

Year 11 Curriculum Overview [2022-2023]
Subject – French

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 Travel and Tourism	<ul style="list-style-type: none"> Describing where we normally go on holidays 	<ul style="list-style-type: none"> Accommodation transport Holiday activities in the present tense Consolidation of weather expressions 	<ul style="list-style-type: none"> Countries Weather opinions 	<ul style="list-style-type: none"> Oracy skills 	<ul style="list-style-type: none"> Global understanding 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formative writing Summative writing, role play, R&L
	<ul style="list-style-type: none"> Discussing holidays (past, present and future) 	<ul style="list-style-type: none"> Practice of perfect, present and future tenses Understanding and using past tense of verbs with être, movement and reflexive 	<ul style="list-style-type: none"> Infinitives Opinions Sequencing words 	<ul style="list-style-type: none"> 3 tenses paradigm 	<ul style="list-style-type: none"> Organisation Communication 	
	<ul style="list-style-type: none"> Completing GCSE speaking tasks on the topic of holidays 	<ul style="list-style-type: none"> Practice of role plays 	<ul style="list-style-type: none"> questions 	<ul style="list-style-type: none"> Oracy skills 	<ul style="list-style-type: none"> Organisation Communication Problem solving 	
	<ul style="list-style-type: none"> Understanding a variety of opinions on transport 	<ul style="list-style-type: none"> The comparative Key vocabulary for speaking tasks 	<ul style="list-style-type: none"> Transport Comparative adjectives 	<ul style="list-style-type: none"> The comparative Oracy skills 	<ul style="list-style-type: none"> Resilience Creativity 	
	<ul style="list-style-type: none"> Describing holidays with complexity 	<ul style="list-style-type: none"> Consolidation of 3 tenses Conditional Imperfect Subjunctive 	<ul style="list-style-type: none"> Imperfect tense Si + imperfect structures Subjunctive idioms 	<ul style="list-style-type: none"> Sequencing a writing narration 	<ul style="list-style-type: none"> teamwork resilience organisation reflective 	

		<ul style="list-style-type: none"> Idioms Weather expressions in conditional and future tenses Sequencers 				
	<ul style="list-style-type: none"> Creating complex texts on holiday disasters 	<ul style="list-style-type: none"> New verbs to past tense Holiday items 	<ul style="list-style-type: none"> 3 time frames 	<ul style="list-style-type: none"> Complex sentences 	<ul style="list-style-type: none"> Communication Resilience Teamwork 	
HT1.2 Life at School	<ul style="list-style-type: none"> Giving extended opinions on subjects and teachers 	<ul style="list-style-type: none"> Complex opinions comparative and superlative perfect tense (J'ai choisi...) imperfect to talk about previous subjects 	<ul style="list-style-type: none"> School subjects Adjectives Opinion phrases 	<ul style="list-style-type: none"> using a variety of connectives comparative and superlative 	<ul style="list-style-type: none"> effective relationships 	Y11 Mock all units
	<ul style="list-style-type: none"> Describing school facilities and school day 	<ul style="list-style-type: none"> Vocabulary of school facilities Verbs in the third person singular and plural 	<ul style="list-style-type: none"> Places in school Numbers time 	<ul style="list-style-type: none"> third person plural and singular 	<ul style="list-style-type: none"> teamwork 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formative writing Summative writing, role play, R&L
	<ul style="list-style-type: none"> Discussing school rules 	<ul style="list-style-type: none"> Il faut structure On doit + infinitive Il est interdit de Opinions on rules 	<ul style="list-style-type: none"> Il faut infinitive quantity words beaucoup/trop/assez/pas assez + de 	<ul style="list-style-type: none"> Creative writing Debate opportunity on uniform 	<ul style="list-style-type: none"> Communication 	
	<ul style="list-style-type: none"> Talking about success at school 	<ul style="list-style-type: none"> Using 3 times frames Giving opinions in different tenses School activity vocabulary 	<ul style="list-style-type: none"> Time frames All module vocabulary 	<ul style="list-style-type: none"> Literary texts Creative writing 	<ul style="list-style-type: none"> Problem solving 	
HT2.1 Future study and employment	<ul style="list-style-type: none"> Giving opinions on jobs 	<ul style="list-style-type: none"> Jobs Opinions on jobs Enhanced statements of possibility including permettre de 	<ul style="list-style-type: none"> ce qui/ce que... c'est... sentence pattern 	<ul style="list-style-type: none"> sentence patterns 	<ul style="list-style-type: none"> Learning about different jobs 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formative writing
	<ul style="list-style-type: none"> Saying what we plan to do after school 	<ul style="list-style-type: none"> Infinitive verb phrases The future tense J'espere / je voudrais and infinitive 	<ul style="list-style-type: none"> Future tense Si + future structure Conditional tense 	<ul style="list-style-type: none"> infinitives The future tense The subjunctive The conditional 	<ul style="list-style-type: none"> Global understanding 	Summative writing, role play, R&L

