

**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]			
<b>HT1 TRAVEL AND TOURISM</b>	<ul style="list-style-type: none"> <li>Describing where we normally go on holidays</li> </ul>	<ul style="list-style-type: none"> <li>Accommodation vocab</li> <li>Transport</li> <li>Holiday activities in the present tense</li> <li>Consolidation of weather expressions</li> </ul>	<ul style="list-style-type: none"> <li>Countries</li> <li>Weather</li> <li>opinions</li> </ul>			<ul style="list-style-type: none"> <li>Listening and reading assessment</li> </ul>
	<ul style="list-style-type: none"> <li>Developing greater complexity in spoken and written accounts of past events or experiences</li> </ul>	<ul style="list-style-type: none"> <li>Weather expressions in past tense</li> <li>Practice of perfect and imperfect tenses</li> <li>Reviews of hotels</li> <li>Nightmare holiday vocab</li> <li>Pluperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect tense</li> <li>Perfect tense</li> <li>Depuis que</li> <li>Sequencing words</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing a writing</li> <li>Describing an event in detail</li> </ul>	<ul style="list-style-type: none"> <li>Writing a review</li> </ul>	
	<ul style="list-style-type: none"> <li>Describing an ideal holiday</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of conditional</li> <li>J'ai toujours voulu/rêvé</li> <li>Weather expressions in conditional and future tenses</li> <li>Comparisons/superlatives</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect endings</li> <li>Si + imperfect structures</li> </ul>			
	<ul style="list-style-type: none"> <li>Completing GCSE speaking tasks on the topic of holidays</li> </ul>	<ul style="list-style-type: none"> <li>Practice of role plays</li> <li>Practice of photocards</li> </ul>	<ul style="list-style-type: none"> <li>Photo description</li> <li>questions</li> </ul>			

<p><b>HT2</b> <b>Future study and employment</b></p>	<ul style="list-style-type: none"> <li>Giving opinions on jobs</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Opinions on jobs</li> <li>Enhanced statements of possibility including permettre de</li> <li>Orientation fields</li> </ul>	<ul style="list-style-type: none"> <li>Ce qui/ce que... c'est... sentence pattern</li> </ul>		<ul style="list-style-type: none"> <li>Learning about different jobs</li> </ul>	
	<ul style="list-style-type: none"> <li>Say what we plan to do after school</li> </ul>	<ul style="list-style-type: none"> <li>Complex two verb structures (avoir l'intention de/avoir envie de/avoir le droit de)</li> <li>Avant de/après de structure</li> <li>Subjunctive to say what we have to do or what someone else wants to do</li> <li>Vocabulary for options (eg: gap year, apprenticeship, uni)</li> </ul>	<ul style="list-style-type: none"> <li>Future tense</li> <li>Si + future structure</li> <li>Conditional tense</li> </ul>			
	<ul style="list-style-type: none"> <li>To talk about a part-time job</li> </ul>	<ul style="list-style-type: none"> <li>Describe what we earn</li> <li>Daily tasks</li> <li>Opinions on jobs</li> </ul>	<ul style="list-style-type: none"> <li>Jobs vocab</li> </ul>			
	<ul style="list-style-type: none"> <li>To complete a job interview in French</li> </ul>	<ul style="list-style-type: none"> <li>Perfect tense to describe a work experience</li> <li>Describe school qualifications</li> <li>Extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe personality</li> <li>Depuis que</li> </ul>	<ul style="list-style-type: none"> <li>Expressing motivation</li> <li>Making a convincing argument</li> </ul>	<ul style="list-style-type: none"> <li>Practice of interview situation</li> </ul>	<ul style="list-style-type: none"> <li>Y11 MOCK ALL UNITS</li> </ul>

