

Presentation of Subjects — 3eme

Academic year 2026-2027

French

Brigitte Vidal

Presentation of the French course —

Troisième (or Year 10) is a pivotal year. By the end of it, pupils must have mastered all the skills of Cycle 4 in order to make the best possible start at lycée.

The French course pursues a dual objective: to prepare pupils for the requirements of the Diplôme National du Brevet (DNB) while giving them the methods and knowledge needed to succeed at lycée.

1. Preparing pupils for the Diplôme National du Brevet

The written French exam lasts 3 hours and is marked out of 100 points.

It is based on a literary text, sometimes accompanied by an image, and comprises four parts:

- comprehension and interpretation of the text, together with language questions and a rewriting exercise (50 points);
- a dictation to assess spelling accuracy (10 points);
- an essay, with a choice of two topics, designed to assess written expression and argumentation skills (40 points).

Throughout the year, pupils will regularly practise on DNB-style questions in order to acquire the methods and reflexes needed to sit the exam with confidence.

2. Consolidating command of the language

Grammar work is based on a thorough revision of the concepts studied in previous years.

Each concept is worked on in class through application exercises. Once mastered, the lesson is copied into the exercise book, learnt and then assessed in a test covering both knowledge and its application.

Spelling remains a priority. Regular dictations will help consolidate learning and develop essential reflexes.

Command of grammar, spelling, conjugation and vocabulary is essential for understanding texts, building sound reasoning and expressing oneself precisely, both in writing and orally.

3. Studying literature to understand the world

Literature in Troisième is a genuine window onto the world.

Pupils will discover five major syllabus themes:

- telling one's own story: autobiography, diaries, life stories;
- denouncing the flaws of society;
- the poetic vision of the world;
- the individual and power;
- scientific progress and dreams.

These themes will be studied through extracts from works as well as complete works belonging to different eras and literary genres.

Pupils will learn to practise analytical reading in order to understand the meaning of texts, analyse their structure, the writing techniques used and the author's intentions.

The aim is to show that every work reflects its era, conveys a view of the world and helps us better understand the great questions facing our society.

4. An introduction to the arts

The texts studied will regularly be linked to works of art.

This approach will help pupils discover that different art forms engage in dialogue with one another and represent so many ways of interpreting the world, expressing ideas and, at times, even influencing society.

5. Developing writing and oral expression skills

Particular attention will be paid to written expression.

Pupils will learn to master the different types of essay required for the Brevet by following a precise methodology. Regular exercises will help develop their analytical, argumentative and writing skills.

Personal reading will complement the works studied in class. It will lead to reading logs, writing tasks and oral presentations.

These activities will help pupils learn to summarise a work, identify key ideas, analyse characters and formulate a well-argued personal opinion.

Oral expression will also be practised very regularly. Discussions and debates will help pupils gain confidence, organise their thinking, defend their point of view and listen to others with respect for everyone.

Final objective

By the end of the year, pupils must be able to express themselves clearly, in an organised and well-argued way, both in writing and orally.

They will have developed their critical thinking, strengthened their literary culture and acquired the methods needed to succeed in the Diplôme National du Brevet while approaching their entry to lycée with confidence and peace of mind.

History / Geography / Civic Education — Brevet (Bilingual Group)

Helen Thirtle-Leotard, Head of Languages Department

I am delighted to announce that I will be the History / Geography teacher this year, 2026/2027, for the bilingual Troisième class.

There are 3 hours per week with this class for History / Geography / Civic Education in English. The first aim of our lessons in English is to learn these subjects in English which is a foreign language for some pupils, or practically their mother tongue for others. The second aim is to prepare pupils well for the Brevet in June 2027. However, there are several objectives to teaching History / Geography in English:

- pupils will have an additional weekly contact with an English-speaking teacher;
- pupils can express themselves in English;
- communication will always be in English about the topics covered in class.

