



Dallam School

Curriculum overview

Department: MFL
Year Group: 10 French

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Local Area	Theme/ topic: Local Area / Holiday and Travel	Theme/ topic: Holiday and Travel	Theme/ topic: Holiday and Travel / School	Theme/ topic: School	Revision and Consolidation
By the end of this half term pupils will know (<i>key knowledge, including tier 3 vocabulary</i>)					
<ul style="list-style-type: none"> ➤ Places, countries, compass points, weather and transport; ➤ places on town, directions and prepositions; ➤ description adjectives, facilities in a town; ➤ how to express what they want. 	<ul style="list-style-type: none"> ➤ Community projects, countries, activities in past/present/future. 	<ul style="list-style-type: none"> ➤ Accommodation types, holiday facilities, menus and meals, food and drink, transport and adjectives to describe them 	<ul style="list-style-type: none"> ➤ Disasters on holiday and solutions/consequences, school subjects, days of the week, time, opinion verbs, adjectives and justification vocabulary. 	<ul style="list-style-type: none"> ➤ Numbers, time, school subjects, adjectives, school rules, school clubs and activities, benefits of exchanges. 	<p><i>all vocabulary introduced during Terms 1-5.</i></p>
They will understand (<i>key concepts</i>)					
<p>Grammar</p> <ul style="list-style-type: none"> ➤ How to say 'in', how to form and use the imperative, when to use the pronoun 'y', how to use negatives, how to ask questions using 'quel', how to form the future tense. 	<p>Grammar</p> <ul style="list-style-type: none"> ➤ The present, perfect and future tenses ➤ Reflexive verbs ➤ Using different time frames ➤ Talking about the future 	<p>Grammar</p> <ul style="list-style-type: none"> ➤ The conditional ➤ Reflexive verbs in the perfect tense ➤ <i>En</i> + the present participle ➤ <i>Avant de</i> + the infinitive ➤ Using demonstrative adjectives and pronouns 	<p>Grammar</p> <ul style="list-style-type: none"> ➤ The pluperfect tense ➤ Using the definite article <p>Phonics</p> <ul style="list-style-type: none"> ➤ u (revision): <i>déçus</i> ➤ h (revision): <i>horreur</i> ➤ open eu (revision): <i>horreur</i> ➤ i (revision): <i>civique</i> ➤ soft and hard g (revision): <i>gentil, fatigant</i> 	<p>Grammar</p> <ul style="list-style-type: none"> ➤ Comparisons ➤ Present tense: the third person singular ➤ Comparisons ➤ Present tense: the third person plural ➤ Using <i>il faut</i> and <i>il est interdit de</i> ➤ The imperative ➤ The future tense ➤ The pronoun <i>on</i> 	<ul style="list-style-type: none"> ➤ how to apply all grammar points studied during Terms 1-5. ➤ all phonics introduced and practised during Terms 1-5.

Phonics <ul style="list-style-type: none"> ➤ -ill- (revision): <i>village</i> ➤ -ille (revision): <i>ville</i> ➤ un (revision): <i>commun</i> ➤ -ez (revision): <i>tournez</i> ➤ oi (revision): <i>droite</i> ➤ au (revision): <i>gauche</i> ➤ é, è (revision): <i>célèbre</i> ➤ y (revision): <i>paysage</i> ➤ ô (revision): <i>côte</i> ➤ -ail: <i>travail</i> ➤ -aill- (revision): <i>ailleurs</i> ➤ -ille (revision): <i>tranquille</i> ➤ qu (revision): <i>quel</i> ➤ t-liaison (revision): <i>Ça m'est égal</i> ➤ h (revision): <i>hausse</i> ➤ ai (revision): <i>baisse</i> ➤ em (revision): <i>températures</i> 	Phonics <ul style="list-style-type: none"> ➤ -gn- (revision): <i>signature</i> ➤ eau (revision): <i>panneau</i> ➤ oy: <i>voyage</i> ➤ e (revision): <i>je me</i> ➤ oi (revision): <i>voiture</i> ➤ s-liaison (revision): <i>les ans</i> ➤ qu (revision): <i>casquette</i> 	Phonics <ul style="list-style-type: none"> ➤ ai (revision): <i>serait</i> ➤ r (revision): <i>regarderais</i> ➤ qu (revision): <i>pittoresque</i> ➤ t-liaison (revision): <i>cet hôtel</i> ➤ -ez (revision): <i>rez</i> ➤ -ueill-: <i>accueillir</i> ➤ a (revision): <i>plat</i> ➤ silent final e (revision): <i>tomate</i> ➤ an (revision): <i>avant</i> ➤ au (revision): <i>autoroute</i> ➤ soft c (revision): <i>celle-ci</i> ➤ eu (revision): <i>ceux</i> 		Phonics <ul style="list-style-type: none"> ➤ ou (revision): <i>doué</i> ➤ j (revision): <i>déjeuner</i> ➤ silent final -ent (revision): <i>portent</i> ➤ p.124, pronunciation box ➤ u (revision): <i>uniforme</i> ➤ ch (revision): <i>tricher</i> ➤ ai (revision): <i>raison</i> ➤ oy (revision): <i>soyez</i> ➤ -ez (revision): <i>levez</i> ➤ on (revision): <i>on</i> ➤ n-liaison (revision): <i>on améliore</i> 	
They will know how to (key skills)					
<ul style="list-style-type: none"> ➤ <i>talk about where they live,</i> ➤ <i>weather and transport;</i> ➤ <i>describe a town and ask the way;</i> ➤ <i>describe a region;</i> ➤ <i>talk about their town, village or district;</i> ➤ <i>discuss what to see and do;</i> ➤ <i>ask questions;</i> ➤ <i>discuss plans and the weather using the future tense.</i> 	<ul style="list-style-type: none"> ➤ <i>describe community projects (Higher only),</i> ➤ <i>talk about what they normally do on holiday,</i> ➤ <i>talk about holidays in the past, and future tenses.</i> 	<ul style="list-style-type: none"> ➤ <i>book and review hotels,</i> ➤ <i>order in a restaurant,</i> ➤ <i>talk about travelling,</i> ➤ <i>talk about an ideal holiday</i> ➤ <i>buy souvenirs (higher only).</i> 	<ul style="list-style-type: none"> ➤ <i>talk about holiday disasters,</i> ➤ <i>give an opinion on school subjects</i> ➤ <i>talk about timetables.</i> 	<ul style="list-style-type: none"> ➤ <i>talk about school and describe it,</i> ➤ <i>compare schools in the UK and French-speaking countries,</i> ➤ <i>discuss school rules,</i> ➤ <i>talk about getting the best out of school</i> ➤ <i>talk about a school exchange (higher only).</i> 	<p><i>An opportunity for students to work on their Listening, Speaking, Reading and Writing and skills.</i></p>



