

French – Year 11 Curriculum

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2: Holidays Mod. 5 - Talk about holidays and accommodation - Talk about ideal holidays - Discuss what you see and do on holiday - Talk about festivals - Review and book holiday accommodation - Talk about staycation activities	Deepen prior Key Stage 3 learning on the topic of holidays. Revisit past and future tenses, including using them in the same sentence. Asking and understanding questions Using modal verbs Revisit negative words	<i>Je voudrais/j'aimerais</i> + infinitive - Conditional tense - Relative pronouns (<i>qui, que</i>) - Perfect tense of model verbs <i>Si</i> + present, and simple future tense	Skills: - Extending sentences with added detail (how, where, opinions and reasons) - Giving advice - Using a range of vocabulary and structures for variety - Identifying positive and negative opinions - Extending and developing written texts Assessment Full mock exam- speaking- October	To be able to articulate the positives and negatives of different type of holiday accommodations. To describe holidays in the past and future holidays, using a variety of tenses. To give detailed opinions with justification.
Term 2/3: The wider world Mod. 6 - Talk about geography and the climate - Talk about environmental problems - Discuss how we can work together to protect the environment - Talk about day-to-day actions to protect the environment - Discuss new technologies	Deepen prior Key Stage 3 learning on the topic of environment and the responsibilities of others Revisit French numbers Revisit past and future tenses, including using them in the same sentence.	- Regular comparative and superlative adjectival structures - Simple future with weather expressions - En + present participle - Etre en train de + infinitive - Venir de + infinitive	Skills: - Introducing opinions in a variety of ways - Identifying whether a statement is correct Assessment Full mock exams- reading, listening and writing- November	To express worries and concerns, give solutions to social and environmental problems. To confidently decode and understand/work around material with complex and potentially unknown vocabulary using previously learned strategies
Term 3: Home and town Mod. 7 - Understand adverts - Describe your town or village - Ask and understand directions	Deepen prior Key Stage 3 learning on the topic of where we live. Building on work on complex tenses such as imperfect and conditional Deepen knowledge of adjectives position	- Demonstrative adjectives <i>Depuis</i> + present tense - Pronoun <i>y</i> before verb - Prepositions <i>De</i> to indicate possession	Skills: - Determining whether a noun is masculine or feminine - Transcribing unfamiliar words - Practising shopping role-plays - Working out the meaning of unfamiliar words from the context	To be able to articulate the positives and negatives of where students live, describe with confidence their homes and towns what their ideal place would look like To express wishes and desires.

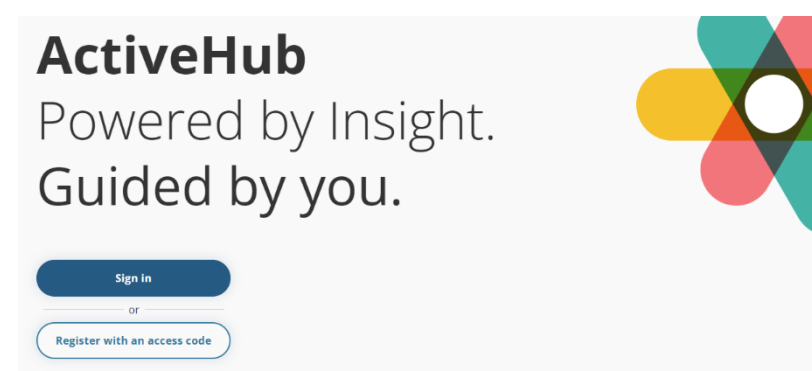
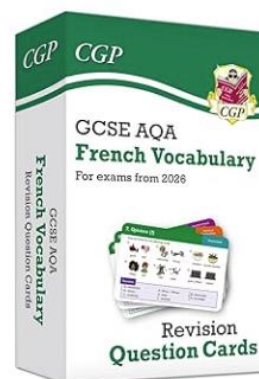
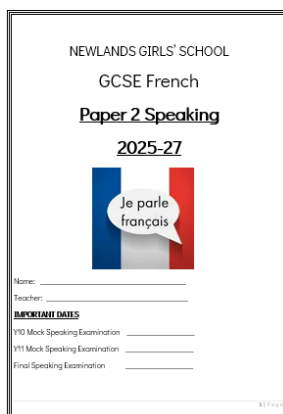
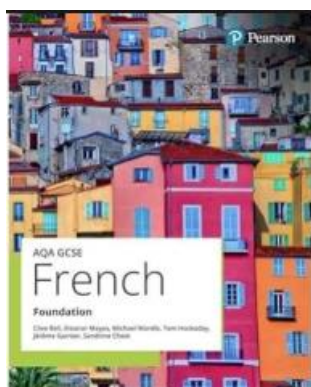
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- Talk about shopping for clothes - Describe your ideal home - Talk about visiting another town or city		- Position of adjectives that go in front of the noun (<i>grand, joli, beau, vieux</i>) - Adjectives with different meaning before and after noun (<i>ancient, proper, cher</i>) - Si + imperfect followed by conditional	- Spotting tenses from verb endings/parts (future, conditional, perfect) - Using clues, cognates and common sense to work out the meaning of unfamiliar words. Assessment- listening and reading assessments	
Term 4/5: Future studies and work Mod. 8 - Talk about future plans and hopes - Talk about reality TV and influencers - Talk about possible future career paths - Discuss different jobs	Deepen prior Key Stage 3 learning on the topic of future study and jobs. Revisit the perfect tense with <i>être</i>.	<i>Avant d'/de</i> + infinitive <i>Après + avoir/être</i> + past participle <i>Sans</i> + infinitive - Infinitives as nouns - Nouns that change according to gender (e.g. <i>coiffeur/coiffeuse</i>) and those that do not (e.g. <i>médecin</i>) - Verbs followed by <i>à</i> or <i>de</i> + infinitive	Skills: - Using verbal phrases plus infinitives to talk about future plans and wishes (<i>j'aimerais/j'ai envie de</i>) - Discussing advantages and disadvantages - Looking up new words in dictionary - Translating more complicated structures Speaking exam- April Listening, Reading, Writing exams- May/June	To use various time frames when expressing future life plans. To discuss and reflect on personal strengths and weaknesses.

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Resources and/or activities to support learning in lessons and/or at home:

- GCSE Higher student textbook (Pearson) by Clive Bell, Eleanor Mayes, Michael Wardle, Tom Hockaday, Jérôme Garnier.
- AQA French vocab booklet,
- Speaking booklet
- GCSE AQA French: Vocabulary revision question cards for AQA by CGP
- [ActiveHub](#) Every student has their own account and access to electronic textbook as well as interactive activities



The **courage** to speak French with spontaneity, determination and some confidence, including asking as well as answering questions, articulating longer sentences, using some complex structures and uttering longer, developed answers.

The **commitment** to securing a command of French grammar, including different time frames, sometimes within the same paragraph, and as many as possible of the GCSE grammar concepts above, all building on prior learning from Key Stage 3, for example, word order.

The **compassion** to understand the value of language learning in a local, national and international context e.g. AQA Theme 2, and also acquiring a knowledge of French culture and festivals in AQA Theme 1 learning about culture and identity.

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