Of course, using a good level of English is important. Grammatical mistakes will not be corrected in class except in cases where clarification is urgently needed for the whole group. We will learn and take in the new vocabulary linked to each topic, learn the facts, and be able to read / speak / write and express an opinion in English. Activities will be fun and engaging during lessons. Reading will take place both in class and at home as homework to review the lesson. I will set homework each week (reading at home and/or answering questions on a text linked to the lessons). Pupils will work alone or in small groups during lessons and will give presentations in class.

The History and Geography syllabuses in Troisième are rich and fascinating:

The History syllabus begins at the start of the 20th century with the First World War, then moves on to Democracies and Totalitarian Experiments in Europe between the wars, the Second World War, the Cold War from 1947 to 1991, the Independence of New States after WW2, and Conflicts in the World after 1989.

The Geography syllabus will cover Urban Areas in France, Productive Spaces, Rural Areas, Inequalities Between Regions in France, French Overseas Territories, and France and the European Union.

The Civic Education syllabus will cover the following themes:

- The rules of democratic life;
- The actors of democratic life and their engagement (1): public opinion
- The actors of democratic life and their engagement (2): collective engagement

Each term, there will be 2 or 3 tests in English (or supervised assignments) to check that the lessons have been properly learnt and understood. Regular tests will also help me adapt my teaching approach to the dynamics and needs of the class. The tests will cover topics recently studied in class. Pupils will be well prepared, and revision / fun activities before each test will be carried out in class with me. Revision notes and explanations for each test will be given to pupils a week before the test. Pupils will not be penalised for mistakes in English, but I will encourage them individually to correct and understand their errors.

At the end of each term, there is an end of term test (or CT) in French, or mock exam, to prepare the pupils thoroughly for the Brevet exam in June. Pupils need to learn each lesson in both English and French. At the end of each chapter, pupils will find a summary of the lesson in French on Classroom.

At EPBI, every teacher uses Google Suite for Education and has created a « Classroom » for each subject / class. In the Troisième Bilingual History-Geography Classroom 2026/2027, you will find:

- a Lesson Documents File, with all the lesson summaries in English and French and additional resources (internet links, etc.) that we have used in class;
- a Homework File, with homework to complete and corrections;
- a DS/CT File, with the DS/CT tests and their corrections.

This Classroom will be clearly explained to pupils at the start of the school year.

I would therefore like to welcome your child to my History / Geography class in bilingual Troisième (Year 10). I hope this academic year will be a productive one for pupils, for their English and, of course, for their knowledge of History and Geography.

Mathematics

Daniel Guy

This year we reach the final year of secondary school (Year 10), with a dual objective: success in the Brevet des collèges and preparation for entry to lycée. Pupils will in particular discover the first concepts of functions as well as Thales' theorem. In order to prepare them as well as possible for the demands of lycée, we will also work, at the end of each chapter, on more in-depth and demanding exercises.

Drawing on more than twenty-five years of teaching Mathematics, I have put in place a working method and a set of rules designed to help pupils succeed. Here are the main aspects:

Working method

Lessons will be presented in class over several sessions depending on their difficulty. They will be displayed on the interactive whiteboard and must be learnt for the next lesson.

Once the concepts have been mastered, pupils will apply them through various exercises, corrected either by myself or with pupils' participation.

It is strongly recommended to do additional exercises to reinforce learning. These can be checked by parents or by myself.

Calculator

Pupils must always have their calculator with them (specified model). It will be used more frequently than in previous years, as some calculations now require this now-essential tool.

Equipment

Geometry equipment is essential: a ruler, a set square, a protractor, a pair of compasses, a pencil and an eraser. Any pupil without their equipment will not be able to take part in the lesson.

Tests

Pupils will be assessed through supervised assignments as well as written tests, planned or unplanned.

With the Brevet des collèges in mind, assessments will gradually cover the whole syllabus and will regularly draw on questions from previous exam sessions. It will therefore be essential to work regularly and to put together revision notes, which we will prepare together at first.

From the second term onwards, supervised assignments will be held under exam conditions, with a duration of two hours for mathematics.

Syllabus

The syllabus is built around five main themes:

- numbers and calculations;
- organising data and functions;
- quantities and measurements;
- geometry in space;
- an introduction to computer programming using the Scratch software, allowing pupils to create small games.

