

Year 11 ~ Curriculum Map for French

What are the intended aims for this year's curriculum? To revisit GCSE key content through listening, reading, and writing skills revision in preparation for the students' final exam. Students will also be able to actively practice a wide range of exam style questions in order to fully familiarise themselves with the different exam papers. To enhance students' ability to respond orally to a variety of stimulus.

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): Unit 5 (H) – Home, neighbourhood and region, Unit 6 (H) – Social issues, Unit 7 (H) – Global issues, Unit 8 (H) – Travel and tourism		Topic(s): Unit 9/10 (H) – My studies and life at school and college, Unit 11/12 (H) – Education post 16 and jobs, career choices and ambitions		Topic(s): Speaking skills - oral and verbal response preparation		Topic(s): Listening, reading and writing exam skills preparation.		Topic(s): Listening, reading and writing exam skills preparation.		Aim of EOY exam	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R			
'Big idea(s)' / fundamental concepts	Describing your ideal home, describing a region, understanding the importance of charities, describing health resolutions. Discussing social issues and inequality, global issues and poverty. Talking about visiting different places in France, discussing past, present and future holidays.	Describing schools in different countries, talking about your ideal school. Discussing universities, apprenticeship and how to get a job. Talking about advantages and disadvantages of a job.	Dealing with unprepared questions, being able to hold a role play discussion, giving information on a photo stimulus and responding to seen and unseen questions. Managing preparation time.	Using deduction, identifying relevant information, translating into English, writing clear answers. Giving and explaining your opinion, avoiding pitfalls in the translation, writing effectively about the past and the future. Listening for gist, listening for details.	Dealing and coping with exam style questions, understanding unfamiliar language, using grammatical clues, improving accuracy, choosing and linking ideas.						
Knowledge to be learnt	<ul style="list-style-type: none"> - Recognising detailed information about your ideal house. - Giving a range of information in the conditional. - Recognising detailed information about different French speaking regions. - Using the possessive pronouns accurately. - Discussing the importance of charities. - Understanding how to use vouloir que + subjunctive and recognise the subjunctive in a text. - Recognising a range of detailed information about health resolutions. - Using il vaut/vaudrait mieux accurately. - Understanding a range of detailed information about local and global issues. - Discussing past, current and possible future local and global environmental problem. - Recognising a range of information about poverty around the world. - Giving opinion and point of view about inequities. - Recognising key information in a description of a past holiday in France. - Discussing a range of holiday activities. - Discussing holidays in details in a variety of tenses. - Recognising a range of information and details about holidays to French town and cities. - To review key grammar point about the topic of travel and tourism. 	<ul style="list-style-type: none"> - Understanding information about school life in different countries. - Revision on the perfect tense of -er/-ir and -re verbs. - Discussing ideas about ideal school and ideal rules. - Recalling how to give information using the conditional. - Understanding a range of information about how to get a job. - Recognising a range of opinions about jobs and reasons why people choose them. - Discussing different aspects of different jobs. - Recognising a range of words for jobs and places of work. - Discussing job descriptions in details. - Understanding how to approach exam style questions in reading and listening - Dealing with questions and answers in French in reading and listening tasks. 	<ul style="list-style-type: none"> - Communicating and interacting effectively in speech for a variety of purposes across a range of specified contexts - Taking part in a short conversation, asking and answering questions, and exchanging opinions - Conveying information and narrating events coherently and confidently, using and adapting language for new purposes - Speaking spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate - Initiating and developing conversations and discussion, producing extended sequences of speech - Making appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events - Making creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view - Using accurate pronunciation and intonation to be understood by a native speaker 	<ul style="list-style-type: none"> - Demonstrating general and specific understanding of different types of spoken language - Following and understand clear standard speech using familiar language across a range of specified contexts - Identifying the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events - Understanding and respond to different types of written language - Understanding general and specific details within texts using high frequency familiar language across a range of contexts - Identifying the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events - Deducing meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes - Communicating effectively in writing for a variety of purposes across a range of specified contexts - Writing short texts, using simple sentences and familiar language accurately to convey meaning and exchange information. - Producing clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 	<ul style="list-style-type: none"> - Making accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events - Manipulating the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register - Making independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince - Translating sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context. - Recognising and responding to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts - Demonstrating understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate - Translating a short passage from French into English. - Deducing meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes 	NO A&R IN TERM 1		Mock exam 1 – Student will be given a GCSE past paper to complete in preparation for their final exam in term 5.		Mock exam 2 – Student will be given a GCSE past paper to complete in preparation for their final exam in term 5.	

