



<ul style="list-style-type: none"> <li>- Using time phrases</li> <li>- Using the near future tense</li> <li>- Using opinion phrases</li> <li>- Describing people</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of food and drink (Year 8)</li> <li>- Talking about how you feel (Year 7)</li> <li>- Body parts (Year 8)</li> <li>- Future and imperfect tense (Year 9)</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary related to festivals (KS3)</li> <li>- Using the simple future (Term 1 and Term 2)</li> <li>- Using the past tense (Year 8 and Year 9)</li> </ul>	<ul style="list-style-type: none"> <li>- Countries (Year 8)</li> <li>- Transport (Year 8)</li> <li>- Use of conditional tense (Year 9)</li> <li>- Role play techniques (Term 2 Year 10)</li> </ul>	<ul style="list-style-type: none"> <li>- Geography vocabulary (Year 8)</li> <li>- Environment vocabulary (Year 8)</li> <li>- Opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Environment vocabulary (Year 8)</li> <li>- Use of modal verbs</li> </ul>
<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
Offers an introduction to the GCSE course with a topic that is familiar from KS3. Allows students to develop more complex vocabulary by building upon vocabulary from a topic which is already familiar. This provides a good bridging topic from KS3 into KS4.	Continues coverage of the school topic for GCSE course and builds in complexity of the imperfect verb tense. Students will not have seen this before. Other elements of complexity are added in with more complex negative structures.	Vocabulary related to the topic of holidays has not been seen since Year 8, allowing for re-visiting of the basics. Evidence of a spiral curriculum. This can then be built upon to take the level of vocabulary up from KS3 to what is required for the new GCSE. There is a further chance to embed the simple future tense seen in Term 1 and the past tense seen throughout Year 8 and Year 9.	Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book. This term will also heavily focus on the use of the conditional tense. It will also revise the role play element of the speaking exam but in a different context; a key task in the speaking exam.	Vocabulary related to the topic of the environment has not been seen since Year 8, allowing for re-visiting of the basics. This can then be built upon to take the level of vocabulary up from KS3 to what is required for the new GCSE.	Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book.

## Term 1: Future Ambitions

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 1: Passions</b>				
<p>BQ: What sort of person are you?</p> <p><i>BQ: Quelle sorte de personne es-tu?</i></p>	<p>To be able to describe yourself.</p> <ul style="list-style-type: none"> <li>- Revise adjectival agreement</li> </ul>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year</i>.</p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in the with the correct verb or time expression (past, present future)</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.</p>	<p>Term 1 MFL KO</p> <p>New GCSE H and F: Pg. 188-189</p>	<p>BV: respect and tolerance valuing different personality types</p> <p>Spiritual – self-reflection</p> <p>PSHE – self-awareness</p>
<p>BQ: What are your passions?</p> <p><i>BQ: Quelles sont tes passions?</i></p>	<p>To be able to talk about what interests you.</p> <p>To be able to talk about your professional qualities.</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.</p>	<p>Term 1 MFL KO</p> <p>New GCSE H and F: Pg. 188-189</p>	<p>Cultural – value of different skills in different places</p> <p>PSHE – identifying skills for future work</p> <p>Spiritual – expressing thought your passions</p> <p>PSEH: importance of a balanced life for good mental health</p> <p>BV: respecting different interests</p>
<b>Topic 2: What are you going to do next summer</b>				

<p>BQ: What would you like to do next summer?</p> <p><i>BQ: Qu'est-ce que tu aimerais faire l'été prochain?</i></p>	<p>To be able to say what you are going to do to earn some money.</p> <ul style="list-style-type: none"> <li>- Use of the conditional tense</li> </ul> <p>To be able to describe a photo in the topic work (Q1 F Paper 4)</p>	<p>Ongoing use of low stakes assessment methods such as</p> <ul style="list-style-type: none"> <li>- MWBs to drill vocabulary and check for understanding.</li> <li>- Questioning</li> </ul> <p>Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.</p>	<p>Term 1 MFL KO</p> <p>New GCSE H and F: Pg. 182-183</p>	<p>BV: freedom of choice</p> <p>Spiritual – aspiration of future career</p> <p>PSHE: planning your finances</p>
<p><b>Mid Term Assessment</b></p>	<p><b>Writing Assessment:</b></p> <ul style="list-style-type: none"> <li>- 40-50 words <ul style="list-style-type: none"> <li>• What sort of person are you</li> <li>• What are your passions</li> <li>• What are you going to do next summer</li> </ul> </li> <li>- Picture description</li> </ul>			
<p><b>PIT</b></p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p><b>Topic 3: Future Ambitions</b></p>				
<p>BQ: What do you find important in a job?</p> <p><i>BQ : Qu'est-ce que tu trouves important dans un emploi?</i></p>	<p>To be able to talk about a job</p> <ul style="list-style-type: none"> <li>- Use of the conditional tense</li> <li>- Giving reasons</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	<p>Term 1 MFL KO</p> <p>H: New GCSE Pg. 182-183</p>	<p>BV: respect different career choices</p> <p>PSHE – talking about the work place and the relationships</p>
<p>BQ: What do you want to do in the future?</p> <p><i>BQ : Qu'est-ce que tu veux faire à l'avenir?</i></p>	<p>To be able to say what you want to do in the future in the context of jobs</p> <ul style="list-style-type: none"> <li>- Use of future phrases and future time expressions</li> </ul> <p>To add complexity with the use of <i>avant de</i> and <i>après avoir</i></p>	<p>or Seneca aligned with classroom learning.</p>	<p>Term 1 MFL KO</p> <p>F: New GCSE Pg. 184-185</p> <p>H: New GCSE Pg. 184-185</p>	<p>Spiritual – hopes and ambitions</p> <p>PSHE- different pathway</p> <p>Cultural – What are the options 16+ in France</p>
<p>BQ: What have you done?</p>	<p>To be able to talk about a job in the past</p> <ul style="list-style-type: none"> <li>- Use of the passé composé</li> </ul>		<p>Term 1 MFL KO</p>	<p>PSHE: importance of work experience</p>