Objectives

By the end of the year, pupils must master all the calculation rules, with both numbers and algebraic expressions, as well as linear and affine functions.

In geometry, the study of trigonometry, enlargements and Thales' theorem will enable them to calculate lengths and angles.

Kangourou Competition

Pupils will also take part in the Kangourou competition, a fun and original way to discover mathematics.

Website

<https://sites.google.com/site/danielepbi34670/>

Pupils will be able to find all the lessons there, as well as links to various additional teaching resources.

Physics and Chemistry

Daniel Guy

As the final year of collège, Troisième has a dual objective: preparation for the Brevet des collèges and entry to lycée. The syllabus builds on previous years, with a chemistry component that allows pupils to carry out various experiments, and a physics component designed to lay the groundwork needed for further study at lycée.

Working method

Lessons will be presented in class over several sessions depending on their difficulty. They will be displayed on the interactive whiteboard and must be learnt for the next lesson.

Once the concepts have been mastered, they will be applied through various exercises. All exercises will be corrected in class, either by myself or with pupils' participation.

It is strongly recommended to do additional exercises to consolidate what has been learnt. These can be checked by parents or by myself.

Syllabus

The syllabus is built around four main themes:

- the organisation and transformation of matter;
- movement and interactions;
- energy and its conversions;
- the use of signals for communication.

Tests

Pupils will be assessed through supervised assignments as well as written tests, planned or unplanned.

With the Brevet des collèges in mind, assessments will regularly cover the whole syllabus. It will therefore be essential to work regularly and produce revision notes to make learning easier. Pupils will be guided in how to prepare these notes.

Practical work

Wherever possible and depending on the syllabus, practical work sessions will be organised to allow pupils to carry out experiments illustrating the concepts studied in class and to better understand the phenomena observed.

Life and Earth Sciences

Stéphanie Badaroux

Welcome to Life and Earth Sciences!

The Life and Earth Sciences syllabus is organised across the whole of Cycle 4 (Cinquième, Quatrième and Troisième). Concepts are introduced progressively and deepened each year in order to build solid knowledge and lasting skills.

The pupil is at the heart of the learning process. My aim is to develop in each pupil a genuine scientific approach, based on curiosity, observation, reasoning and critical thinking.

The main themes of Cycle 4

The syllabus is built around three main themes:

- Planet Earth, the environment and human action
- Living things and their evolution
- The human body and health

In Cinquième

Pupils will in particular discover:

- the nutrition of organisms;
- sexual and asexual reproduction;
- relationships between living organisms;
- biodiversity and the evolution of species;
- the nervous system, responsible behaviour and nutritional needs;
- how the body functions during physical exercise;
- plate tectonics and natural hazards;
- weather and climate phenomena;
- the use of natural resources.

In Quatrième

Learning will be deepened around:

- the internal and external dynamics of the Earth;
- the impact of human activity on natural resources and ecosystems;
- the nutrition of living organisms at cell level;
- health, diet and how the nervous system functions;
- reproduction and the transmission of life.

In Troisième

Pupils will complete Cycle 4 by studying:

- volcanic, seismic and weather-related hazards and how to prevent them;
- energy resources, oil and renewable energy;
- the global impact of human activity;
- micro-organisms and their role in nutrition and health;
- genetic diversity and the evolution of species;
- how the nervous system functions and responsible behaviour;
- digestion, nutrient absorption and health;
- human reproduction, prevention and assisted reproduction.

This year will also help prepare pupils for the Diplôme National du Brevet exams.

My objectives

Throughout Cycle 4, I want to help pupils develop:

- a solid scientific culture;
- an effective working method;
- their independence;
- their ability to reason and argue;
- their critical thinking;
- their curiosity and openness to major scientific, health and environmental issues.

The aim is not just to acquire knowledge, but above all to know how to use it to understand the world around us and solve scientific problems.

An active scientific approach

Each chapter begins with a scientific question developed together with pupils. From this question, they will learn to:

- observe;
- formulate hypotheses;
- experiment;
- analyse results;
- interpret scientific documents;
- build logical reasoning;
- communicate their conclusions.