<p>Key vocabulary</p>	<ul style="list-style-type: none"> - Detailed vocabulary to describe ideal house (serait située, une vue imprenable, les vagues, la pelouse, a l'extérieur, etc...) - Conditional phrases (ça serait, j'habiterais, elle préparerait, je voyagerais, etc...) - Possessive pronouns (le mien, le tien, le sien, etc...) - Key detailed vocabulary to describe different regions (le climat, agricole, industrielle, un endroit, la monnaie, rural, tempéré, etc...) - Subjunctive forms after vouloir que (j'aie, je puisse, je fasse, je sois, j'aie, etc...) - More detailed vocabulary to talk about charities (la faim, les dons, le seuil de pauvreté, retraités, chômeurs, etc...) - Phrases to give advice on healthy living and health resolutions (il vaut/vaudrait mieux + infinitive) - Key detailed vocabulary related to the topic of health (je tousse, ça fait grossir, essoufflé, addictif, ne pas fumer, ne pas boire, détendre, etc...) - Detailed vocabulary about environmental problems (le niveau de la mer, le réchauffement climatique, etc...) - Key phrases to give opinions on inequalities (je pense que, il faut agir, c'est un scandale, on devrait, etc...) - Holiday facilities, accommodation and activities (piscine, nager, bronzer, un camping, un hotel, etc...) - Key phrases in the past tense (j'ai passé, j'ai visité, je suis allé, on a visité, on a mangé etc...) - Time phrases to refer to the past tense (hier, la semaine dernière, l'année dernière, etc...) 	<ul style="list-style-type: none"> - Key vocabulary about life in schools in different countries (cabanes en bois, promouvoir, récolter des fonds, mauvais temps, etc...) - Past participles of -ir and -re verbs (attendu, puni, perdu, réussi, fini, choisi, etc...) - Conditional phrases linked to the topic of ideal school (j'introduirais, j'améliorerais, je changerais, etc...) - Expressions of time (la veille, le lendemain, tout de suite, dans une heure, etc...) - Phrases with si to talk about ideal school (si j'étais riche, si j'avais le temps, si j'avais le choix, etc...) - Past tense to describe work experience (j'ai travaillé, j'ai livré, j'ai fait, etc...) - Key phrases with si (si j'ai de bonnes/mauvaises notes, si je fais des efforts, si je travaille bien, etc...) - Revision of future tense (je travaillerai, il travaillera, j'irai, je ferai, etc...) - Key phrases related to job interview (demande d'emploi, entretien, embauche, petite annonce, etc...) - Key phrases for job activities (je distribue le courrier, je donne des soins, je fabrique du pain, etc...) 	<ul style="list-style-type: none"> - The key vocabulary needed to develop your speaking skills will be the vocabulary seen all the way through the GCSE topics content. - Theme 1 (Unit 1, 2, 3 and 4), Theme 2 (Unit 5, 6, 7 and 8) and Theme 3 (Unit 9, 10, 11 and 12) will all be covered throughout the speaking exam. Task 1 – the role play is not about a specific topic. Task 2 – the photo card will be on Theme 1 or 3, and Task 3 – the general conversation will be on Theme 2 and Theme 1 or 3 depending on which theme came up in task 2. It is therefore important to have a secure knowledge of the key vocabulary for all the units studied throughout the GCSE. - Question words as asking a question is part of the exam (quand, quel, quelle, ou, comment, est-ce que, qu'est-ce que, etc...) - Formulating a question by using a phrase with tu or vous (tu aimes, vous aimez, etc...) 	<ul style="list-style-type: none"> - This term's unit will recap and cover a variety of topics studied throughout the GCSE course. Therefore the key vocabulary for this term will be including a range of vocab seen in previous terms. 	<ul style="list-style-type: none"> - This term's unit will recap and cover a variety of topics studied throughout the GCSE course. Therefore the key vocabulary for this term will be including a range of vocab seen in previous terms. 	
<p>The role of reading and comprehension</p>	<ul style="list-style-type: none"> -Students will examine a variety of texts throughout different topics in order to check their understanding and comprehension. - Variety of GCSE exam style reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> -Students will examine a variety of texts throughout different topics in order to check their understanding and comprehension. - Variety of GCSE exam style reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> -Students will examine a variety of texts throughout different topics in order to check their understanding and comprehension. - Variety of GCSE exam style reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> -Students will examine a variety of texts throughout different topics in order to check their understanding and comprehension. - Variety of GCSE exam style reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> -Students will examine a variety of texts throughout different topics in order to check their understanding and comprehension. - Variety of GCSE exam style reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	

