CARSHALTON BOYS SPORTS COLLEGE

MODERN FOREIGN LANGUAGES — FRENCH — YEAR 10

Key Stage 4 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

FR Subject Vision — Why French Matters

Our Vision

French at Carshalton Boys Sports College opens pupils' access to a language spoken by over 300 million people across five continents, and to the rich, diverse cultures of the Francophone world. By the end of Year 10, every pupil should be able to understand and respond to spoken and written French across an expanding range of topics, give and justify opinions, and manipulate a full range of tenses — present, perfect, imperfect, near future, simple future and conditional — in preparation for the demands of the AQA GCSE French (9-1) course, all four papers of which are encountered for the first time this year.

Key Concepts This Year

- **Communication:** Every unit builds the ability to understand, respond to and initiate communication across listening, speaking, reading and writing.
- **Culture:** Francophone customs, festivals and everyday life are studied as living cultures, extending pupils' frame of reference beyond the UK.
- **Grammatical accuracy:** The near-complete GCSE tense range is introduced: present, perfect, imperfect, near future, simple future and conditional.
- **The four skills:** Listening, Speaking, Reading and Writing are assessed formally for the first time, each requiring distinct strategies.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Free Time Activities	**Healthy Living and Lifestyle**	**Education and Work**	**Customs, Festivals & Celebrations**	**Travel and Tourism, incl. Places of Interest**
Hobbies and sport; justified opinions, comparatives and reference to past and future leisure.	Modal and reflexive verbs; sustained comparison of past and present lifestyle choices.	School subjects and rules; post-16 and careers vocabulary.	Perfect and imperfect tenses together to describe celebrations.	Full range of past, present and future tenses consolidated.

A Spiral Curriculum All four GCSE papers are encountered for the first time this year, applying the near-complete tense range built across Years 7–9. Celebrity Culture and Revision close the year (Summer 2), extending opinion-giving into higher-tier structures ahead of Year 11's final three units.

Assessment Information

How Pupils Are Assessed

- PATHS Mini Assessments — end-of-unit tests across listening, reading, speaking and writing
- PATHS Assessments — consolidation and end-of-term tests
- Full Assessment — an End of Year assessment and feedback
- PATHS formal written feedback — a dedicated response lesson using AQA mark-scheme language

Formal Assessment by Unit

- Free Time Activities — End of unit test: listening, reading, speaking and writing
- Healthy Living and Lifestyle — Consolidation and end of term assessment
- Education and Work — Mini assessment: writing
- Customs, Festivals and Celebrations — End of term assessment: all four skills
- Travel and Tourism — End of topic assessment
- Revision and Celebrity Culture — Full Assessment: End of Year assessment and feedback

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a genuine strength — never generic praise.	*"Your use of the imperfect tense to describe your lifestyle in the past is accurate and well-placed."*
A	**Attainment Mark / Grade**	A clear mark, level or working grade showing where the work sits against expectations.	*"Your response is performing at Level 2 (5/8). To reach Level 3 you need a wider range of tenses and more developed opinions."*
T	**Target to Improve**	One single, specific, prioritised target — never a list.	*"Your next step is to include one comparison using 'plus... que' or 'moins... que'."*
H	**How-to Instructions**	Concrete, do-able steps telling the pupil exactly how to act on the target.	*"(1) Name the two things; (2) use plus/moins + adjective + que; (3) add a reason with parce que."*
S	**Student Response**	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	*Pupils respond in writing or orally: acknowledge the target, attempt to improve a specific section, and note what to do differently next time.*