## Year 11 Curriculum Overview [2022-2023]

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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]			
<b>HT3 Social and global issues</b>	<ul style="list-style-type: none"> <li>Talking about health and lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Describing whether food is healthy/unhealthy</li> <li>Activities to stay fit</li> <li>Smoking/drugs/alcohol</li> <li>Advice using devoir</li> <li>Il vaut mieux/il vaudrait mieux</li> <li>Three tenses to describe lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Food and drink</li> <li>Sports</li> <li>On devrait</li> <li>Modal verbs devoir/pouvoir / falloir</li> <li>Negatives</li> </ul>			
	<ul style="list-style-type: none"> <li>Discussing environmental problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Natural disasters</li> <li>Environnemental problems: pollution, traffic etc</li> <li>Actions to protect environnement</li> <li>Future to take resolutions</li> </ul>	<ul style="list-style-type: none"> <li>On peut/on doit</li> <li>Negatives</li> </ul>		<ul style="list-style-type: none"> <li>problem-solving</li> <li>awareness of current events</li> </ul>	
	<ul style="list-style-type: none"> <li>To understand an authentic resource on environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>Higher vocabulary</li> <li>Finding synonyms</li> <li>Recap of journalistic structure</li> </ul>		<ul style="list-style-type: none"> <li>Synonyms</li> </ul>		
	<ul style="list-style-type: none"> <li>Discussing international sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Advantages and disadvantages of international events</li> <li>Participation and economic impact</li> <li>Explaining contrasting points of view</li> </ul>	<ul style="list-style-type: none"> <li>Three tenses</li> <li>Developed contrasting opinions</li> </ul>	<ul style="list-style-type: none"> <li>Writing a piece of work discussing the pros and cons of international events and their impact on society</li> </ul>	<ul style="list-style-type: none"> <li>Discussing employment opportunities during international events and their economic impact</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 writing</li> </ul>

<b>HT4 Social and global issues</b>	<ul style="list-style-type: none"> <li>To discuss homelessness and poverty</li> </ul>	<ul style="list-style-type: none"> <li>Understanding complex texts on homelessness</li> <li>Si j'étais...../ à la place de....</li> <li>Charities/international aid</li> </ul>	<ul style="list-style-type: none"> <li>Numbers and percentages</li> <li>Feelings</li> </ul>			
	<ul style="list-style-type: none"> <li>Charities and voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>Vouloir + infinitive</li> <li>Vouloir que + subjunctive</li> <li>Il est possible que + subjunctive</li> <li>Il faudrait/ je voudrais</li> </ul>	<ul style="list-style-type: none"> <li>Subjunctive mood</li> <li>Conditional tense</li> <li>Si + imperfect clause</li> </ul>		<ul style="list-style-type: none"> <li>looking at local charities/ volunteering opportunities</li> </ul>	
	<ul style="list-style-type: none"> <li>Completing GCSE speaking tasks on the topic of holidays</li> </ul>	<ul style="list-style-type: none"> <li>Practice of role plays</li> <li>Practice of photocards</li> </ul>	<ul style="list-style-type: none"> <li>Photo description</li> <li>Questions</li> <li>Bullet points vocab</li> </ul>			<b>GCSE SPEAKING EXAMINATION</b>

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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]			
<b>HT5</b> Revision of Theme 1 and 2	<ul style="list-style-type: none"> <li>My family, friends and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Speaking skills</li> <li>Writing skills</li> <li>Listening skills</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Appearance</li> <li>Personality</li> <li>Family members</li> </ul>			GCSE SPEAKING EXAMINATION
	<ul style="list-style-type: none"> <li>My leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>Speaking skills</li> <li>Writing skills</li> <li>Listening skills</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> <li>Sport</li> <li>Technology and the media</li> </ul>			
	<ul style="list-style-type: none"> <li>My cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>Speaking skills</li> <li>Writing skills</li> <li>Listening skills</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Festivals</li> <li>celebrations</li> <li>Food and drink</li> </ul>			
	<ul style="list-style-type: none"> <li>Home and local area</li> </ul>	<ul style="list-style-type: none"> <li>Speaking skills</li> <li>Writing skills</li> <li>Listening skills</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>My house and home</li> <li>My local area</li> <li>Local issues</li> </ul>			
<b>HT6</b> Revision of Theme 2 and 3	<ul style="list-style-type: none"> <li>Travel and tourism</li> </ul>	<ul style="list-style-type: none"> <li>Writing skills</li> <li>Listening skills</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Different styles of holiday</li> <li>Travel issues</li> </ul>			
	<ul style="list-style-type: none"> <li>My studies</li> </ul>	<ul style="list-style-type: none"> <li>Writing skills</li> <li>Listening skills</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>My life at school</li> <li>My plans for future study</li> </ul>			

	<ul style="list-style-type: none"><li>• The world of work</li></ul>	<ul style="list-style-type: none"><li>• Writing skills</li><li>• Listening skills</li><li>• Reading skills</li></ul>	<ul style="list-style-type: none"><li>• Past experience</li><li>• Future plans and aspirations</li></ul>			
	<ul style="list-style-type: none"><li>• Global issues</li></ul>	<ul style="list-style-type: none"><li>• Writing skills</li><li>• Listening skills</li><li>• Reading skills</li></ul>	<ul style="list-style-type: none"><li>• Environment</li><li>• Homelessness</li><li>• Charity</li></ul>			