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| **Core Knowledge Map** | | | |
| Subject: French | Year: 10 | | Term: Unit 2 |
| What are we learning? | | | |
| Describe environmental issues, and what we do to solve them | | | |
| How will I be assessed | | | |
| Weekly quizzes on key vocabulary  A written assessment of comprehension skills  A writing assessment | | | |
| Big questions: | | | |
| Quels sont les problèmes environnementaux dans ta région ? *What are the environmental problems in your region?*  Qu’est-ce que tu fais pour aider l’environnement ? *What do you do to help the environment?* | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| Knowledge of present tense of verbs  Use of key structures: il faut, je veux, and il y a  Use of modal verbs (il faut, je dois) | | Reinforcement of French present tense  Use of complex structures, to be used in writing and speaking exams | |
| Core knowledge: | | Key vocabulary: | |
| Range of social problems in French.  Range of verbs to describe actions I am taking to solve these problems.  Use of the infinitive following a conjugated verb (eg: je veux aider). | | Il y a trop de – there’s too much  Il n’y a pas assez de - there’s not enough  Il y a un manque de – there is a lack of  Ce qui m’inquiète, c’est – what worries me is  On peut – we can  On doit – we must  On devrait – we should | |
| Need more help? | | | |
| Sentence builder  BBC bitesize | | | |