

# Year 10 MFL Sequence

Year 10					
	Content Taught	Reference	Essential knowledge	Assessment	Rationale
<b>TERM 1:</b>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>Theme 1 :</b> Celebrations</p> <p><b>Theme 2:</b> House, Home &amp; Region</p>		<p>The essential knowledge developed includes:</p> <p>Customs and festivals Use of past/future tense to talk about celebrations &amp; festivals Description of house Where I used to live using imperfect structures Description of a town using il y a/il n'y a pas de/on peut/ où on peut Opinions of town Understanding &amp; giving directions Environmental issues in the local areas Charity work/Voluntary work Poverty and homelessness</p> <p><b>HT1 Essential Knowledge Reading For Breadth – French Festivals</b></p>	<p>FORMATIVE: <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE: <b>Bring It Together Task - Writing</b> Students develop their uses of tenses by planning &amp; writing a paragraph in the past and future tenses about birthday celebrations, bringing together essential knowledge from the sequence of lesson.</p> <p>FORMATIVE/CUMULATIVE: <b>Translation</b> – students are assessed on the structured application of specific essential knowledge from Unit 1 to show they remember essential knowledge clearly, understand it and can use it in sentences with a focus on key messages communicated and grammar.</p> <p>SUMMATIVE/CUMULATIVE: <b>Writing</b> Students will develop their writing skills by responding to four bullet points in the target language to consolidate essential knowledge and learning from the unit. This assesses application of essential</p>	<p>Re-call of tenses and application in another context to consolidate</p> <p>Introduction of higher-level structures to compliment recall of prior knowledge</p> <p>Introduction of structures in more complex tenses (real future, imperfect, conditional)</p> <p>Development of wider context &amp; cultural capital understanding through focus on celebrations, local issues and charity work (both in local context and franco speaking areas)</p>

			<p>Reading focuses on: Various French festivals and traditions. Text is in English to provide breadth in cultural knowledge  <a href="#">The Best Traditional and Cultural French Festivals which you should experience when in France! - jadorelyon</a></p> <p><b>HT2 Essential Knowledge Reading For Depth</b> – <i>Pollution &amp; its impact on young people</i></p> <p>Reading focuses on: The impact of pollution on those young people living in cities and what can be done to work towards reducing it.  <a href="#">« Les enfants les plus exposés à la pollution sont ceux qui vivent en ville » (1jour1actu.com)</a></p>	<p>knowledge from Unit 1 and ensures students bring together their learning with a focus on content (what they communicate) and quality (how this is done) including more than one tense.</p> <p>SUMMATIVE/CUMULATIVE:  <b>Listening</b> – students demonstrate their understanding and comprehension of spoken French in the listening assessment which covers essential knowledge from Unit 1 and practices exam skills such as Positive &amp; Negative, True/False, extended answers in English/French</p> <p><b>Reading</b> – students demonstrate their understanding and comprehension of written French, as well as their ability to infer and to translate into English in the reading assessment which covers content from Unit 1, including translation from FRE to ENG, answers in English &amp; French, gap fills</p>	
<b>TERM 2</b>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>Theme 2 : Holidays</b></p>		<p>The essential knowledge developed includes:</p> <p>Importance of holidays  Present tense to describe holidays preferences  Perfect tense to describe past holidays &amp; activities  Sequencers to narrate events  Accommodation  Making a complaint  Transactional structures to book/reserve</p>	<p>FORMATIVE:  <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE:  <b>Bring It Together Task Writing</b> – Students will develop their writing skills by responding to four bullet points in the target language. This assesses application of essential knowledge from Unit 1 so far and ensures students bring together their learning with a focus on content (what</p>	<p>Recycles tenses &amp; free time vocab with key structures from Town topic</p> <p>Increased vocab range in line with specification expectations</p> <p>Consolidation of future tenses</p> <p>Encourages use of multiple verbs, tenses &amp; pronouns</p>