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Department: MFL
Year Group: 11 French

AUTUMN

SPRING

SUMMER

Half term 1

Half term 2

Half term 3

Half term 4

Half term 5

Half term 6

Theme/ topic:
**Future Aspirations,
Study and Work**

Theme/ topic:
**Future Aspirations,
Study and Work /
International and Global
Dimension**

Theme/ topic:
**International and Global
Dimension**

Theme/ topic:
Revision

Theme/ topic:
Revision and Exams

Theme/ topic:
Revision and Exams

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

- *Jobs and opinion, careers,*
- *advantages and disadvantages,*
- *future plans,*
- *why learn a language,*
- *CVs and covering letters,*
- *job routine and skills*

- *Revision of Term 1 vocabulary*
- *what is important for you in the world/your life and problems facing the world.*

- *How to protect the environment,*
- *fair trade characteristics,*
- *why volunteer,*
- *advantages/disadvantages of big events*

- *Revision of all vocabulary, grammar and phonics.*
- *Past Paper practice in Listening, Speaking, Reading and Writing*

- *Revision of all vocabulary, grammar and phonics.*
- *Past Paper practice in Listening, Speaking, Reading and Writing.*
- *Recording of the Speaking Assessment.*

- *Revision of all vocabulary, grammar and phonics.*
- *Past Paper practice in Listening, Reading and Writing*

They will understand (*key concepts*)

Grammar

- Job nouns
- The conditional
- Saying 'better/worse' and 'the best/worst thing'
- The perfect infinitive
- The subjunctive
- Adverbs
- *en + the present participle*
- Direct object pronouns in the perfect tense
- Verbs followed by *à* or *de*

Phonics

- oi (revision): *droit*
- aim (revision): *faim*
- nasal sounds *en, an, on* (revision): *enfant, contre*
- silent final consonant (s, d, p) (revision): *avis, grand, beaucoup*
- closed o (revision): *ozone*
- -ill- (revision): *milliard*

Grammar

- Using the modal verbs *pouvoir* and *devoir* in the conditional
- The passive
- Indirect Object Pronouns

Phonics

- i (revision): *utiliser*
- ch (revision): *déchets*
- eau (revision): *eau*
- u, ou (revision): *du coup*
- qu (revision): *équitable*
- -gn- (revision): *soigne*
- ai (revision): *aider*

- how to apply all grammar points studied during Terms 1-3.

- all phonics introduced and practised during Terms 1-3.

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<ul style="list-style-type: none"> ➤ Complex sentences in the future tense (<i>si, quand, lorsque</i>) <p>Phonics</p> <ul style="list-style-type: none"> ➤ -ien (revision): <i>electricien</i> ➤ eu (revision): <i>affreux</i> ➤ silent final consonant (x) (revision): <i>affreux</i> ➤ -tion (revision): <i>ambition</i> ➤ im (revision): <i>important</i> ➤ in (revision): <i>inconvenient</i> ➤ i (revision): <i>pire</i> ➤ closed o (revision): <i>boulot</i> ➤ ê (revision): <i>rêve</i> ➤ é (revision): <i>bénévolat</i> ➤ -ouill- (revision): <i>débrouille</i> ➤ -ien (revision): <i>rien</i> ➤ -gn- (revision): <i>ligne</i> ➤ -ail (revision): <i>travail</i> ➤ -tion (revision): <i>orientation</i> ➤ -er (revision): <i>l'étranger</i> 		<ul style="list-style-type: none"> ➤ soft and hard g (revision): <i>gens, augmentent</i> ➤ a (revision): <i>persuadé(e)</i> 			
They will know how to (<i>key skills</i>)					
<ul style="list-style-type: none"> ➤ <i>discuss jobs and work preferences,</i> ➤ <i>career choice, plans, hopes and wishes,</i> ➤ <i>the importance of languages</i> ➤ <i>how to apply for a job (higher only).</i> 	<ul style="list-style-type: none"> ➤ <i>talk about what makes you tick,</i> ➤ <i>what is important for you</i> ➤ <i>discuss problems facing the world.</i> 	<ul style="list-style-type: none"> ➤ <i>talk about protecting the environment,</i> ➤ <i>ethical shopping,</i> ➤ <i>volunteering</i> ➤ <i>big events.</i> 	<p><i>An opportunity for students to work on their Listening, Speaking, Reading and Writing and skills.</i></p>	<p><i>An opportunity for students to work on their Listening, Speaking, Reading and Writing and skills.</i></p>	<p><i>An opportunity for students to work on their Listening, Speaking, Reading and Writing and skills.</i></p>