

## Curriculum Assessment Map

## French: Year 10

| Year 10      |                                                                                                                                                              | IMPLEMENTATION                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                | IMPACT                                                                                                              |                                                                                                                                                                                                                                                                               |
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| ½ TERM TOPIC | TAUGHT CURRICULUM (TEACHER LED)                                                                                                                              | LEARNED CURRICULUM (STUDENT LED)                                                                   | KEY SKILLS DEMONSTRATED                                                                                                                                                                                                                                                                                                                                                                     | SUGGESTED WIDER ACTIVITIES                                                                                                                                                                                                     | ASSESSMENT                                                                                                          | ASSESSMENT CRITERIA                                                                                                                                                                                                                                                           |
| 1/2          | Me, my family and friends<br>Free time activities<br>Places in town<br>What makes a good friend/relationships<br>Talk about your younger self<br>Role models | <i>All vocab lists on Google Classroom</i><br><i>Homework on Quizlet-links on Google Classroom</i> | Present tense<br>Adjective agreements<br>Definite/indefinite articles<br>Prepositions<br>Time phrases<br>Irregular verbs in present tense<br>Relative pronoun 'qui'<br>Possessive adjectives<br>Reflexive verbs in present tense<br>Emphatic pronouns<br>Near future<br>Giving opinions<br>Perfect/imperfect tense<br>Using a variety of tenses together<br>Changing questions to responses | Linguascope revision:<br><a href="http://www.linguascope.com">www.linguascope.com</a><br>see class teacher for username and password<br><i>Revision activities: Reading, Writing, Translation practice on Google Classroom</i> | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing<br>Translation (French-English/English-French) | Understand differing opinions and tenses on all topics, demonstrating all key skills<br>Able to use opinions, complex structures, connectives, intensifiers, at least 3 tenses, showing all key skills<br>Able to translate from English to French and from French to English |
| 3            | Free-time activities: music and sport<br>Technology in everyday life using comparisons<br>TV/films/reading<br>Talking about actors                           |                                                                                                    | Jouer v/s faire<br>Using opinions<br>Present tense with 'depuis'<br>Position of adjectives<br>Comparative adjectives<br>Relative pronoun 'que'<br>1st v.s 3rd person<br>Using percentages<br>Imperfect tense<br>Direct object pronouns<br>Superlative                                                                                                                                       |                                                                                                                                                                                                                                | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing<br>Translation (French-English/English-French) |                                                                                                                                                                                                                                                                               |
| 4            | Talking about food and meals<br>Discussing and shopping for clothes<br>Describing your daily life                                                            |                                                                                                    | Partitive article<br>Irregular verbs: 'boire/prendre'<br>Impersonal verb: il faut<br>À + le = au<br>Adjectives of colour<br>Subject and object pronouns<br>Different words for size                                                                                                                                                                                                         |                                                                                                                                                                                                                                | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing                                                |                                                                                                                                                                                                                                                                               |

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|   | Talking about special occasions<br>Customs and festivals in French-speaking countries/communities                                                                                                                                                              |  | Modal verbs: 'pouvoir/devoir'<br>Using 'chez'<br>Negatives<br>Asking questions<br>Pronoun 'en'<br>Tu v.s vous<br>Understanding figures<br>Venir de + infinitive<br>Il y a (ago)<br>Using time phrases and dates<br>Using a combination of tenses                                                                                                                                                                                      |  | Translation (French-English/English-French)                                                                         |  |
| 5 | Talking about where you live, weather and transport<br>Describing a town and asking the way<br>Describing a region<br>Discussing what to see and do<br>Discussing plans dependant on the weather<br>Describing community projects                              |  | How to say in: dans/à/en/au/aux<br>Imperative with directions<br>Tu v.s vous with directions<br>Pronoun 'y'<br>Negatives<br>Looking for synonyms<br>Asking questions using 'quel'<br>Future tense<br>Present v.s past v.s future tenses                                                                                                                                                                                               |  | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing<br>Translation (French-English/English-French) |  |
| 6 | Talking about what you normally do on holiday<br>Talking about past and future holidays<br>Talk about an ideal holiday<br>Booking and reviewing hotels<br>Ordering in a restaurant<br>Talk about travel<br>Buying souvenirs<br>Talking about holiday disasters |  | Reflexive verbs in different tenses<br>Using different time frames with time expressions<br>Future/conditional tenses<br>Using the formal 'vous' form<br>Using 'en' + present participle<br>'avant de' + infinitive<br>Using 'si' + imperfect + conditional tense<br>Using demonstrative pronouns and adjectives<br>'j'aurais pu' + infinitive to say what you could have done<br>Pluperfect tense<br>Past participles of modal verbs |  | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing<br>Translation (French-English/English-French) |  |

