 4 and 5 Topic/Theme/Enquiry	How can I lead a healthier lifestyle? En pleine forme

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to discuss physical and mental health, food, exercise and lifestyle choices. Students learn to evaluate their current habits, describe changes they have made and explain how they intend to improve their wellbeing, while using advice, comparisons and a range of time frames with increasing confidence and accuracy.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- describing and giving opinions about dishes
- meals and mealtimes
- mental health
- healthy and unhealthy lifestyle choices
- how to improve your lifestyle
- lifestyle changes

Key grammar

- using the partitive article (*du, de la, de l', des)*
- modal verbs (*devoir, vouloir, pouvoir*)
- using the perfect tense (with both *être* and *avoir)*
- using the near future
- comparisons with *plus* and *moins*

Key skills

- understanding advice in the vous-form imperative
- using present and perfect tenses in translations
- taking part in a role-play
- combining the imperfect, present and near future tenses
- distinguishing between tenses when listening

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This unit builds on Key Stage Three French content including food and healthy lifestyle. Vocabulary regarding daily routines, mealtimes and injuries are all familiar from these (and other) modules. At this stage, other pre-requisite knowledge includes an understanding of the format of the GCSE examinations, as practised and applied throughout Key Stage Four, and the literacy and oracy skills required to access and produce spoken and written texts at this level.

Pitch Up
How will we challenge ourselves?

This module provides a fantastic opportunity to stretch students in terms of cultural capital and cross-over with Science, Food and Cookery, Health and Fitness and PSHEE. At this stage in their GCSE course, students should also be routinely challenged to incorporate vocabulary and structures from previous modules and apply them to this new context.

As standard, more able, more confident and/or higher tier students will be challenged to:

- Complete more challenging work in the Studio GCSE textbook (higher tier)
- Complete more challenging work in the AQA GCSE French higher tier textbook.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key stage 4
This unit links into Theme 1 of the GCSE curriculum (People and lifestyle) and will be revisited in Year 11 Module 3, as well as recalled during general revision lessons from Year 11 Module 4 onwards.

Beyond the GCSE, this unit also supports students in making future plans for their health and wellbeing.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from a wider appreciation of international cuisines and nutrition, as developed through Key Stage Three study of Food and Cookery, Science and Healthy Living within PSHEE. Discuss of sport and fitness will build on this whilst also linking to the PE curriculum as well as students' wider understanding of physical health within the context of the school's personal development programme.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

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This module provides a fantastic opportunity to make authentic connections with Food and Nutrition, building on the careers aspirations of many of our students. Lesson activities can include discussion of the importance of language learning to the international hospitality and food service industries, with the sharing of case studies, for example of chefs who have learned Spanish for the purpose of training and working abroad.

Any discussion of physical health also goes hand in hand with the promotion of mental health and wellbeing, as well as the development of social skills and understanding in terms of teamwork and communication.

As a key manifestation of culture, this module on food also provides a valuable opportunity to explore international cuisines and enhance students' cultural appreciation and understanding, as well as the social role of foods and mealtimes and the impact of food on identity and healthy living. There is also scope for the moral considerations regarding vegetarianism and veganism, as well as organic and GM foods.

Students use **Problem Solving** to interpret health advice, distinguish between tenses and apply language accurately in role-play and translation tasks. **Planning** is developed through setting realistic wellbeing goals and organising advice, while **Listening**, **Speaking** and **Teamwork** are strengthened through health-related discussions; **Creativity**, **Leadership** and **Adapting** are fostered as students design recommendations, support others and respond to changing needs or unfamiliar scenarios.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
AQA French (Foundation and Higher) textbook, Pearson Wordwall Live worksheets Accueil - Ministère de la santé et de l'accès aux soins	Students will sit a speaking assessment. This will consist of a • read-aloud (5 marks) • role play (10 marks) Students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication and development, as well as their pronunciation and intonation.

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	The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment in Module 2. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge

Terms 5 and 6 Topic/Theme/Enquiry		**How does travel enrich my personal development?** **Numéro vacances**

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to communicate confidently about travel, tourism and cultural experiences across the French-speaking world. Students learn to describe and evaluate holidays, accommodation and festivals, make bookings and recommendations, and compare past experiences with future or ideal plans using an increasingly sophisticated range of language.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- ideal holidays
- what you can see and do on holiday
- festivals in the French-speaking world
- reviewing and booking holiday accommodation
- staycation activities

Key grammar

- using *pour* + infinitive
- the conditional of *vouloir*
- giving advice with *il faut, on doit* and *on peut*
- combining the perfect and imperfect

- negatives in the imperfect and perfect tenses
- using *si* + the present tense + the near future tense

Key skills

- giving reasons for your preferences
- forming different types of questions
- understanding more complex sentences using *qui*
- identifying positive and negative opinions
- using a range of tenses

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

This module relies on a secure understanding of the vocabulary and structures covered in Year 9 on past and future holidays, including but not limited to knowledge of the perfect tense, modes of transport, holiday activities and accommodation.

In terms of grammatical structures, the use of 'il faut also has grounding in Year 8 and 9 Modules on healthy living and school, while past tense opinions are here being recalled and reused from earlier in Year 10.

Pitch Up

How will we challenge ourselves?

This topic lends itself well to cultural exploration and the development of geographic, historical and political awareness about the vast diversity of the French-speaking world. Pitch it up activities will involve opportunities to develop this knowledge through a range of authentic sources and incorporate it into students' own target language.

More able, more confident and/or higher tier students can also do the following:

- Complete more challenging work in the AQA GCSE French higher tier textbook.
- Complete extra activities in the Studio GCSE textbook (foundation tier)

Wider Framework

How does this learning connect to future topics and bigger goals?

Key stage 4

This unit links into the following topics and themes of the new GCSE curriculum:

- Theme 3 Topic 1 (Travel and tourism)
- Theme 3 Module 2 (Media and technology)

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap.

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These topics will be recalled in Year 11 Module 1 and Year 11 Module 4 onwards as part of general revision topics.	

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Travel and tourism are key to the economy of France and other francophone countries, with many job opportunities available in the related industries, including but not limited to the hospitality industry studied in this module. Lessons will include concrete examples of jobs available for linguists within the travel sector and pathways into these careers.

Exploration of the world around them also fosters students' sense of identity and belonging within global society, as well as encouraging cultural understanding and appreciation. Lessons will encourage the Fundamental British Values of Mutual Respect and Tolerance whilst exploring the diverse experiences available through travel, and our moral responsibilities as travellers to build positive intercultural links with people from other cultures. On the other hand, this opens up an important conversation about the moral responsibilities of environmental stewardship and the link between travel and climate change.

Students develop **Planning** by organising journeys, comparing accommodation and preparing questions for bookings and travel scenarios. **Problem Solving** is strengthened through interpreting complex sentences, identifying positive and negative opinions and combining different tenses, while **Listening**, **Speaking** and **Teamwork** are developed through transactional tasks; **Creativity**, **Leadership** and **Adapting** are practised as students recommend experiences, manage unexpected problems and revise plans to maintain successful communication.

Resources

What books, websites, videos and materials will support our learning?

AQA French (Foundation and Higher) textbook, Pearson
Wordwall
Live Worksheets
France.fr : Explore la France et ses merveilles - Explore France

Assessment

How will we show what we know, remember and can apply?

Students will sit an end of year writing, reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules.

Writing

- description of the photo (10 marks)
- translation into French(10 marks)
- 50-word writing task (10 marks)

	• gap-fill grammar task (5 marks) • 90-word writing task (15 marks) Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since previous assessment points.