		<ul style="list-style-type: none"> Sequencers The conditional tense The subjunctive for hopes and wishes 	<ul style="list-style-type: none"> sequencers 			
	<ul style="list-style-type: none"> Talking about how you earn money 	<ul style="list-style-type: none"> Describe part time jobs present tense Daily tasks Opinions on jobs 3 tenses on your work life with conditional 	<ul style="list-style-type: none"> Jobs vocab Opinions Connectives 	<ul style="list-style-type: none"> Further conditional practice Extended writing 	<ul style="list-style-type: none"> Numeracy Resilience Motivation 	
	<ul style="list-style-type: none"> Understanding case studies and longer complex texts 	<ul style="list-style-type: none"> Understanding questions in French Verbs followed by à or de 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reading comprehension 	<ul style="list-style-type: none"> Resilience Communication Reflection 	<ul style="list-style-type: none"> Y11 MOCK ALL UNITS

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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT2.3 Social and global issues	<ul style="list-style-type: none"> Talking about healthy and unhealthy living 	<ul style="list-style-type: none"> Describing whether food is healthy/unhealthy Activities to stay fit Smoking/drugs/alcohol Adverbs to say how you do something 	<ul style="list-style-type: none"> Food and drink Sports Modal verbs devoir/pouvoir / falloir opinions 	<ul style="list-style-type: none"> adverbs 	<ul style="list-style-type: none"> reflection 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formative writing

	<ul style="list-style-type: none"> Discussing environmental problems and solutions 	<ul style="list-style-type: none"> Natural disasters environmental problems: pollution, traffic etc actions to protect environment 	<ul style="list-style-type: none"> weather On peut/on doit Negatives 	<ul style="list-style-type: none"> Presenting points of view 	<ul style="list-style-type: none"> problem-solving awareness of current events 	<ul style="list-style-type: none"> Summative writing, role play, R&L
	<ul style="list-style-type: none"> Discussing voluntary work, homelessness and poverty 	<ul style="list-style-type: none"> Understanding complex texts on homelessness Si j'étais...../ à la place de.... Charities/international aid 	<ul style="list-style-type: none"> Numbers and percentages Feelings 	<ul style="list-style-type: none"> Complex reading texts 	<ul style="list-style-type: none"> Global understanding 	
	<ul style="list-style-type: none"> Discussing international sporting events 	<ul style="list-style-type: none"> Advantages and disadvantages of international events Participation and economic impact Recognising 3 time frames 	<ul style="list-style-type: none"> Three tenses Developed contrasting opinions 	<ul style="list-style-type: none"> Understanding debates 	<ul style="list-style-type: none"> Recognising employment opportunities during international <ul style="list-style-type: none"> world economic impact 	
	<ul style="list-style-type: none"> Completing GCSE speaking tasks on the topic of holidays and town 	<ul style="list-style-type: none"> Practice of general conversation Practice of role play T 1 and 3 	<ul style="list-style-type: none"> Photo description Questions Bullet points vocab 	<ul style="list-style-type: none"> Oracy 	<ul style="list-style-type: none"> Reflection Communication Organisation motivation 	

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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3.1	<ul style="list-style-type: none"> Home and local area 	<ul style="list-style-type: none"> Speaking skills Writing skills Listening skills 	<ul style="list-style-type: none"> My house and home My local area Local issues 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

		<ul style="list-style-type: none"> • Reading skills 				
	<ul style="list-style-type: none"> • My family, friends and relationships 	<ul style="list-style-type: none"> • Speaking skills • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • Appearance • Personality • Family members 	•	•	GCSE SPEAKING EXAMINATION
	<ul style="list-style-type: none"> • My leisure activities 	<ul style="list-style-type: none"> • Speaking skills • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • Music • Cinema and TV • Sport • Technology and the media 	•	•	<ul style="list-style-type: none"> • Practice papers topic and skill led
	<ul style="list-style-type: none"> • My cultural identity 	<ul style="list-style-type: none"> • Speaking skills • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • Festivals • celebrations • Food and drink 	•	•	
HT3.2 Revision of Themes	<ul style="list-style-type: none"> • Travel and tourism 	<ul style="list-style-type: none"> • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • Different styles of holiday • Travel issues 	•	•	
	<ul style="list-style-type: none"> • My studies 	<ul style="list-style-type: none"> • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • My life at school • My plans for future study 	•	•	
	<ul style="list-style-type: none"> • The world of work 	<ul style="list-style-type: none"> • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • Past experience • Future plans and aspirations 	•	•	
	<ul style="list-style-type: none"> • Global issues 	<ul style="list-style-type: none"> • Writing skills • Listening skills • Reading skills 	<ul style="list-style-type: none"> • Environment • Homelessness • Charity 	•	•	