

Year 11 French Curriculum Rationale

Provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the French speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Theme 2 Unit 5: Home, town, neighbourhood and region	<ul style="list-style-type: none"> To be able to describe your house To be able to describe your ideal home To be able to describe what there is to do in your town To be able to describe and compare the regions 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an ability to develop basic sentences using 'Fancy French'</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p> <p>Reading & Listening Past Paper</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – awareness of different 'living' in France and French speaking countries – more likely to be urban and flats</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language --</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>
Theme 2 Unit 7: Global issues · The environment	<ul style="list-style-type: none"> To be able to discuss environmental 	<p>Builds on key vocabulary learnt in KS3</p>	<p>Vocabulary, Grammar & Translation tests</p>	<p>Grammar terminology.</p>	<p>Connection finding between TL & French.</p>	<p>Vocabulary learning</p> <p>Written tasks</p>

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· Poverty/ homelessness	problems and solutions <ul style="list-style-type: none"> • To be able to discuss global issues • To be able to discuss inequality • To be able to discuss poverty in the world 	<p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an increased confidence with a wider range of modal verbs and si sentences revised for outlining consequences of actions</p>	Hot Write – Foundation & Higher tasks on this topic only	discussion of the world around us – examples of Global warming in French speaking countries and aware of those less fortunate in society is relevant to French speaking countries.	<p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	Answers to General Conversation Questions
Theme 2 Unit 6.1: Social issues · Charity/ voluntary work	<ul style="list-style-type: none"> • To be able to talk about charities and voluntary work • To be able to discuss the importance of such work 	<p>Builds on key vocabulary learnt in KS3</p> <p>Leads to students developing an increased confidence with</p>	Vocabulary, Grammar & Translation tests Hot Write – Foundation & Higher tasks on this topic only	Grammar terminology.	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p>	Vocabulary learning Written tasks Answers to General Conversation Questions

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		<p>using previously covered vocabulary to express ideas in a new context</p> <p>Leads to students developing an increased confidence with a wider range of modal verbs and more subjunctive structures</p>			<p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Theme 3 Unit 9: My studies</p>	<ul style="list-style-type: none"> • To be able to describe a day in school • To be able to describe school life in different countries 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of comparative and superlative</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p> <p>Reading & Listening Past Paper</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – school life for a student in France</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>

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		<p>Leads to students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p>			<p>Intellectual confidence by contributing confidently and with enthusiasm. Speed and accuracy with recall of new language -- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts</p>	
<p>Theme 3 Unit 10: Life at school/ college</p>	<ul style="list-style-type: none"> • To be able to describe the rules and uniform • To be able to describe your ideal school 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an awareness of modals expressing rule and si clauses using imperfect and conditional</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – schools are similar but different in France – times of the day, subjects, uniform</p>	<p>Connection finding between TL & French. Generalisation when applying patterns to new language. Precision with spelling of new vocabulary Meta-cognition – working out and applying new learning strategies with vocabulary learning Intellectual confidence by contributing confidently and with enthusiasm. Speed and accuracy with recall of new language --</p>	<p>Vocabulary learning Written tasks Answers to General Conversation Questions</p>

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Theme 3 Unit 11: Education post-16	<ul style="list-style-type: none"> • To be able to discuss future options • To be able to discuss going to university and apprenticeships 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an awareness of a wider range of structures-</p> <ul style="list-style-type: none"> · building on si clauses with present and future · more complex two verb structures (avoir l'intention de/avoir envie de/avoir le droit de) 	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p> <p>Reading, Listening (Past paper), Writing & Speaking (adapted paper)</p>	Grammar terminology.	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes</p>	Vocabulary learning Written tasks Answers to General Conversation Questions

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					Agile by adapting new knowledge to new contexts	
Theme 3 Unit 12: Career choices and ambitions	<ul style="list-style-type: none"> To be able to look for and apply for jobs To be able to discuss the advantages and disadvantages of jobs 	<p>Builds on key vocabulary learnt in KS3</p> <p>Builds on knowledge of present, past & future tense learnt in KS3</p> <p>Leads to students developing an awareness of a wider range of structures</p>	<p>Vocabulary, Grammar & Translation tests</p> <p>Hot Write – Foundation & Higher tasks on this topic only</p> <p>Reading, Listening (Past paper), Writing & Speaking (adapted paper)</p>	Grammar terminology.	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	Vocabulary learning Written tasks Answers to General Conversation Questions