

Planning: Year 10 - Cycle 3 – Home, town, neighbourhood and region - Unit 2.1:

Main idea/concept/knowledge		Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: HOME, WHERE I LIVE	In this cycle, students will learn and/or revise to: -describe where there live (area, type of house, rooms in the house, how long they have lived there). -identify main acronyms (e.g. HLM); -describe their bedroom; -describe their local area ; -use irregular adjectives such as beau, vieux, nouveau ; -enhance descriptions using the relative pronouns qui, que & dont ; -describe what you can / cannot do in their area using the verb pouvoir (on peut + infinitive) & "si" clauses (e.g. si on aime l'histoire, on peut visiter le musée de Beamish) ; -discuss the advantages and disadvantages of their local area.	In KS3, students learnt -to describe where they live including their house and bedroom; -the pronoun "y" -depuis ... -a range of prepositions; -to agree adjectives in number and gender; -the adjective "beau/belle" -the following acronyms: VTT, TGV & EPS; -the verbs aller + au/à la & faire + du/de la/des ; In Year 10, they learnt: -to select the relative pronouns qui & que to add information; -express and justify a point of view; -use an increasing range of connectives.	This cycle provides a range of key linguistic objectives and vocabulary, which students will be revisiting and will continue developing over the next stage of their learning: -describe a location; -agreeing adjectives including irregular ones; -using relative pronouns; -acronyms (SDF); -express and justify a point of view; Links to other AQA GCSE themes: Unit 2.2/3 – Social & Global issues (homelessness & the environment); Unit 2.4, Travel & tourism & Unit 3.2 – Life at school and college.	Avoiding clumsiness when discussing the advantages and disadvantages of ... Agreeing the following adjectives: beau, vieux & nouveau. On peut + visiter / voir le, la, les ... On peut aller au / à la / aux ... On peut faire du / de la / des ...	Model an adaptation of the "waffle" paragraph: e.g. J'aime bien mon quartier parce que c'est ... et je trouve ça ..., malheureusement, il y a des inconvénients, par exemple, ... et ... Use adjective grid for discussion & questioning (What do you notice? Why?) Diagram & mini white board activities involving translation.

Definitions:

Main idea/concept/knowledge – This is the knowledge you want the students to learn.

Prior knowledge – This is the prior knowledge students need to know to make sense of the main idea. This information should make up part of the recap questions.

Future knowledge – This is what the main idea is going to lead to in the future (this can be months and years rather than next lesson).

Misconceptions – What wrong ideas might the students have?

Representation: image, model, metaphor – These are the variety of representations we can use to explain an idea: the images, the stories, the examples and metaphors which will help clarify complicated concepts for students.