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<tr><th>Y10 Module 1</th><th colspan="2">Title: AQA Higher: Module 1 – Tu as du temps à perdre (Theme 2 popular culture and Theme 3 Communication and the world around us)</th></tr>
<tr><td>Why are you teaching it?</td><td>AQA new GCSE French Module 1 is taught to build foundational language skills, focusing on the "Identity and culture" theme, particularly "All about me, myself, and my family" and "Technology in everyday life," through a structured, systematic progression of vocabulary, grammar, and phonics. This module ensures students develop the comprehensive language abilities needed to progress to higher tiers, achieve success in the listening, reading, writing, and speaking exams, and unlock broader future opportunities in careers and personal growth.
Purpose of Module 1
Build Foundational Skills:
It introduces core vocabulary, grammar structures, and phonics necessary for the GCSE course, laying a strong linguistic foundation.</td><td><u>Misconceptions</u>

Remembering that in French the adjectives have to agree with the noun now with the person that is talking.
Misinterpreting the French verb "avoir" as "to have" in all contexts, confusing the formation of past tenses (perfect vs. imperfect), incorrectly applying English phonetic rules to French, misremembering verb conjugations for common verbs, and over-reliance on cognates without understanding true French meanings and nuances, leading to translation errors.</td></tr>
<tr><td>Why are you teaching it now ?
What prior learning do students have ?</td><td colspan="2">For AQA GCSE French, students should have prior knowledge of basic French vocabulary, present and perfect tenses, and foundational skills in listening, reading, speaking, and writing, as the course builds on these core components to cover everyday topics for both Foundation and Higher tiers.
Reinforcing the use of the present, past and future tenses – Higher Grades at GCSE. Encouraging further use of connectives and opinion phrases to extend sentences.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn’t do at the start</td><td>E/D Will be able to complete a range of activities on leisure activities, free time, and cultural aspects of French-speaking countries and have some understanding of the present, past, and future tenses.

S Will be able to complete a range of activities on leisure activities, free time, and cultural aspects of French-speaking countries and have a secure understanding of the present, past, and future tenses– extending where appropriate with limited support.

M Will be able to complete a range of activities on leisure activities, free time, and cultural aspects of French-speaking countries and will have mastered the use of the present, past, and future tenses - extending at all times.</td><td><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>

Pronunciation of key vocabulary

Reading through texts quickly to get the gist

Picking out keywords from a text

Reading aloud

Dictations and French spelling

Phonics

<u>Learning Outcomes</u>
At the end of Module 1, students should be able to:
Discuss activities online and what they do in their free time.</td></tr>
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	Oracy - role-plays, debates, paired dictation, and "speed-dating" conversations where students discuss free time activities to develop fluency and confidence in speaking about hobbies, technology, and media. Use resources like the BBC Bitesize website for topic-specific vocabulary and sentence structures, and incorporate phonics practice through read-aloud tasks and dictations to improve pronunciation and exam readiness. Hot-Seating/Interviews: One student plays the role of a celebrity or hobbyist, while others act as journalists asking them about their free time and how they spend it. Debates: Divide the class into two groups to debate a topic related to the module, such as "Social media is a waste of time" or "Extracurricular sports are more important than academic clubs," using vocabulary related to free time activities. Role-Plays: Set up scenarios such as discussing weekend plans with a friend, booking tickets for an event, or persuading someone to try a new hobby. "Speed-Dating" or Speed-Talking: Students pair up and discuss a series of prompts or questions on the topic for a short amount of time (e.g., 2-3 minutes) before moving on to a new partner. Sentence Builders: Provide students with a grid of words and phrases, and challenge them to create as many correct and varied sentences as possible within a given time. **SEND -** SEND - Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting	Talk about past leisure activities and make future plans. Understand and produce language in spoken and written forms for a range of purposes. Incorporate grammar points like the present and future tenses and negative structures into their responses. Explore cultural elements related to leisure in the francophone world. <u>Grammar Focus</u> Verbs: Practicing the present tense for describing activities and the near future tense for making plans. Negatives: Using negative structures (e.g., ne...pas, ne...jamais, ne...rien) to express a lack of activity or something they don't do. Faire and Aller: Learning common uses of verbs such as faire (to do/make) for sports (e.g., faire du vélo) and aller (to go) for places. Cultural Context Students should also develop an understanding of the culture of French-speaking countries, particularly aspects related to festivals and popular culture, as part of the "Culture Zone" within this module. <u>Key vocabulary</u> The module's vocabulary focuses on: Internet & Technology: Words related to using social media, apps, and other online platforms. Leisure & Free Time: Vocabulary for different sports, hobbies, and activities. Time & Plans: Terms for discussing future events and activities. The module introduces vocabulary related to: Free Time Activities: Faire la cuisine (to cook) Regarder des films/la télé (to watch films/TV) Faire du sport (to do sport) Sortir (to go out) Internet and Technology: Télécharger (to download) Utiliser l'internet (to use the internet) Un sondage (a survey) Une chaîne (a channel) Time and Frequency: Toujours, souvent, d'habitude, normalement (always, often, usually, normally) <u>Le week-end dernier (last weekend)</u>

	tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work. **Questioning** - Hinge questions,Open and Closed Questions, Probing and Clarifying Questions.	Opinions: Expressing likes and dislikes.
Assessment	End of Unit 1 assessment – Assessment will be ongoing throughout the module, with continuous formative checks using mini-whiteboards,peer-assessment activities, and key questions. The module will culminate in a formal end-of-unit assessment, which will include a Listening, Reading, Speaking and Writing task, requiring students to discuss themselves and their everyday life using different tenses.	
What amendments are you going to make following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	