<i>BQ: Qu'est-ce que tu as fait?</i>			New GCSE F and H: Pg. 186-187	
BQ: What are the advantages and disadvantages of this job?  <i>BQ : Quels sont les avantages et les inconvénients de ce travail?</i>	To be able to give pros and cons of different jobs.  To be able to use complex opinion phrases.		Term 1 MFL KO  H: New GCSE Pg. 190-191	BV: Respecting other's opinions PSHE: critical thinking Moral – consider different jobs

### Term 2: Healthy Living

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 4: Eating Healthily</b>				
BQ: What do you normally eat?  <i>BQ : Qu'est-ce que tu manges normalement?</i>	To be able to talk about different meal times <ul style="list-style-type: none"> <li>- Use of partitive articles</li> <li>- Use of time expressions</li> <li>- Use of expressions using 'avoir;</li> </ul>	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>  The different type of questions are: <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in the with the correct verb or time expression (past, present future)</li> <li>- Fill in with the correct phrase</li> </ul>	Term 2 MFL KO  New GCSE Pg 82-85	Cultural: learning about typical dishes from French speaking countries and different eating habits  PSHE: Understand the importance of diet, exercise and mental health  Moral: Making Good choices to benefit health

		<ul style="list-style-type: none"> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning</p>		
<b>Topic 5: Mental and Physical Health</b>				
<p>BQ: How do you feel today?</p> <p>BQ: <i>Comment tu te sens aujourd'hui?</i></p>	To be able say how you feel	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 2 MFL KO H: New GCSE Pg 86-87	Spiritual: expressing emotions and how you are feeling
<p>BQ What do you need to do?</p> <p>BQ: <i>Qu'est-ce qu'il faut faire?</i></p>	To be able to talk about solution	Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.		Social: giving advice and supporting others
<p>BQ: Are you ok?</p> <p>BQ: <i>Vous allez bien?</i></p>	<p>To be able to say what is wrong</p> <ul style="list-style-type: none"> <li>- Use of <i>j'ai mal</i></li> </ul> <p>To be able to do a role play at a doctor's (Q2 Paper 1)</p>		Term 2 MFL KO H: New GCSE Pg 88-89	Cultural: approaching conversational situation in a different language
<b>Mid Term Assessment</b>	<b>Speaking Assessment: Role Play (Doctor's)</b> <b>Translation into French based on Vocabulary from topic 4 and 5.</b>			
<b>PIT</b>	<b>Students to work on EBI provided from Mid Term Assessment</b>			
<b>Topic 6: Changing your lifestyle</b>				
BQ: What are you going to do to improve your life?	<p>To be able to say what you will do to improve your life.</p> <ul style="list-style-type: none"> <li>- Use of the future simple tense</li> </ul>	Ongoing use of low stakes assessment methods such as	Term 2 MFL KO New GCSE Pg 90-93	PSHE: setting goals and self-discipline

BQ : <i>Qu'est-ce que tu feras pour améliorer ta vie?</i>		MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.		Spiritual: reflection and learning on personal growth and change and habits
BQ: What was your life like when you were younger?  BQ: <i>Ta vie était comment, quand tu étais jeune?</i>	To be able to use the imperfect tense to talk about what your life was like		Term 2 MFL KO  New GCSE Pg 92-93	Spiritual: reflection on past habits and learning on personal growth and change BV: respect of others' lifestyles
<b>Term 3: Festivals and Holidays Pt 1.</b>				
<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
<b>Topic 7: Francophone Festivals</b>				
BQ: What are some Francophone festival?  BQ: <i>Quels sont des fêtes francophones?</i>	To know about festivals in different francophone countries To be able to explain the concept of Francophonie - Practice of comprehension skills and cognate recognition - Focus on past tense and productive skills	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>  The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French	Term 3 MFL KO  New GCSE: Pg 112-113	Cultural: Understanding diversity of festivals in the French-speaking world BV and Moral: Respect and appreciation of different cultures

