

Year 11 French Curriculum Overview Spring Term

Sequencing Rationale

Year 11 will study the topic of *Work* and *An Eye on the world* which 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 – topics covered this term

WORK -

- Revisiting jobs
- Discussing work preferences
- Revisiting adjectives
- Higher - Discussing career choices
- Justify opinions using more complex phrases
- Talking about plans, hopes and wishes
- Higher – Applying for jobs
- Higher – Understanding case studies (what people have done, their job, career choices)
- Talking about how you earn money
- Discussing work experience using the past tense

AN EYE ON THE WORLD –

- Talking about what concerns you (eg: poverty, global warming,...)
- Discussing the weather and natural disasters
- Talking about protecting the environment
- Discussing ethical shopping
- Talking about volunteering
- Discussing big events + pros and cons / Higher – giving arguments for and against
- Incorporate a wide range of higher level structures to raise the overall level of language
- Use reading and listening strategies to access as much language as possible
- Respond confidently to the tasks in the speaking and writing exam
- Understand and ask questions
- Use exam skills to maximise success

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

- Masculine and Feminine of jobs (eg. coiffeur/coiffeuse)
- Use the conditional tense (I would like/I wouldn't like to)
- Higher – saying “better”/”worse” and “the best/the worst”
- Adjectival agreements (masculine/feminine)
- Use of key phrases (I want, I hope to, I would like)
- Higher – introduction of the subjunctive tense
- Higher – use of indirect object pronoun with the perfect tense
- Higher – use verbs followed by *à* and *de*
- Revisiting the simple future
- Revisiting the present, perfect tense and conditional
- Revisiting the imperfect tense
- Use of *On doit* and *On peut + infinite*
- Use of emphatic pronouns (eg. me, you, us, them)
- Higher – use of indirect object pronouns (to me, to you, to her etc)
- Understanding the passive / Higher – recognising the passive in the present, perfect and simple future
- Higher – making connections between word types (eg. *Le changement VS changer*)
- Higher – using *pouvoir* and *devoir* in the conditional tense
- Use the “si” structures with the present and future and imperfect and conditional tenses
- To consolidate comparisons and in addition use the superlative
- How to use structures like “ce qui / ce que” introduce and justify opinions
- Strategies to understand unfamiliar language using cognates, near cognates, language families, synonyms and antonyms and context and to decipher key information required

<ul style="list-style-type: none"> • Strategies to maximise success in the 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
Assessments <ul style="list-style-type: none"> • Listening, reading, speaking and writing on the skills and knowledge mentioned above
How will more able students be extended and challenged <ul style="list-style-type: none"> • Exposure to authentic material to widen vocabulary • Not looking at resources automatically • Produce pieces of writing with present/ past/ future/ imperfect/Pluperfect/Subjunctive in various forms including irregular verbs • Use new opinions, high frequency words, connectives
Classroom extra support <ul style="list-style-type: none"> • 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 • Targeted use of additional material in the Grammar & Translation book and the AQA work book
How will we ensure disadvantaged students master key knowledge and understanding <ul style="list-style-type: none"> • 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 + exercise book), vocabulary in textbook • Targeted use of additional material in the AQA work book at the appropriate level
Tips to help at home <ul style="list-style-type: none"> ✓ Encourage the learning of the weekly vocabulary. ✓ Encourage the completion of homework to a good standard.