

# Beamont Collegiate Academy Curriculum Map



Year: Y10

Subject: French

1. Phonics and Pronunciation
2. Grammar
3. Conjugating tenses
4. Formulating an opinion

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	<b>Les Rapports en famille</b>	<b>Le Mariage</b>	<b>La Technologie</b>	<b>Les Loisirs</b>	<b>Les Vacances</b>	<b>Les Traditions</b>
	Disciplinary knowledge	<p><u>Phonics</u> 'que' 'oi' 'ai' 'on' are revisited <u>Grammar</u> possessive adjectives adjective agreement rules comparatives <i>plus que/moins que</i> adverbs of frequency direct object pronouns</p> <p><u>Verbs</u> avoir and être present tense  Regular verbs in the present tense <i>Reflexive verbs in the present tense se disputer/se fâcher/s'entendre avec</i>  Perfect Tense</p>	<p><u>Phonics</u> 'eu' 'oi' 'ei', 'é' are revisited <u>Grammar</u> revisiting adjectives relative clause qui, que, dont to enhance descriptions en + present participle direct and indirect object pronouns</p> <p><u>Verbs</u> Conditional tense (R) Future tense (R)</p> <p><u>Opinions</u> Expressing and justifying relationships with others</p>	<p><u>Phonics</u> 'h', 'y', 'au', 'è' and ç are revisited <u>Grammar</u> grâce à/sans/avec  enhanced statements of possibility including permettre de  il est possible que + subjunctive</p> <p><u>Verbs</u> Perfect (R) Imperfect (R)</p> <p><u>Opinions</u> Expressing the advantages and disadvantages of technology</p>	<p><u>Phonics</u> 'soft c', '-tion', 'au' and 'eu' are revisited <u>Grammar</u> extend range of two verbs together future time phrases d'habitude /normalement clauses introduced by quand/lorsque and si</p> <p><u>Verbs</u> Present tense (R) Irregular Present Tense verbs sortir, prendre, mettre, voir and vouloir Future Tense (R)</p> <p><u>Opinions</u> Expressing and justifying opinions</p>	<p><u>Phonics</u> 'oi', 'o', and SFC are revisited <u>Grammar</u> sequencing words, expressions and phrases avant de/après avoir etc/pendant que/depuis/venir de weather expressions with faire</p> <p><u>Verbs</u> Perfect Tense (R) Imperfect Tense (R)</p> <p><u>Opinions</u> Expressing and justifying opinions in the past</p>	<p><u>Phonics</u> J and soft 'g', 'ain' vs 'in', 'oy' and 'th' 'ui' are revisited <u>Grammar</u> Agreement of the past participle with être verbs Sequencing words (R)</p> <p><u>Verbs</u> Reflexive Verbs in the Perfect and Imperfect Tense</p>

