

French Department – YEAR 10 course, scheme of work 2019-2020:

Resources: Studio Edexcel GCSE (Higher) textbook + Active Learn Audio/Video materials + Studio Grammar and Translation Workbook

Guided learning hours: 40 minutes (JH) + 60 minutes + 40 minutes (EW) per week

<i>Time-line</i>	Subject topics Taught by EW	Structures / Grammar Taught by EW/JH and practised using Workbook (pages in brackets) in JH lessons	Assessment & skills and other resources / activities (including ICT)	SEN / EHC / EAL / Gifted & talented
Year 10, Term 1:				
Weeks 1 to 7	<p>TOPICS: Taught by EW</p> <p>Qui suis-je? Revising family and describing people Revising places in town / activities Talking about friends Family relationships</p> <p>Arranging to go out Describing an evening out Talking about your younger life Discussing role models</p>	<p>GRAMMAR: Taught by JH</p> <p>Revision and/or teaching of: Adjectives p10-11 Prepositions p88-89 Some irregular verbs (present) p42-43 Reflexive verbs (present) p44-45 Emphatic pronouns p30-31 Aller + infinitive p60-61 Perfect tense (avoir and être) p50-53 Imperfect tense p56-57</p>	<p>Throughout the year:</p> <p>Each pupil is issued with the Studio Edexcel GCSE (Higher) textbook and buys their own Grammar and Translation Workbook</p> <p>2 x 45min prep per week (usually one writing and one reading/learning/speaking task)</p> <p>Work regularly marked with constructive feedback</p> <p>Regular written / oral vocabulary tests at the end of each unit</p> <p>Ongoing monitoring of oral work in class</p> <p>Individual progress and attainment recorded and tracked</p> <p>Interim and full reports as required by school schedule</p>	<p>Throughout the year:</p> <p>The choice of course allows the delivery of the core objectives for the whole class; it provides excellent materials to stretch the more advanced pupils yet offers extra support to those who need it. French is not set but every pupil is entered for Higher Level.</p> <p>At the end of each chapter is a summary of the vocabulary covered and there is a comprehensive grammar section at the back of the book with extra exercises available for further grammar practice for those who need it.</p> <p>Although at this level, work is increasingly differentiated by outcome with a common written and speaking task being sufficiently open-ended for all pupils to tackle according to their own level and aspirations, teaching and the textbook exam advice encourage pupils to aim for their own personal best and keep a target grade in mind.</p>
Weeks 8-13	<p>Le temps des loisirs Revising sport and music Revising technology, films, TV Talking about sport Talking about your life online Books and reading TV programmes Actors and films</p>	<p>Depuis + present p82-83 Comparative adjectives p14</p> <p>Direct object pronouns p34 Superlative adjectives p15</p>		
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Valuing the role of the family and friends Importance of role models to help us achieve goals Encourage listening to others as part of learning process Pair/group work fosters social interaction</p>			

<p>Year 10, Term 2 Weeks 1 to 6</p> <p>Weeks 7-11</p>	<p>TOPICS: Taught by EW Jours ordinaires, jours de fête Revising food and meals Revising shopping for clothes Describing your daily life</p> <p>Food for special occasions Using polite language Family celebrations Festivals and traditions</p> <p>Consolidation of Modules 1-3 Work through contrôle de lecture et d'écoute, contrôle oral and contrôle écrit for each module Use of SAMs for speaking practice and familiarisation with speaking exam.</p>	<p>GRAMMAR: Taught by JH Revision and/or teaching of: Partitive article p8-9 More on adjectives p10-11 Modal verbs p56-57 Questions p86-87 Pronoun en and y p38-39 More on tu/vous questions p86-87 (Venir de + infinitive)</p> <p>Combination of tenses p94-99 Translation work on Identity and Culture p102-103 and p114-115</p>	<p>Further resources</p> <p>Differentiated readers and the Café des Rêves video are used in class.</p> <p>Additional independent ICT work encourages pupils to work at their own pace and to stretch themselves to work to the best of their ability</p> <p>http://www.zut.org.uk/beginner/year10.html French Year 10 materials – no password needed but only available after 4pm and before 9am</p> <p>www.linguascope.com Intermediate level User name: purcell Password for 2019-2020: henry</p> <p>Students are also encouraged to develop their own language learning at their own pace by using the following website: www.bbc.co.uk/languages/french An excellent resource for listening, reading, speaking and writing. Especially recommended is the Ma France video course that has real-life situations. It has more real life situations than the above websites and has good activities to check comprehension.</p>	<p>In class, optimum use of target language promotes conscious and subconscious learning. Individual pupils' needs are catered for by differentiated phrasing of questions according to level of attainment and skills.</p> <p>In small classes, support of various kinds is available to those who find language learning more challenging (e.g. help with bite-sized vocabulary learning) and to those who need to be stretched (e.g. extension worksheets).</p> <p>Classroom activities are varied (e.g. formal teaching, group and pair work, independent reading) to cater for a variety of learning styles.</p> <p>Once the main tenses have been mastered, stronger pupils can be more creative with their language and are encouraged to broaden their vocabulary with dictionary use.</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Learning about festivals and celebrations in different cultures, in particular food connected to such celebrations Awareness of the role which register of language plays in polite social interaction Increasingly value the part which independent work takes in achieving success Increasing awareness of English grammar through learning that of another language</p>			

<p>Year 10, Term 3 Weeks 1-5</p> <p>Weeks 6-10</p>	<p>TOPICS: Taught by EW De la ville à la campagne Revising talking about where you live and weather Describing a town; directions Describing a region Positive and negative opinions about where you live Discussing what to see and do Discussing plans and the weather Community projects</p> <p>Work through contrôle de lecture et d'écoute, contrôle oral and contrôle écrit for Module 4. Preparation for end of year exam in week 8, work on Edexcel SAMs etc. After exam, review exam and progress</p>	<p>GRAMMAR: Taught by JH Revision and/or teaching of: Ways to say "in" Imperative p66 Pronoun "y" p38-39 (revision) Negatives p70-71 Questions with "quel" p16-17 Future tense p62-63 Mixed tenses p96-97</p> <p>Preparation for end of year exam in week 8, particularly focusing on translation. Further translation work after exam using Grammar and Translation workbook</p>	<p>Pupils are encouraged to work on the À toi pages at the end of each Module and prepare and practise their own answers for the sample speaking questions on each Module p196-197 in preparation for the end of year speaking exam</p> <p>Week 8: Formal final examination with listening, speaking, reading and writing papers</p> <p>Final review of year's work and targets for Year 11</p>	
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Increasing awareness of the nature of language – that a word for word equivalent is not always possible / desirable from one language to another Evaluation skills – seeing both sides of a situation before reaching a fair judgement</p>			