



Year 10 Term 1- September, Identity & Culture. Self & relationships.		
<p>Topics covered: Relationships (me, my family and friends)</p> <ul style="list-style-type: none"> • <i>Friendships + peer pressure;</i> • <i>Physical appearance</i> • <i>Self-image + belief</i> <ul style="list-style-type: none"> • <i>Fashion and trends</i> 	<p>How it links to what you have studied before:</p> <p>Builds on familiar topics covered in KS3 like family & relationships Builds on tenses, reflexive verbs, direct object pronouns Builds on comparisons and on adjective agreement and possessive adjectives Builds on questions words and adverbs of frequency</p>	<p>How it links to what will be studied:</p> <p>Vocabulary for future topic: marriage and partnership Grammar for future topics: keep adding complexity to expressions with reflexive verbs Verbs <i>etre, avoir</i> and <i>aller</i> Adjectives Direct and indirect object pronouns</p>
<p>Key words: See Kerboodle for list of associated vocabulary.</p>	<p>Key skills:</p> <p>I can manipulate key verbs, grammatical structures, and tenses</p> <ul style="list-style-type: none"> • <i>aimer/chanter/donner; finir/sortir; vendre/s’entendre</i> • <i>être / avoir / faire / aller / venir</i> (all registers) • <i>Qui? Comment? Où? Quel? Pourquoi? Quand? Combien?</i> • <i>mon/ma/mes; ton/ta/tes; son/sa/ses; notre/nos</i> etc. • <i>se disputer / se fâcher / s’entendre avec</i> <i>mon père est plus/moins/aussi.... que ma mère</i> • regular verbs in present tense • irregular verbs present tense (<i>avoir + etre</i>) • adjective agreement rules • adjective word order • questioning • possessive adjectives • reflexive verbs (AQA) • comparatives <i>plus que/moins que</i> (AQA) • adverbs of frequency (AQA) <p>direct object pronouns (AQA)</p>	
<p>Assessment focus</p> <p>Listening assessment Reading assessment Translations Describing a photo Role plays Practice writing (depending on Tier) Key question paragraph - writing (purple sheet, green penned, rewritten)</p>	<p>Revision tips</p> <p>learn topic specific vocabulary especially nouns and verbs concentrate in complex structures like expressions with reflexive verbs and direct object pronouns consolidate key verbs- consolidate the endings for <i>–er, ir, er</i> verbs use a mind map to structure ideas create and use flashcard Linguascope and Kerboodle</p>	

Why we study it:

The grammar in this module is essential for all future modules. There is very specific vocabulary to this topic but a lot of the vocabulary can be also used across other topics and indeed all the way through to the GCSE exam. We will come back to this topic at the end of y10 when we will study marriage and partnership.

What we study this half term builds a great foundation to talk about other topics like Free time activities and holidays, topics where relationships also feature heavily.

Mastery in this subject**Year 10 Term 1 -October, Local, national and international areas of interest.****Topics covered:****Home, town, neighborhood and region.**

- geographical features
- weather
- local amenities
- advantages and disadvantages
- tourist attractions

How it links to what you have studied before:

Builds on familiar topics covered in KS3. Revisits prepositions and directions.
Possessive and demonstrative adjectives
interrogatives

How it links to what you will study:

- Vocabulary will be recycled and used in other topics like free time activities and holidays
- We will continue studying expressions using modal verbs
- Structures using the imperfect in combination with present and perfect tense will be recycled

Key words:

See Kerboodle for list of associated vocabulary.