	Key substantive knowledge	<p>Describing relationships with others now and in the past.</p> <p>Talking about the qualities of a good relationship Talking about problems and arguments in the past.</p> <p>How to tackle the written and spoken photocard</p>	<p>Describing your ideal partner</p> <p>Giving opinions about marriage and children</p> <p>How to tackle 40 / 90 word essay</p>	<p>Talking about what types of technology you use</p> <p>Talking about the reasons for which you use technology</p> <p>Problems with technology and social media</p> <p>Talking about what you have used technology for</p> <p>Discussing Social Media</p> <p>How to tackle 90 word essay</p>	<p>Describing what you do during your free time</p> <p>Talking about future plans</p> <p>Using weather phrases</p> <p>Referring to different tenses and avoiding distractors in reading &amp; listening</p>	<p>Describing and justifying holiday preferences in the perfect tense</p> <p>Talking about a past holiday</p> <p>Giving opinions using the perfect tense</p> <p>Describing the weather using the imperfect tense</p> <p>How to tackle 150 word essay</p>	<p>Describing daily routine.</p> <p>Narrating an event in the past</p> <p>Describing places in the past using the imperfect tense</p> <p>How to tackle the role play</p>
Clarity around sequencing	Main links across the curriculum	<p><b>PRIOR LINKS</b></p> <p>Y7 adjectival agreement</p> <p>Y7 Present tense avoir and être</p> <p>Y7 Comparisons</p> <p>Y9 Perfect Tense</p>	<p><b>PRIOR LINKS</b></p> <p>Y7 Possessive Articles</p> <p>Y8 Reflexive Verbs</p> <p>Y8 Immediate Future Tense</p> <p>Y9 Conditional Tense / Ideal jobs</p> <p>Y9 Modal Verbs</p>	<p><b>PRIOR LINKS</b></p> <p>Y7 Time Phrases</p> <p>Y7 Present Tense</p> <p>Y7 Gender of nouns</p> <p>Y9 Perfect Tense</p> <p>Y9 Imperfect Tense</p>	<p><b>PRIOR LINKS</b></p> <p>Y7 Present Tense</p> <p>Y8 Weather</p> <p>Y8 Subordinate clause</p> <p>Y8 Future</p>	<p><b>PRIOR LINKS</b></p> <p>Y8 preposition en and a</p> <p>Y8 Weather phrases</p> <p>Y9 Perfect tense</p> <p>Y9 Imperfect tense</p>	<p><b>PRIOR LINKS</b></p> <p>Y7 Reflexive Verbs</p> <p>Y9 Perfect and Imperfect Tense</p> <p>Y10 Sequencers</p>
Clarity around sequencing	Main links across the curriculum	<p><b>FUTURE LINKS</b></p> <p>Describing and justifying family relationships</p> <p>Describing an ideal partner</p> <p>Describing a good friend</p>	<p><b>FUTURE LINKS</b></p> <p>Discussing hypothetical situation ideal holiday, home, job</p>	<p><b>FUTURE LINKS</b></p> <p>Y10 Perfect Tense</p> <p>Holidays</p>	<p><b>FUTURE LINKS</b></p> <p>Y11 Clauses to extend sentences</p> <p>Y11 Future Plans</p>	<p><b>FUTURE LINKS</b></p> <p>Y10 Narrating an event in the past</p> <p>festival in the past</p> <p>Y11 Describing primary school using the imperfect</p>	<p><b>FUTURE LINKS</b></p> <p>Talking about past events – Y11</p>
	Authentic cross curricular links	<p>Drama</p> <p>Voice &amp; Intonation</p> <p>Presenting Ourselves</p>	<p>Maths</p> <p>Data Analysis</p> <p>PSHE</p>	<p>Dangers of social media</p> <p>Keeping Safe online</p>	<p>English</p> <p>Reading skills</p>	<p>English</p> <p>Writing an extended text using extended sentences. Using</p>	<p>English</p> <p>Narrating Events</p>

			Characteristics of a good partner			synonyms to vary language  Geography Features of a French city	
Vocabulary	Key words	See sentence builders	See sentence builders	See sentence builders	See sentence builders	See sentence builders	See sentence builders
Assessment	Summative assessment	End of unit summative photo card assessment with conversation questions.  Formative reading and listening assessment	End of unit summative 40/90 word writing assessment (GCSE style with 4 bullet points)  Reading and Listening Past Exam Questions P+N style  Formative assessment throughout	End of unit summative 90 word writing assessment (GCSE style with 4 bullet points)  Formative reading and listening assessment T/F/NM style	End of unit formative 90 word writing assessment (GCSE style with 4 bullet points)  End of unit formative grammar assessment focusing on future tense  Reading and Listening Past Exam Questions Past / Present /Future Style	Reading and Listening Past Exam Questions  150 word essay Higher 90 word essay Foundation	Full GCSE Speaking Examination Role Play Photo Card Conversation  Listening Paper Reading Paper Writing Paper
Links to the real world / careers / PD		Describing someone is a key communicative referential function (Finocchiaro & Brunfit 1983)  French Blogs – Problems for young people	Describing someone is a key communicative referential function (Finocchiaro & Brunfit 1983)  Data analysis – marriage and children	Formulating opinions and debating are key communicative referential and interpersonal functions (Finocchiaro & Brunfit 1983)	How key celebrations and religious events are celebrated.	A trip to Québec Describing an event in the past is a key communicative referential function (Finocchiaro & Brunfit 1983)	Festival de Sakifo (music festival)  Describing an event in the past is a key communicative referential function (Finocchiaro & Brunfit 1983)