



Languages Department Long-term sequencing Year 10 GCSE

Intent

The curriculum for this stage has been designed to significantly broaden the range of cross-curricular topics studied and to facilitate analysis of core 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 to strive to become independent language learners.

HALF TERM 1: STUDENTS MUST KNOW:

Topic: Qui suis-je? – Who am I? (GCSE Theme 1)

Topics:

Students are expected to be able to understand and respond to spoken and written French, and to communicate and interact effectively in speech and in writing, on the following topics:

- revision of family and describing people
- revision of places in town, activities and **time**
- friendships and what makes a good one
- family relationships
- going out
- a day out
- role models
- their life when they were younger

Core skills:

- Develop the ability to communicate confidently and coherently in French.
- Express and develop thoughts and ideas.
- Listen to and understand clearly articulated, standard speech.
- Deepen knowledge about how language works.
- Develop awareness and understanding of the culture and identities of French speakers.

HALF TERM 2: STUDENTS MUST KNOW:

Topic: Temps des Loisirs: Leisure time (Theme 1)

Topics:

Students are expected to be able to understand and respond to spoken and written French, and to communicate and interact effectively in speech and in writing, on the following topics:

- revision of leisure activities
- revision of films and going to the cinema /actors
- sport
- using technology
- reading habits and music
- television programmes
- nights out with friends

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<ul style="list-style-type: none"> • Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning. • Prepare for further language study and use in school, higher education and in employment. • Develop language strategies, including repair strategies. <p>How this will be assessed: Vocabulary quizzing, peer/self- assessment. Past exam questions in Listening, Speaking, Reading and Writing Mock examination End of unit assessments of topic knowledge and core skills</p>	<ul style="list-style-type: none"> • Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning. • Prepare for further language study and use in school, higher education and in employment. • Develop language strategies, including repair strategies. <p>How this will be assessed: Vocabulary quizzing, peer/self- assessment. Past exam questions in Listening, Speaking, Reading and Writing Mock examination End of unit assessments of topic knowledge and core skills</p>	<ul style="list-style-type: none"> • Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning. • Prepare for further language study and use in school, higher education and in employment. • Develop language strategies, including repair strategies. <p>How this will be assessed: Vocabulary quizzing, peer/self- assessment. Past exam questions in Listening, Speaking, Reading and Writing Mock examination End of unit assessments of topic knowledge and core skills</p>
<p><u>HALF TERM 4:</u> HALF TERM 4: STUDENTS MUST KNOW: Topic: Au collège - School(Themes 3/2) Topics: Students are expected to be able to understand and respond to spoken and written French, and to communicate and interact effectively in speech and in writing, on the following topics:</p> <ul style="list-style-type: none"> • revision of school subjects and talking about your timetable • opinions on school subjects and facilities • comparing school in France and in the UK • school rules and regulations • healthy living • social vices • extra-curricular activities successes at school <p>Core skills:</p> <ul style="list-style-type: none"> • Develop the ability to communicate confidently and coherently in French. • Express and develop thoughts and ideas. • Listen to and understand clearly articulated, standard speech. • Deepen knowledge about how language works. 	<p><u>HALF TERM 5:</u> HALF TERM 5: STUDENTS MUST KNOW: Topic: Bon Travail – Employment (Theme 3) Students are expected to be able to understand and respond to spoken and written French, and to communicate and interact effectively in speech and in writing, on the following topics:</p> <ul style="list-style-type: none"> • revision of jobs • work preferences • career choices • life plans, hopes and wishes • earnings and part time jobs • work experience • applying for a job <p>Core skills:</p> <ul style="list-style-type: none"> • Develop the ability to communicate confidently and coherently in French. • Express and develop thoughts and ideas. • Listen to and understand clearly articulated, standard speech. • Deepen knowledge about how language works. 	<p><u>HALF TERM 6:</u> HALF TERM 6: STUDENTS MUST KNOW: Topic: Jours Ordinaires, Jours de Fete – Routine and special days (Theme 1) Topics: Students are expected to be able to understand and respond to spoken and written French, and to communicate and interact effectively in speech and in writing, on the following topics:</p> <ul style="list-style-type: none"> • revision of food and meal-times • revision of clothes • daily life • shopping for clothes • festivals and traditions • shopping for a celebratory meal • family celebrations using polite language

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<p>Hone learning set will consist of a combination of: past exam / exam type questions in all skill areas, retrieval, comprehension tasks, extension activities with a lexical /grammatical focus.</p>		