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| 1            | Talking about life at school<br>Revising school subjects<br>Talking about your timetable<br>Talk about your school<br>Comparing schools in French speaking countries with UK schools<br>Discussing school rules<br>Talking about social issues: healthy living/vices<br>Talking about a school exchange | <i>All vocab lists on Google Classroom</i><br><i>Homework on Quizlet-links on Google Classroom</i> | Giving opinions using the definite article<br>Comparisons<br>3rd person singular and plural of present tense<br>Inferring answers<br>Talk about school rules with 'il faut'/'il est interdit de'<br>For or against/agree or disagree<br>Imperative<br>'tu' form of infinitive<br>Adverbs<br>Past v/s present v/s future tenses<br>Pronoun 'on' | Linguascope revision:<br><a href="http://www.linguascope.com">www.linguascope.com</a><br>see class teacher for username and password<br><i>Revision activities: Reading, Writing, Translation practice on Google Classroom</i> | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing<br>Translation (French-English/English-French) | Understand differing opinions and tenses on all topics, demonstrating all key skills<br>Able to use opinions, complex structures, connectives, intensifiers, at least 3 tenses, showing all key skills<br>Able to translate from English to French and from French to English |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |
|              | 2                                                                                                                                                                                                                                                                                                       |                                                                                                    | Discussing jobs and work preferences<br>Career choices<br>Talk about plans, hopes, wishes<br>How to apply for jobs<br>Understanding case studies                                                                                                                                                                                               |                                                                                                                                                                                                                                |                                                                                                                     |                                                                                                                                                                                                                                                                               | Using masculine/feminine forms of jobs<br>Conditional tense<br>Saying better/worse/the best/worst thing<br>Perfect infinitive: 'après avoir ...'<br>Using the subjunctive to express thoughts, wishes, possibility or necessity<br>Using 'dont'<br>Direct object pronouns in the perfect tense<br>Verbs followed by à or de<br>Complex sentences in the future tense: 'si, quand, lorsque' | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing<br>Translation (French-English/English-French) |
|              | 3                                                                                                                                                                                                                                                                                                       |                                                                                                    | Talking about what global/social issues affect you<br>Discussing problems with the world<br>Talk about protecting the environment                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                                                                                                     |                                                                                                                                                                                                                                                                               | Using modal verbs 'pouvoir/devoir' in the conditional tense<br>Learning verbs in the infinitive form<br>Using a variety of tenses<br>Passive<br>Indirect object pronouns<br>Giving arguments for and against                                                                                                                                                                               | Summative Assessment:<br>Listening<br>Speaking<br>Reading<br>Writing                                                |

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|   | Discussing ethical shopping<br>Talk about volunteering<br>Discussing big events |  |                                                                                                                                                                                                                                                                                                                         |  | Translation (French-English/English-French) |  |
| 4 | Practice speaking<br>Role plays<br>Photo cards<br>General conversation          |  | Role play: Asking/answering simple questions<br>Photo card: describing photo/answering questions related to photo<br>Using connectives/intensifiers/complex structures/justified opinions/ at least 3 tenses<br>General conversation: connectives/intensifiers/complex structures/justified opinions/ at least 3 tenses |  |                                             |  |
| 5 | Past paper practise: listening/reading<br>Writing/translation practise          |  | Revision of all vocabulary from 8 topics<br>Listening/reading for time expressions and different tenses<br>Writing: connectives/intensifiers/complex structures/justified opinions/ at least 3 tenses<br>Translation: simple to more complex verb structures/tenses                                                     |  |                                             |  |