Learning is based on a wide variety of resources: practical work, experiments, videos, models, document analysis, research and collaborative activities.

Key concepts will be regularly summarised in the exercise book to form a clear, structured revision resource.

Throughout the year, Google Classroom will be used to share course resources, post homework and facilitate communication.

My expectations

To succeed in Life and Earth Sciences, every pupil is asked to:

- come to class with their equipment;
- take an active part in lessons and practical work;
- keep an organised exercise book and take careful notes;
- complete set work on time;
- follow safety rules during practical activities;
- work regularly in order to understand concepts rather than simply memorise them;
- show curiosity, independence, perseverance and respect for others.

Making mistakes is an integral part of the scientific process: it helps pupils progress, improve their reasoning and develop their critical thinking.

Assessments

Knowledge and skills will be assessed throughout the year through various methods:

- supervised assignments;
- practical work;
- document analysis;
- scientific reasoning exercises;
- written work;

- oral presentations;
- individual or collaborative projects.

Assessments will measure both knowledge and the ability to reason, experiment, communicate, collaborate and apply learning to new situations.

A living subject

Life and Earth Sciences is an experimental subject in which observation, hands-on work and research play an essential role. Practical work will help pupils develop their independence, their observational skills and their scientific approach.

My ambition is for every pupil to acquire a solid working method, develop a love of understanding science, and complete Cycle 4 with the knowledge and skills needed to succeed in the Diplôme National du Brevet and continue their schooling with confidence.

Technology

Daniel Guy

As we reach the end of collège, we will consolidate the concepts studied since Cinquième.

We will study technical objects, both in terms of how they work (mechanism) and programming (Scratch).

In preparation for the Brevet des collèges, we will work on numerous mock exam papers.

Finally, we will try to put all of this into practice by building a connected robot.

Spanish

Sabrina Palamara

Troisième is a pivotal year that allows pupils to consolidate the skills acquired at collège while preparing them for entry to lycée. The aim is to help them communicate with greater fluency, accuracy and independence.

The course is built around three main objectives.

Developing understanding of the language

Pupils will learn to understand an increasingly varied range of documents, whether written or spoken. They must be able to identify key information, understand common expressions as well as more complex sentences, and interpret the overall meaning of a document.

Strengthening communication skills

The focus will be on the ability to communicate in a range of situations. Pupils will learn to identify relevant information, discuss various topics, take part in a conversation, express their opinion, and write coherent, structured texts suited to the communication situation.

Consolidating language skills

Throughout the year, knowledge of vocabulary, grammar and verb conjugation will be regularly revisited and deepened, helping pupils gain accuracy and independence in using the language.

A practice-based approach

The textbook will provide the basis for exploring new concepts. These will then be put into practice through a range of activities: document comprehension, spoken exchanges, role-play, group work, written production and collaborative projects.

The aim is to place pupils in authentic communication situations so that they use the language in a concrete and progressive way.

Assessments

Pupils' progress will be assessed regularly through:

- lesson tests;
- written and oral comprehension and production assessments;
- supervised assignments;
- participation and engagement in class.

The aim is to support each pupil's progress and help them approach the demands of the end of collège, and their continued learning at lycée, with confidence.

Class project

The class project takes place over the course of the year, following the study of certain documents that particularly spark pupils' curiosity, or through language practice in expression workshops driven by a desire to create. For example, past Troisième classes have worked on writing plays, creating a musical, producing a video to raise awareness of environmental protection, and studying a medieval work, *El Cid Campeador*.

Physical Education

Antoine Haget

I am Antoine Haget, Physical Education teacher. This year in Troisième is an important stage in pupils' schooling. The activities offered will help them consolidate their physical, technical and tactical skills, while developing their independence, sense of responsibility and ability to work as a team.

First term: Athletics (middle-distance running & relay)

The first term will focus on athletics, covering middle-distance running and relay races.

Objectives:

- optimise effort management over a middle-distance race;
- improve speed, endurance and running efficiency;
- master baton-changeover techniques in relay races;
- build a collective strategy to improve team performance.

