Programme of study for Year 10 MFL 2026-2027

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timing: From: Sept To: Oct	Other timing: From: Oct To: Dec	Other timing: From: Jan To: Feb	Other timing: From: Feb To: Apr	Other timing: From: Apr To:June	Other timing: From: June To: July
Topic / Key Question: Theme 1: Identity and relationships	**Topic / Key Question:** Theme 1: Healthy living and lifestyle	**Topic / Key Question:** Theme 1: Education and work	**Topic / Key Question:** Theme 2: Free time activities	**Topic / Key Question:** Theme 2: Customs and traditions	**Topic / Key Question:** Theme 2: Celebrity culture
Key Learning Outcomes (students should know): ✓ How to describe self and friends ✓ How to describe your relationship with family and friends ✓ How to discuss opinions on marriage	Key Learning Outcomes (students should know): ✓ How to discuss what makes you a healthy or unhealthy person ✓ How to express the consequences of drugs and alcohol use ✓ Discussing what new technologies we have and how we use them	Key Learning Outcomes (students should know): ✓ How to describe school facilities ✓ How to give opinions about school subjects and teachers ✓ How to discuss about school routine ✓ Discussing further education option ✓ How to talk describe jobs and places of work ✓ Discussing future/ideal jobs and work experience/opportunities	Key Learning Outcomes (students should know): ✓ How to describe free time activities ✓ How to talk about cinema and music likes and dislikes ✓ How to talk about shopping	Key Learning Outcomes (students should know): ✓ How to talk about festivals in TL countries and compare them with own country ✓ How to discuss customs and traditions and compare them with TL countries ✓ How to describe a special day and how it was celebrated	Key Learning Outcomes (students should know): ✓ How to describe celebrities and their lifestyles ✓ How to talk about the influence of celebrities in society ✓ How to talk about celebrity magazines and your opinions about them
Assessment 1: Reading, listening comprehension			**Assessment 2:** Internal exams: writing and reading		
Rationale for sequence: Students learn how to describe themselves as well as their friends using some previously learnt vocabulary and structures. They will be also introduced new content to describe ans discuss about their relationships with friends and family as well as different types of partnership.	**Rationale for sequence:** Students will be able to revise and consolidate vocabulary and previous structures to discuss healthy living as well as talking about the effects of alcohol and drugs which will make them reflect on people's life choices. They will be able to give advice on how to be a healthy person using modal verbs.	**Rationale for sequence:** Students will be able to revise and consolidate vocabulary and previous structures to discuss life at school, what they study which will make them reflect on the subjects/teachers/rules. They will be able to revisit the vocabulary of jobs and reflect on which occupation they would like to do which will make them reflect on which	**Rationale for sequence:** Students will be introduced to parts of this topic for the first time. Students will be able to use their linguistic knowledge to talk in different tenses and use the present continuous to describe actions. Students should be able to use 3 tenses more confidently using the 1st and 3rd person singular and	**Rationale for sequence:** Students will be introduced to this topic for the first time, and they will be able to use their linguistic knowledge to talk about the subject in three time frames and consolidate the new tenses introduced throughout the Autumn and Spring terms. They will be able to discuss and compare the customs and	**Rationale for sequence:** Students will be introduced to this topic for the first time, and they will be able to use their linguistic knowledge to talk about the subject in three-time frames and consolidate the new tenses introduced throughout the Autumn and Spring terms. They will be able to discuss and compare the influence of celebrities in the TL countries

They will learning how to use expressions to make their speaking and writing more natural and fluid. They use 3 time frames with a variety of tenses, including the simple future. They use some of the language and structures learnt in year 7 as part of the spiral MFL curriculum		type of studies they should do to achieve so.	plural with some of them being able to use full conjugations.	traditions of TL countries and those of their own country. They will gain a better understanding of the culture and will increase their cultural capital.	and those of their own country. They will gain a better understanding of the culture and will increase their cultural capital
Reading / literacy: Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	**Reading / literacy:** Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	**Reading / literacy:** Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	**Reading / literacy:** Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	**Reading / literacy:** Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	**Reading / literacy:** Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.
Numeracy: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results. Reading surveys and understanding and expressing percentages and fractions.	**Numeracy**: Recapping numbers Reading surveys and understanding and expressing percentages and fractions.
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Festivals and traditions in TL countries Students will learn about customs and traditions.					