<p>BQ: Have you already been to a festival?</p> <p><i>BQ: Tu es déjà allé(e) à une fête?</i></p>	<p>To be able to talk about an event in the past</p> <ul style="list-style-type: none"> <li>- Using both preterit tense and imperfect to talk about the past</li> </ul>	<ul style="list-style-type: none"> <li>- Spot and correct the error</li> <li>- Fill in the with the correct verb or time expression (past, present future)</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>		
<p>Why are festivals important?</p> <p><i>Les fêtes, pourquoi sont-elles importantes?</i></p>	<p>To be able to talk about the importance of celebrations.</p> <ul style="list-style-type: none"> <li>- Complex opinions</li> </ul>	<p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.</p>	Term 3 MFL KO	<p>Social: understanding the importance of festivals for the community</p> <p>Spiritual: reflection on traditions and beliefs</p> <p>Understanding cultural pride</p>
<p><b>Mid Term Assessment</b></p>	<p><b>Reading Assessment: Comprehension questions + translation task into English</b></p>			
<p><b>PIT</b></p>	<p><b>Students to work on EBI provided from Mid Term Assessment</b></p>			
<p><b>Topic 8: Summer Holiday Activities (Staycation)</b></p>				
<p>BQ: What did you do last summer holidays?</p> <p><i>BQ : Qu'est-ce que tu as fait pendant les grandes vacances?</i></p>	<p>To be able to use the past tense to talk about your last summer holiday</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	<p>Term 3 MFL KO</p> <p>New GCSE Pg 116-117</p>	<p>Spiritual: reflection on past experiences</p> <p>BV: respecting each other experiences</p> <p>Cultural: appreciating different experiences</p>

<p>BQ: What are you going to do if it's nice weather?</p> <p><i>BQ : Qu'est-ce que tu feras, s'il fait beau ?</i></p>	<p>To revise types of weather.</p> <ul style="list-style-type: none"> <li>- Use of subordinate clauses with if + present</li> </ul> <p>To be able to use subordinate clauses to talk about what you will do.</p> <ul style="list-style-type: none"> <li>- Use of simple future tense</li> </ul>	<p>or Seneca aligned with classroom learning.</p>	<p>Term 3 MFL KO</p> <p>New GCSE Pg 116-117</p>	<p>PSHE: developing planning skills</p>
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### Term 4: Festivals and Holidays Pt. 2

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 9: Ideal holidays</b>				
<p>B: Where would you like to spend your ideal holiday?</p> <p><i>BQ : Où passerais-tu tes vacances idéales?</i></p>	<p>To be able to say where you would like to go.</p> <ul style="list-style-type: none"> <li>- To talk about different types of holidays</li> <li>- To use the conditional tense</li> </ul>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p>	<p>Term 4 KO</p> <p>New GCSE Pg 108-109</p>	<p>Spiritual: reflection on personal</p> <p>Cultural: reflection on different locations</p> <p>PSHE: developing planning skills</p>
<p>BQ: How would you travel?</p> <p><i>BQ : Comment voyagerais-tu?</i></p>	<p>To be able to give pros and cons of different types of transport.</p>	<ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> </ul>	<p>Term 4 KO</p> <p>H: New GCSE Pg 108-109</p>	<p>Moral: thinking about environment impact of travelling</p>

<p>BQ: Where would you stay?</p> <p><i>BQ: Où logerais tu?</i></p>	<p>To be able to talk about different types of accommodation.</p>	<ul style="list-style-type: none"> <li>- Fill in the with the correct verb or time expression (past, present future)</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.</p>	<p>Term 4 KO</p> <p>H: New GCSE Pg 108-109</p>	<p>Spiritual: reflection on personal opinions on comfort</p>
<p><b>Mid Term Assessment</b></p>	<p>Writing assessment: 80-90 words</p> <ul style="list-style-type: none"> <li>- What you did last year during the summer holidays</li> <li>- The type of holidays you like and why</li> <li>- Your favourite type of travel and why</li> <li>- where you would go for your ideal holiday</li> </ul>			
<p><b>PIT</b></p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p><b>Topic 10: Booking accomodation</b></p>				
<p>BQ : How was the accommodation?</p> <p><i>BQ : C'était comment, le logement?</i></p>	<p>To be able to give opinions about a stay in a hotel</p> <ul style="list-style-type: none"> <li>- Giving pros and cons</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.</p>	<p>Term 4 KO</p> <p>New GCSE Pg 114-115</p>	<p>Moral: respecting the rules</p> <p>Spiritual: reflection on personal opinions on comfort</p>
<p>BQ: Can I help you?</p> <p><i>BQ: Je peux vous aider?</i></p>	<p>To be able to book hotel rooms</p> <p>To practise a hotel- based role play (Q2 Paper 1)</p>	<p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.</p>	<p>Term 4 KO</p> <p>New GCSE Pg 114-115</p>	<p>BV: respect to people working in accommodation</p> <p>Cultural: understanding communication</p>