Key skills:**I can use...**

- *il y a*
- *on a*
- *c'est*
- prepositions
- plural partitive article and *de* after negative
- *pouvoir* + infinitive
- expressions of quantity
- irregular verbs *aller/faire*
- *ceux qui* + verb
- *s'intéresser à*
- enhancing descriptions using *qui/que/dont*
- demonstrative adjectives *ce, cet, cette, ces*

Assessment focus

Listening
Reading
Speaking
Translation

Revision tips

- consolidate the imperfect tense in conjunction with other tenses.
- ▶ give opinions using conditional
- ▶ give more complex reasons

Describing a photo Writing (purple sheet, green pen, rewrite)	<ul style="list-style-type: none"> ■ use the conditional to talk about ideal home and situations in the future ■ compare the present and past using all tenses. ■ use the future and conditional tenses ▶ use more complex time expressions
Why we study it: Being able to communicate in multiple time frames is essential for the GCSE (and life!). In this half term, you will consolidate structures that you will use across the whole of your GCSE course.	
Mastery in this subject	

Year 10 Term 1- November: Current and future study and employment.		
Topics covered: My studies	How it links to what you have studied before: Builds on familiar topics covered in KS3. Revisiting opinions and using them along school subjects, school facilities and teachers. Continue to reinforce use of tenses (all tenses) and comparison.	How it links to what you will study: <ul style="list-style-type: none"> ● Vocabulary will be recycled and used again in March when we will come back to finish these topic ● Structures using the imperfect in combination with present and perfect tenses will be recycled permanently with almost every topic
Key words: See Kerboodle for list of associated vocabulary.	Key skills: I can: <ul style="list-style-type: none"> ● describe my school ● express opinions about school and teachers ● describe my school day ● talk about a special day in the past ● talk about my memories of my 1st day in school ● <i>devoir</i> + infinitive ● <i>il faut</i> + infinitive (compulsory subjects) ● <i>parce que/car</i> to express reasons ● perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) ● two verbs together e.g. <i>aimer / aimer mieux / préférer</i> ● comparative and superlative in expressing opinions about subjects ● use of <i>tu</i> and <i>vous</i> in informal/formal exchanges 	
Assessment focus Listening Reading Speaking Translation	Revision tips Use Kerboodle and linguascope. <ul style="list-style-type: none"> ■ Practice tenses. 	

Describing a photo and Role plays Writing (purple sheet, green pen, rewrite)	
---	--

Year 10 Term 1- December: Identity + Culture.

<p>Topics covered:</p> <p>Free time activities.</p> <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out • Sport 	<p>How it links to what you have studied before:</p> <p>Builds on topic’s vocabulary learnt in KS3. Builds on irregular verbs in the present tense: Extend range on modal verbs Builds on regular adverbs Future tense: eg, weekend plans Complex structure contrasting imperfect and present Complex structure using subjunctive and conditional Builds on time phrases learnt throughout the course</p>	<p>How it links to what you will study:</p> <ul style="list-style-type: none"> • Vocabulary will be recycled and used again in March when we will come back to finish these topic • We will continue using expressions using modal verbs • Structures using the imperfect, subjunctive and conditional will be recycled permanently across topics
--	---	---

<p>Key words:</p> <p>See Kerboodle for list of associated vocabulary.</p>	<p>Key skills:</p> <p>I can:</p> <ul style="list-style-type: none"> • Use 3 time frames to describe my free-time activities • use a wide range of time phrases • use the 1st person of the plural • talk about a special trip to a restaurant • say what would you do if you had the opportunity, more money or more time <ul style="list-style-type: none"> • Use the present continuous to describe a picture • consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir (see</i> • extend range of two verbs together • future tense introduced for eg weekend plans • adverbs such as <i>d’habitude/normalement</i> • clauses introduced by <i>quand/lorsque</i> and <i>si</i>
---	---

<p>Assessment focus</p> <p>Listening Reading Speaking</p>	<p>Revision tips</p> <ul style="list-style-type: none"> ■ memorize complex structures to use across topics ▶ study how to form adverbs; “Etymology” ▶ Use e platforms-Linguascope and Keerboodle.
--	---

Translation Describing a photo Writing (purple sheet, green pen, rewrite)	
Why we study it: Being able to talk about what you do in your free time will have a great impact in your conversational skills. During this half-term you will consolidate structures that you will use across the whole of your GCSE course.	

Mastery in this subject



Always Pursue Excellence semper ad excellentiam contende