			<p>Future &amp; Conditional tense to describe future &amp; dream holidays</p> <p><b>HT3 Essential Knowledge Reading For Consolidation</b> – <i>Un voyage à l'Hexagone</i></p> <p>Reading focuses on: A young girl from Guadeloupe with dual heritage who travels to France  <a href="#">Un-Voyage-a-l-Hexagone.pdf</a></p> <p><b>HT4 Essential Knowledge Reading For Breadth</b> – <i>Des vacances pour s'amuser et pour apprendre</i></p> <p>Reading focuses on: the advantages of holiday camps and how France is closing the gap after the pandemic  <a href="#">Des vacances pour s'amuser... et pour apprendre! (1jour1actu.com)</a></p>	<p>they communicate) and quality (how this is done) including more than one tense</p> <p>SUMMATIVE/CUMULATIVE:  <b>Feedback Task – Writing</b>  Students will develop their writing skills by responding to four bullet points in the target language to consolidate essential knowledge and learning from the last sequence of lessons. This assesses application of essential knowledge from Unit 1 &amp; 2 and ensures students bring together their learning with a focus on content (what they communicate) and quality (how this is done) including more than one tense.</p> <p>SUMMATIVE/CUMULATIVE:  <b>Listening</b> – students demonstrate their understanding and comprehension of spoken French in the listening assessment which covers essential knowledge from Units 1 &amp; 2 and practices exam skills such as Positive &amp; Negative, True/False, extended answers in English/Spanish</p> <p><b>Reading</b> – students demonstrate their understanding and comprehension of written French, as well as their ability to infer and to translate into English in the reading assessment which covers content from Units 1&amp;2, including translation from FRE to ENG, answers in English &amp; French, gap fills</p>	
<b>TERM 3</b>	Students will be taught a sequence of lessons in this unit focusing on the following topics:		<p>The essential knowledge developed includes:</p> <p>Use of infinitive structures (il faut, il est important de</p>	<p>FORMATIVE:  <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p>	Focus on variety & complexity of language (e.g. synonyms on doit, il est important de etc)

	<p><b>Theme 2: Health &amp; Resolutions</b></p>		<p>etc) as well as the modal verb <i>devoir</i> to give healthy living advice  Food, health and diet with reasons  Sport &amp; Exercise – contrasting using imperfect tense structures  Health issues concerning young people (smoking, alcohol, drugs)  Healthy resolutions (future tense)  <i>Si</i> clauses combining imperfect &amp; conditional</p> <p><b>HT5 Essential Knowledge Reading For Depth</b> – <i>C'est quoi l'obésité?</i></p> <p>Reading focuses on:  Exploring the impact of obesity on young people in France  <a href="#">C'est quoi l'obésité ? (1jour1actu.com)</a></p> <p><b>HT6 Essential Knowledge Reading For Breadth</b> – <i>Le sais-tu le fromage?</i></p> <p>Reading focuses on: the history &amp; popularity of Cheese in France  <a href="#">Le sais-tu le fromage.pdf</a></p>	<p><b>FORMATIVE/CUMULATIVE:</b>  <b>Writing</b> – students will demonstrate their ability to develop ideas using essential knowledge from the previous sequence of lessons focusing on Healthy Living.</p> <p><b>SUMMATIVE/CUMULATIVE:</b>  PPE across all 4 skills to assess all cumulative learning.  <b>Speaking</b> – assesses response to spoken target language, development of ideas, structures production of language, creative development of ideas</p> <p><b>Listening</b> – students demonstrate their understanding and comprehension of spoken French in the listening assessment which covers essential knowledge from Units 1 &amp; 2 and practices exam skills such as Positive &amp; Negative, True/False, extended answers in English/Spanish</p> <p><b>Reading</b> – students demonstrate their understanding and comprehension of written French, as well as their ability to infer and to translate into English in the reading assessment which covers content from Units 1&amp;2, including translation from FRE to ENG, answers in English &amp; French, gap fills</p> <p><b>Writing</b> – students will demonstrate their ability to develop ideas using essential knowledge from the units of work this year by completing a GCSE paper which focusses on the cumulative learning from Y10</p>	<p>Recall of structures to balance an opinion and justify it with examples/reasons</p> <p>Introduces structures used in school unit in Y11</p> <p>Consolidates tenses and using a variety of pronouns</p> <p>Combining imperfect with conditional</p> <p>Looks at the benefits of good physical and mental health which is important in current climate</p>
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