				scenario in a different country and language
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**Term 5: Our Planet Pt. 1**

<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
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**Topic 11: Geography and the climate**

<p>BQ: What is your region like?</p> <p><i>BQ : C'est comment, ta région?</i></p>	<p>To be able to describe the geographical features of your region.</p> <ul style="list-style-type: none"> <li>- Use of <i>il y a</i> and <i>il n'y a pas de</i></li> <li>- Use of superlatives and comparatives</li> </ul>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in the with the correct verb or time expression (past, present future)</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 5 KO</p> <p>New GCSE Pg 136-137</p>	<p>Cultural: Learning about francophone countries and its geography</p>
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		Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.		
BQ: What is the weather like?  <i>BQ: Quel temps fait-il?</i>	To be able to talk about the weather in the present	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.	Term 5 KO	Cultural: understanding climate in different regions. Reflect on stereotypes
<b>Mid Term Assessment</b>	Writing Assessment: Translation into French Reading Assessment: Translation into English			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 12: A planet in danger</b>				

BQ: What are the biggest threats for the environment? <i>BQ : Quelles sont les plus grandes menaces pour l'environnement?</i>	To be able to describe environmental problems - Use the present tense of the passive	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning.	Term 5 KO  New GCSE Pg 138-139	Moral: Talking about civic responsibility relating to the planet and environmental issues.
BQ: What will the weather be like in 2050? <i>BQ : Quel temps fera-t-il en 2050?</i>	To be able to talk about the weather in the future - Use of the simple future tense		Term 5 KO  New GCSE Pg 138-139	

**Topic 13: Big Actions**

BQ: What's the most important thing to do to protect the environment? <i>BQ : Quelle est la chose la plus importante à faire pour protéger l'environnement ?</i>	To be able to talk about how we can work together to protect the environment. - Expressing opinions	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning	Term 5 KO  New GCSE Pg 140-141	Moral: Talking about civic responsibility relating to the planet and environmental issues.
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**Term 6: Our planet Pt. 2**

<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
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**Topic 14: Little Actions**

<p>BQ: What do you do to protect the environment?</p> <p><i>BQ : Qu'est-ce que tu fais pour protéger l'environnement?</i></p>	<p>To be able to talk about day to day actions</p> <ul style="list-style-type: none"> <li>- Using the present tense</li> </ul>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in the with the correct verb or time expression (past, present future)</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning</p>	<p>Term 6 KO</p> <p>New GCSE Pg 142-143</p>	<p>Moral: Talking about civic responsibility relating to the planet and environmental issues.</p>
<p>BQ: What have you done recently?</p> <p><i>BQ : Qu'est-ce que tu as fait récemment ?</i></p>	<p>To be able to talk about what you have done recently to help the environment.</p> <ul style="list-style-type: none"> <li>- Use of passé composé</li> <li>- Recognition of the imperfect tense in the context of what you used to do before.</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning</p>	<p>Term 6 KO</p> <p>New GCSE Pg 142-143</p>	<p>Moral: Talking about civic responsibility relating to the planet and environmental issues.</p>
<p><b>Topic 15: New Technologies</b></p>				
<p>BQ : What is green technology?</p> <p><i>BQ Quelle est la technologie verte ?</i></p>	<p>To be able to describe different green technology.</p> <ul style="list-style-type: none"> <li>- Transport</li> <li>- Renewable energy</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 6 KO</p> <p>H: New GCSE Pg 144-145</p>	<p>Moral: Talking about civic responsibility relating to the planet and environmental issues.</p>

<p>BQ: What can we do to develop new technologies?</p> <p><i>BQ : Qu'est-ce qu'on doit faire pour développer de nouvelles technologies?</i></p>	<p>To be able to talk about what we need to do develop these technologies.</p> <ul style="list-style-type: none"> <li>- Use of present, past and future tenses</li> </ul>	<p>Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> or Seneca aligned with classroom learning</p>	<p>Term 6 KO</p> <p>H: New GCSE Pg 144-145</p>	<p>environmental issues.</p>
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