

## Curriculum Overview: Year 11 French

### Sequencing Rationale

Year 11 starts with the last two topics and is focussed throughout the year on GCSE skills. The World of work is focuses on improving accuracy in tenses and detail such as genders and adjective endings. The final module An eye on the world is varied and involves quite challenging ideas and new vocabulary in topics such as environment, global events and social problems. This allows a focus on dealing with unknown vocabulary in listening and reading texts. After this students begin preparation for all GCSE exams so they understand the different formats at Higher and Foundation tiers and how to succeed.

### Curriculum goals – what will students be able to do at the end of this year?

- Use verbs in all time frames spontaneously
- Combine tenses in higher level sequences of language
- Be able to compare and contrast, drawing conclusions and forming opinions
- Justify opinions using more complex phrases
- Incorporate a wide range of higher level structures to raise the overall level of language
- Feel confident in understanding and using all topic and generic vocabulary
- Use reading and listening strategies to access as much language as possible
- Respond confidently to the tasks in the speaking exam
- Respond confidently to the tasks in the writing exam
- Understand and ask questions
- Formulate a revision plan in order to prepare for the exam thoroughly
- Use exam skills to maximise success

### Key skills, knowledge and understanding – what will students learn this year?

- As well as consolidating all tenses to date ( present, perfect, futures, imperfect, conditional, pluperfect) students will learn future perfect, conditional perfect, passive and recognition/ use of the subjunctive)
- Use the “si” structures with the present and future and imperfect and conditional tenses
- To consolidate comparisons and in addition use the superlative
- Consolidation and development of a wide range of structures such as object pronouns, infinitive expressions, complex negatives ( all listed on “ getting the grade” document)
- How to use use structures like “ce qui / ce que” introduce and justify opinions
- Topic vocabulary for Y11 and revise all previous topic vocabulary
- Strategies to understand unfamiliar language using cognates, near cognates, language families, synonyms and antonyms and context and to decipher key information required
- Strategies to maximise success in speaking exam through practice and feedback (recycling key phrases, opinions and justification, range of tenses, spontaneity, fluency and asking/ understanding questions)
- Strategies to write accurately by learning and including key structures, addressing all aspects of the question and ensuring there is time to proof read.
- How to form and answer questions in speaking and writing, learning question words and word order options.
- How to prioritise learning and use strategies to learn effectively. How to work collaboratively with peers
- Take note of rubric and timings. Understand fully marking criteria and how it translates into task .

### How will more able students be extended and challenged

- To include a wide range of structures and more complex tenses
- To develop and justify opinions
- To use more sophisticated vocabulary
- To write and speak creatively, conveying personal ideas with confidence
- Completion of the higher exercises in the revision workbooks and in the grammar and translation book
- Asked to take the lead in class, answering more challenging questions, modelling a high level of understanding and teaching others in small groups
- Exposure to current, authentic material, music and film to raise aspirations

### How will we ensure disadvantaged students master key knowledge and understanding

- Regular exposure/ retrieval of high frequency and key vocab
- Regular practise of common sentence starters and focus on key verbs and I / we tense formation
- Support mats (classroom) and grids (homework) for writing tasks
- Targeted use of additional material in the G & T workbook and AQA work book at the appropriate level