

**Planning: Year 10 - Cycle 2 - Identity and culture - Unit 1.4:**

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
1) Key topic: CUSTOMS & FESTIVALS	<p>In this cycle, students will learn and/or revise to:</p> <ul style="list-style-type: none"> <li>- identify France's main festivals (Noël, Pâques, la fête des Rois, la Saint-Valentin, la fête du travail, la fête Nationale, Mardi-Gras et le carnaval de Nice, la fête de la musique &amp; l'Aïd);</li> <li>-describe a special occasion (e.g. birthday or Christmas);</li> <li>- use the perfect tense of key verbs (danser, manger, inviter, bavarder, ouvrir, offrir, recevoir, boire, faire, rester, sortir, aller, se réveiller, se lever, se coucher) and the Imperfect tense to describe what happened and what was happening (il y avait, c'était, ils/elles étaient ...);</li> <li>-use time expressions;</li> <li>-discuss whether you or for or against customs and festivals. To express and justify a point of view using a range of vocabulary, including ace phrases (e.g. Je dirais que , je dois dire que, en ce qui me concerne ...).</li> <li>-use contrasting connectives ( D'une part ... d'autre part, par contre, en revanche, toutefois, néanmoins, malheureusement).</li> </ul>	<p>Students learnt about the following French festivals: Noël, Pâques, le 14 juillet over KS3.</p> <p>They have learnt:</p> <ul style="list-style-type: none"> <li>-to make references to past events using the perfect tense since Year 7 (Free time) and the imperfect tense in Year 9 (Healthy lifestyles);</li> <li>-to give and justify a point of view (à mon avis, selon moi, je pense que, je trouve que, je crois que, pour / contre / d'accord / pas d'accord);</li> <li>-to use an increasing range of contrasting connectives (mais, cependant, pourtant, toutefois, néanmoins, bien que, tandis que, alors que) and time expressions.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>-narrating events / giving an account;</li> <li>-using the perfect and imperfect tenses;</li> <li>-using time expressions;</li> <li>-expressing and justifying their point of view</li> </ul> <p><b>Links to other AQA GCSE themes: Unit 2.1 – Home and local area; Unit 2.4 – Travel and tourism &amp; Unit 3.2 – Life at school and college.</b></p>	<p>Using the perfect tense accurately (R).</p> <p>Selecting the correct tense: Perfect or imperfect.</p>	<p>Spider diagram showing key verbs in the perfect tense conjugated with je, on and nous.</p> <p>Give different situations for students to label: perfect or imperfect? Venn diagram.</p>

**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.