

Year 11 - French -Autumn term Curriculum plan

Sequencing Rationale

Year 11 starts where the classes stopped in year 10. Some classes will complete the module on Holiday and some will start the topic on School. The grammar taught in these two modules is gradually more challenging with a lot of complex structures to get high grades.

Curriculum goals and topics covered this term

Foundation:

1. Revising the vocab from y8 on holiday activities including 3 tenses
2. Dealing with an hotel stay, practising using “nous” form
3. Vocabulary on mode of transport , using the comparatives
4. Use of 3 tenses to describe activities on holiday
5. Ordering at a restaurant, practising role plays for Speaking exam
6. Vocabulary to describe problems on holiday with time frames on 3 tenses

Higher:

1. Revising the vocab from y8 on holiday activities including 3 tenses
2. Using the conditional tense to describe our ideal holiday
3. Booking a holiday and reviewing hotels using reflexive verbs in the past tense
4. Ordering in a restaurant using “en + participe present”
5. Talking about travelling mode, using comparision and “avant de “
6. Talking about holiday disaster using the plu perfect tense
7. Combine tenses in higher level sequences of language

Key skills, knowledge and understanding

- 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)
- 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)
- 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 .

Assessments

- Tiered Listening, writing and reading on the modules studied this term.

How will more able students be extended and challenged

- To include a wide range of structures, more complex tenses and more sophisticated vocabulary
- To develop and justify opinions
- 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

Tips to help at home

- ✓ Encourage the learning of the weekly vocabulary (using their books, Memrise, Quizlet, GCSE Revision books).
- ✓ Encourage the completion of homework to a good standard.