Second term: Gymnastics & strength training

This cycle will help pupils develop body control and physical qualities through gymnastics and strength training.

Objectives:

- perform gymnastic movements with precision, control and safety;
- build simple sequences while developing balance, coordination and fluidity;
- develop strength, core stability and muscular endurance;
- understand the principles of progression, safety and correct posture;
- become more independent in carrying out strength-training exercises.

Third term: Rugby

The third term will focus on rugby, a team activity that draws on both physical qualities and tactical thinking.

Objectives:

- deepen the technical and tactical fundamentals of rugby;
- make appropriate decisions depending on game situations;
- cooperate effectively to build team play;
- show responsibility, respect and fair play throughout matches.

Assessment in PE

Assessment will be ongoing throughout the year and will take into account:

- motor, technical and tactical skills;
- progress made;
- involvement and participation;
- respect for instructions, rules and others;
- engagement in different roles (player, referee, observer, coach, etc.).

A mid-way assessment will be carried out in the middle of each term. It will allow each pupil to review their behaviour, commitment and effort in order to continue progressing.

PE rules

So that everyone can take part in the best possible conditions, a few essential rules must be followed:

- suitable sports kit is compulsory for every lesson;
- a water bottle is essential;
- in hot weather, bring a cap and sun cream;
- safety instructions must be followed at all times;
- respect for classmates, adults, equipment and facilities is expected at every lesson.

I hope this year will help everyone progress, build their confidence and enjoy taking part in regular physical activity in a spirit of respect, mutual support and self-improvement.

For any questions, you can contact me at: a.haget@epbi.net

English

Vanessa Baker

Cycle 4, the consolidation cycle, ends at the close of Troisième, when pupils sit the Diplôme National du Brevet exam. This final year of collège is an essential stage of consolidation and preparation for entry to lycée.

In Troisième, English teaching continues on from Cycle 4 learning and aims to develop command of the language in writing and orally, in a range of increasingly independent communication situations. In line with the official Éducation nationale syllabuses and the Common European Framework of Reference for Languages (CEFR), the target level by the end of Troisième is a consolidated A2 (A2+), with progression towards B1, particularly in the most well-developed comprehension and expression activities. On entry to Seconde, pupils are expected to reach at least B1 level, with some going beyond this depending on their individual progress.

Teaching resources come from New English File, an Oxford University Press textbook (upper-intermediate level). This resource exposes pupils to rich, authentic language, while remaining accessible thanks to progressive differentiation and teaching adjustments.

Course objectives

The main objectives are as follows:

- using English as a genuine tool for communication;
- understanding a range of written and spoken documents;
- identifying and extracting key information from authentic material;
- speaking on a range of topics and taking part in exchanges;
- writing coherent, structured texts suited to a given task;
- working on projects, particularly in groups, in order to apply language skills in concrete situations.

All five language skills are practised regularly: listening comprehension, reading comprehension, spoken production, spoken interaction and written expression.

Course organisation and tools

Pupils have 3 hours of English per week, organised as follows:

- sessions dedicated to acquiring and consolidating language skills through the five language activities, based on a range of documents;
- sessions focused on Diplôme National du Brevet exam technique, including text comprehension, grammar and the different types of written work.

Pupils work from a number of resources:

- several oral presentations to the class, without notes: pupils must learn their text so that they can speak fluently and independently;
- an exercise book or laptop for accessing documents and activities;
- a Troisième Google Classroom virtual classroom, where lessons, documents, useful links, Brevet exam practice papers, grammar sheets, homework and corrections are posted.

Assessment

Assessment is based on the five language skills and takes different forms throughout the year:

- regular lesson tests (grammar, vocabulary, expressions);
- supervised assignments covering the units studied and Brevet-style questions;
- termly assessments in the form of full DNB-style exam papers;
- written and oral work linked to projects (presentations, role-play, guided or independent texts).

Particular attention is paid to preparing for the Diplôme National du Brevet, which pupils will sit at the end of the year. They must be able to:

- understand a text in English and answer comprehension questions;
- write a well-structured, coherent text in English following a given task.