

LONG TERM PLANS

Year Overview - German Y10



MFL Faculty

Year 10

Autumn term

Theme 3: Current and future study and employment

Topic 1: My studies (revision)

Topic 2: Life at school/college (extension)

Topic 3: Education post-16 (new topic)

Topic 4: Jobs, career choices and ambitions (new topic)

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity, fluency and repair strategies.
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.
- Conjugation:
 - a) High-level opinion verbs
 - b) Present tense verbs (all subject pronouns depending on ability)
 - c) Impersonal verbs
 - d) Imperfect tense
 - e) Perfect tense
 - f) future tense
 - g) Future tense phrases
 - h) Simple future tense (être, avoir, faire, aller, étudier, acheter, partager un appartement, continuer, prendre, travailler...)
 - i) Quand + simple future tense
 - h) Conditional & conditional perfect tenses - j'aurais voulu, j'aurais préféré + infinitive
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
 - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) How to develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
 - c) Extending ideas using justifications, relative and subordinate clauses.
 - d) Balancing an argument when discussing ideas and opinions.
 - e) Writing 4 meaningful sentences about a photo (Foundation)
 - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
 - g) A medium piece of writing of 90 words and a longer piece of writing of 150 words (Higher)
 - h) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes).

Grammar

- Conjugation (see above)
- Adjectival agreement
- Varied use of more complex adjectives (depending on ability)
- High-level negatives (e.g. elle n'est jamais...)
- High-level opinion phrases (referring to other people too)
- Comparative and superlative

- Infinitive phrases (avant de, afin de, verb + infinitive), using an infinitive to start a sentence
- Exclamations
- Revision of object pronouns.
- Relative clauses (qui, que, dont, où)
- Preceding direct object (extension)
- Idioms related to the topic (avoir les dents longues, quand les poules auront les dents...)
- Quand + simple future tense
- Si clauses
- Passive (...a été fondé/construit en..., ... est respecté par...)

Assessment

Half term 1: Reading and Listening (in the style of the GCSE exam)

Half term 2:

Speaking: general conversation, photo card and role play (in the style of the GCSE exam)

Writing:

Higher – 150 words writing, translation

Foundation – picture, 90 words writing, translation

Spring term

Theme 2: Local, national, international and global areas of interest

Topic 4: Travel and tourism (extension)

- Where you usually go on holiday, who you go with and how you get there
- Holiday activities and weather
- Different types of holidays and holiday preferences
- Past holidays, including holidays when you were younger
- Describing accommodation
- Booking accommodation and dealing with problems
- Awful holidays
- Future and ideal holidays

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity as well as repair strategies
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
 - a) Revision of present tense regular and irregular verbs related to holidays, particularly with activities that you can do on holiday
 - b) Revision of the perfect tense with verbs related to holidays (regular, irregular, avoir, être)
 - c) Revisit the imperfect tense for recounting holidays as a child and comparing them to now
 - d) Revision of the near and simple future tenses with verbs related to holidays
 - e) The conditional tense describing an ideal holiday
 - f) The conditional perfect tense relating to a past holiday
 - g) Pluperfect tense (extension) - talking about what you had done to refer to an action before the past
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
 - a) Structuring longer written answers
 - b) Developing your ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
 - c) Justifying the activities you do by referring to wider interests

- d) Extending ideas using relative and subordinate clauses (e.g. j'aime les vacances au soleil et à la plage qui me permettent de nager et de me bronzer)
- e) Using higher structures when justifying (e.g. une autre raison pour laquelle...)
- f) Writing 4 meaningful sentences about a photo (Foundation)
- g) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
- h) A medium piece of writing of 90 words (Foundation and Higher)
- i) A longer piece of writing of 150 words (Higher)
- j) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

Grammar

- Nouns - gender, position, plural forms
- Adjectives - position, agreement
- Adverbs
- Talking about the weather in a variety of tenses
- Idioms related to weather
- Idioms related to holidays
- 'Si' and 'quand' clauses
- Comparative and superlative
- Conjugation - see above
- Using the perfect and imperfect tenses together
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Exclamations
- Relative pronouns (qui, que, où, dont)
- Revision of the pronoun 'y' (j'y joue à la plage, je n'y suis jamais allé(e))
- Infinitive phrases (avoir idioms, venir de...) in all tenses
- Reported speech in the present, perfect and imperfect tenses
- Using a range of high-level connectives (all types) to develop and structure your answer
- Using time phrases to describe a narrative in the past tense
- Using après avoir/être to describe a narrative in the past tense
- Revision of using 'vous' in formal situations (e.g. booking a hotel room)
- Revision of question words

Assessment

Half term 1: **Reading and Listening** (in the style of the GCSE exam, Higher to answer questions in French)

Theme 1: Identity and culture

Topic 4: Customs and Festivals (extension)

- Germah traditions and customs: food and drink, mealtimes.
- Revisiting buying food, ordering in a restaurant, booking a table in a restaurant (role play)
- Talking about daily routine
- Comparing different festivals (Christmas...)
- How you celebrate using the past and present tenses. Describing a special day/event
- How did you used to celebrate?
- Talking about a film/music festival
- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity as well as repair strategies
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
 - a) Revision of present tense regular and irregular verbs related to celebrations, food, meals, restaurant, daily routine
 - b) Reflexive verbs in the present, perfect and imperfect tenses related to daily routine and the restaurant

- c) Perfect tense and imperfect tense to describe a celebration in the past
- d) Future tense to describe your plans for a celebration in the future (birthday, Christmas...)

- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and German for all abilities)
- Reading: (in English and German for all abilities)

- Writing:
 - a) Structuring longer written answers
 - b) Develop ideas in German by justifying opinions extensively using longer strings of ideas and connectives.
 - c) Extending ideas using relative and subordinate clauses.
 - d) Balancing an argument when discussing ideas and opinions.

- e) Writing 4 meaningful sentences about a photo (Foundation)
- f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
- g) A medium piece of writing of 90 words (Foundation and Higher)
- h) A longer piece of writing of 150 words (Higher)
- i) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

Grammar

- Comparative and superlative
- Conjugation - see above
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Idioms related to the topic
- Si clauses
- Relative pronouns (qui, que, où, dont)
- Using a range of high-level connectives (all types) to develop and structure your answer
- Revision of using 'tu' and 'vous' in different situations (e.g. buying food, in a restaurant...)
- Revision of question words
- Using a range of interesting quantifiers/intensifiers
- Revising time phrases to describe a narrative in the past tense
- Revising the perfect infinitive (après avoir/être) to describe a narrative in the past tense

Assessment

Half term 2:

Speaking: role play, photo card and general conversation (in the style of the GCSE exam)

Writing:

Higher – 90 words writing, 150 words writing, translation

Foundation – picture, 40 words writing, 90 words writing, translation

Summer term

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region (extension)

- Describing your house, your bedroom, what you do around the home, how you help at home and whether you are paid for it
- Places in town and saying what can be done in town
- Describing the features of a region
- Asking for and understanding directions
- Shops and shopping for clothes, souvenirs etc.
- Pros and cons of living in towns or cities vs the countryside
- Planning what to do tomorrow and at the weekend
- Problems in your town and you could improve them
- Describing your ideal home/bedroom

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity as well as repair strategies
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
 - a) Revision of present tense regular and irregular verbs (including modal and impersonal verbs) related to the topic
 - b) The imperative for verbs of direction (prenez, tournez...)
 - c) Revise the imperfect tense comparing where you used to live to now
 - d) Revision of the near and simple future tenses with verbs related to possible activities in a town (visiter, aller, sortir, prendre, manger...)
 - e) The conditional tense or regular and irregular verbs describing how you can improve your town and describing your ideal home and bedroom
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
 - a) Structuring longer written answers
 - b) Develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
 - c) Extending ideas using relative and subordinate clauses.
 - d) Balancing an argument when discussing ideas and opinions.
 - e) Writing 4 meaningful sentences about a photo (Foundation)
 - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
 - g) A medium piece of writing of 90 words (Foundation and Higher)
 - h) A longer piece of writing of 150 words (Higher)
 - i) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

Grammar

- Revision of adjectives - position, agreement
- Comparative and superlative
- Conjugation - see above
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Idioms related to the topic
- Si clauses
- Relative pronouns (qui, que, où, dont)
- Using a range of high-level connectives (all types) to develop and structure your answer
- Revision of using 'tu' and 'vous' in different situations (e.g. in a clothes shop, asking for directions...)
- Revision of question words
- Revision of prepositions
- Using a range of interesting quantifiers/Intensifiers
- Demonstrative adjectives (ce, cette, cet, ces)
- So..., so much..., so many (tellement, si, tant de, tellement de...)
- Recognising possessive pronouns (le mien, le tien, le sien...)

Assessment

Half term 1: Reading and Listening (in the style of the GCSE exam, Higher to answer questions in French)

Theme 2: Local, national, international and global areas of interest

Topic 2: Social issues: Healthy/unhealthy living (extension)

- Illnesses and injuries
- Asking for help at the pharmacy (role play)
- Healthy eating
- Healthy lifestyles
- Diet-related problems
- How you could improve your diet/lifestyle

Skills:

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity as well as repair strategies
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
 - a) Revision of the present tense (avoir, manger, prendre le petit déjeuner, dormir, se coucher, se droguer, se lever, garder la forme, faire, se casser, se blesser...)
 - b) Present tense of modal verbs (devoir, vouloir, pouvoir), il faut + infinitive, and verbs of suggestion (il est possible pour moi de, il vaut mieux)
 - c) The simple future tense of verbs related to healthy eating
 - d) Using reflexive verbs in the perfect tense to describe injuries (se casser, se blesser...)
 - e) Imperfect tense to describe how your health habits used to be compared to now
 - f) Conditional tense - si clauses, il vaudrait mieux, j'aimerais...
 - g) Introduction to the present subjunctive (il est important/nécessaire/essential que...)
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
 - a) Revision of the French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) Develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
 - c) Extending ideas using relative and subordinate clauses.
 - d) Balancing an argument when discussing ideas and opinions - expressing agreement and disagreement.
 - e) Writing 4 meaningful sentences about a photo (Foundation)
 - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
 - g) A medium piece of writing of 90 words (Foundation and Higher)
 - h) A longer piece of writing of 150 words (Higher)
 - i) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

Grammar

- Conjugation - see above
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Idioms related to the topic
- Si clauses
- Using a range of high-level connectives (all types) to develop and structure your answer
- Revision of using 'vous' in formal situations (e.g. in a pharmacy...)
- Revision of question words
- Using a range of interesting quantifiers/intensifiers
- Using argumentative phrases in speaking (je suis d'accord, je ne suis pas d'accord, tu as raison, je suis pour/contre, tu te trompes, c'est vrai que, il est certain que...)

Assessment

Half term 2:

Speaking: role play, photo card and general conversation (in the style of the GCSE exam)

Writing:

Higher – 90 words writing, 150 words writing, translation

Foundation – picture, 40 words writing, 90 words writing, translation