The role of independent extended writing	- Each term students will have the opportunity to undertake two independent extended GCSE writing tasks related to the topics studied at GCSE. This task will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. The task will vary from 40 words task to 90 or 150 words task, as well as translation from English to French to practice exam skills.	- Each term students will have the opportunity to undertake two independent extended GCSE writing tasks related to the topics studied at GCSE. This task will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. The task will vary from 40 words task to 90 or 150 words task, as well as translation from English to French to practice exam skills.	- Each term students will have the opportunity to undertake two independent extended GCSE writing tasks related to the topics studied at GCSE. This task will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. The task will vary from 40 words task to 90 or 150 words task, as well as translation from English to French to practice exam skills.	- Each term students will have the opportunity to undertake two independent extended GCSE writing tasks related to the topics studied at GCSE. This task will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. The task will vary from 40 words task to 90 or 150 words task, as well as translation from English to French to practice exam skills.	- Each term students will have the opportunity to undertake two independent extended GCSE writing tasks related to the topics studied at GCSE. This task will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. The task will vary from 40 words task to 90 or 150 words task, as well as translation from English to French to practice exam skills.
The role of maths/ numeracy	N/A for this unit.	N/A for this unit.	N/A for this unit.	N/A for this unit.	N/A for this unit.
Links to careers/ aspirations	- Discuss the solutions to actual environmental and social issues. - Opportunities for discussion around students aspiring to travel around the world and discover new cultures and places.	- Revisit aspirations related to school and future plans for education and jobs. - Discuss aspirations for school and further education.	N/A for this unit.	N/A for this unit.	N/A for this unit.
Core skills	- The conditional of -er verbs - Building longer sentences - Recognising possessive pronouns - Using intensifiers - Vouloir que + subjunctive - Using questions to formulate answers - Using negatives to add complexity - Using il vaut/vaudrait mieux - Revision of the perfect tense with -ir and -re verbs - Pointing and demonstration - Revision of the conditional - Using more than one tense in a sentence - Dealing with longer texts. - Tackling the P/N/P+N task - Revision of pronouns en and y - Adding complexity to written and spoken language - Reading for gist - Using different time frames.	- Using questions to formulate answers - Using negatives to add complexity - Using il vaut/vaudrait mieux - Using exclamations - Using qui and que to help you refer to something - Using quand clauses with the future tense - Avoiding the passive - Being aware of faux amis when translating - Using French idioms	- Pronunciation of word endings - Pronunciation of verb endings - Understanding prompts in French - Dealing with a photo stimulus – giving an oral response to describe a photo - Managing time to prepare a range of questions about a specific topic - Dealing with general conversation answering a range of questions and asking a question - Coping with unseen questions - Speaking spontaneously - Giving quick oral responses in French in a role play situation - Working on intonation and fluency	- Reading for gist - Reading for details - Understanding information in authentic material - Scanning texts for specific information - Recognising information in a variety of tenses: past, present and future - Expressing clear and detailed ideas in a variety of context and tenses - Using familiar language to convey a range of ideas and information in a variety of contexts. - Listening for gist - Listening for key points and details - Deducing meaning from different spoken extracts. - Extracting key information from longer passages and drawing conclusions.	- Reading for gist - Reading for details - Understanding information in authentic material - Scanning texts for specific information - Recognising information in a variety of tenses: past, present and future - Expressing clear and detailed ideas in a variety of context and tenses - Using familiar language to convey a range of ideas and information in a variety of contexts. - Listening for gist - Listening for key points and details - Deducing meaning from different spoken extracts. - Extracting key information from longer passages and drawing conclusions.
Dept. enrichment activities	- European Day of Languages (26 th September) - World Food Day (16 th October) - Films French poster quiz on courtyard screen: guess the film in English and work out what the French title translates to.	- Information about Christmas and New Year's celebration in France promoted via the covered courtyard screen. - Guess the French sports personality quiz on the courtyard screen.	- La Chandeleur (pancake day in France on 2 nd Feb). French tradition: Galette des Rois taster.	- World Book Day linked to French with mentor time activities. - Recipes/Shrove Tuesday promoted via covered courtyard screen. - Covered courtyard quiz – Read the description and guess the job in France.	- Promote Cannes Film festival through covered courtyard with French film quiz. - Covered courtyard quiz – can student work out the French cities according to the pictures given?
Home learning opportunities	- Promote World Languages Day website to parents. https://edl.ecml.at/	- Students can bring home French Christmas cards they have created in class and give them to parents.	- Students can take away the recipe in French for "crepes" and "galette" and try to make them at home with parents.	- Student can research characters from French books for World Book day. - Shrove Tuesday pancakes recipe can be attempted again.	- In relationship to the Cannes film Festival students to be given the opportunity to watch a French film at home with parents.