

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1</p> <p>Module 6: Au collège</p> <p>Talking about your school, differences with schools in French speaking countries, school rules, healthy living, vices, school exchanges</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> • School subjects • School life • Using the definite article • The present and future tenses 	<ul style="list-style-type: none"> • comparisons • 3rd person of present tense • <i>Il faut/il est interdit de</i> • imperative • adverbs • the pronoun <i>on</i> 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • working out the meaning of new words • using sound-spelling links to work out meanings • inferring answers from a text • listening to see if someone agrees or disagrees <p>Assessment</p> <p>OCTOBER – Speaking mocks NOVEMBER - Mocks: Listening, Reading, Writing Papers</p>	<ul style="list-style-type: none"> • To be able to talk/understand information about school: subjects, life and rules • Be able to compare schools in UK and French speaking countries • Give/understand information healthy lifestyles and vices • Give/understand information about school exchanges
<p>Term 2/3</p>	<p><u>Deepen prior learning of:</u></p>	<ul style="list-style-type: none"> • Saying <i>better/worse</i> and <i>the best/the worst thing</i> • The perfect infinitive 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Using job nouns 	<ul style="list-style-type: none"> • Reading, Listening, Speaking and Writing exam skills

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Module 3: Bon travail!</p> <p>Talk about jobs and work preferences, plans and hopes Applying for jobs Understanding case studies</p>	<ul style="list-style-type: none"> Jobs and work preferences Conditional tense The future tense 	<ul style="list-style-type: none"> The subjunctive Use the subjunctive to express wishes, thoughts, possibility or necessity <i>dont</i> direct object pronouns in the perfect tense verbs followed by a/de Using <i>si, quand lorsque</i> Using complex sentences in the future tense 	<ul style="list-style-type: none"> Be able to say (the) better/ (the) worse Express wishes, hopes, possibilities, necessities Ask and answer questions Predict what you will hear Use more complex language, especially in the future tense Apply grammar Use past, present, future time frames <p>Assessment</p> <p>FEBRUARY – formal assessment</p>	<ul style="list-style-type: none"> Talk about/understand information about jobs Be able to say what you would like to do in the future Be able to complete/understand job applications talk/understand information about school exchanges
<p>Term 3/4/5</p> <p>Module 8: un oeil sur le monde</p> <p>Talk about problems facing the world, protecting the environment,</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> Social issues Global issues Adapting language Modal verbs Using a variety of tenses 	<ul style="list-style-type: none"> Modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional tense The passive Indirect object pronouns 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Making arguments for and against Making connections between word types Making your French sound more authentic Manipulating language Borrowing and adapting language 	<ul style="list-style-type: none"> Reading, listening, speaking and writing exam skills in the following topics Discuss problems facing the world Give/understand information about protecting the

French – Year 11 Curriculum

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
volunteering and discuss big events			<ul style="list-style-type: none"> • Exam skills <p>Assessment APRIL - Final Speaking Exam</p> <p>Assessment MAY/JUNE - End of year public examinations (AQA):</p> <ul style="list-style-type: none"> • Paper 1: Listening • Paper 2: Speaking • Paper 3: Reading • Paper 4: Writing 	<p>environment, what <i>should</i> and <i>could</i> be done</p> <ul style="list-style-type: none"> • Discuss ethical shopping • Give/understand information about volunteering • Give/understand information about big events and give arguments for and against them

Resources and/or activities to support learning

Textbook used in lessons and at home: Studio AQA GCSE Higher by Pearson

Websites to enhance learning:

French – Year 11 Curriculum

[AQA GCSE French](#)

[AQA GCSE French Quizlet](#)

[GCSE French - BBC Bitesize](#)

Senecalearning.com