

Curriculum Overview – Year 11 French

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>Module 5</b></p> <p><b>Les vacances- Holidays</b></p>	<p>Talking about an ideal holiday</p> <p>Booking and reviewing hotels</p> <p>Ordering in a restaurant</p> <p>Talking about travelling</p> <p>Buying souvenirs</p> <p>Talking about holiday disasters</p>	<p>The conditional</p> <p>Reflexive verbs in the perfect tense</p> <p><i>En</i> + the present participle</p> <p><i>Avant de</i> + the infinitive</p> <p>Using demonstrative adjectives and pronouns</p> <p>Using the pluperfect</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books/ homework marked with personalised feedback.</p> <p>Regular peer and self-assessment of work.</p> <p>Test review and target setting.</p> <p>End of year target setting.</p>	<p>Homework is set every week practising a variety of skills.</p> <p>Worksheets/ Textbooks/ Active Learn</p>	<p><b>Grateful:</b> Appreciation of cultural richness of French-Speaking countries and regions worldwide</p> <p>Develop awe for the wideness, <b>diversity</b> and richness of the world</p> <p><b>United in harmony/ Be attentive</b> to other people’s lives and tastes and what makes them happy.</p> <p>Being <b>courageous</b> with speaking in a foreign language and resilient when making mistakes.</p> <p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of French builds a person’s general literacy and work ethic.</p>	<p>Vocabulary of <b>Theme 2</b> of GCSE French specifications: Local, national, international areas of interests</p>

<p><b>Cultural lesson:</b> <i>European Day of Languages (26<sup>th</sup> September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p>Appreciation of cultural richness of foreign countries</p>	
<p><b>Autumn Term 2</b></p>						
<p><b>Module 5</b> <i>Continued</i></p> <p><b>Group work:</b></p>	<p>Prepare and present an interview talking about their holiday.</p>	<p><i>Team work</i> <i>Public speaking</i></p>	<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books/ homework marked with personalised feedback. Regular peer and self-assessment of work.</p>	<p>Homework is set every week practising a variety of skills. Worksheets/ Textbooks/ Active Learn</p>	<p><b>United in Harmony.</b> <b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p><i>Focus on public speaking oration skills and ability to answer questions under pressure (Interview skills / Public speaking)</i></p> <p>Drama</p>	

<p><b>Cultural lesson:</b> <i>Christmas in France</i></p>	<p>To learn about French Christmas customs including food and family gathering through a video and other activities such as writing a letter to a penpal recapitulating all the topics learnt so far.</p>		<p>End of Module 5 test marked according to the GCSE Mark scheme. Test review and target setting for the next one.</p> <p>Speaking mock exam</p>		<p>Family values/ <b>United in Harmony/</b> being <b>grateful</b> for Christmas gatherings and <b>compassionate</b> for the less fortunate ones. <i>Learning about Christmas customs in France.</i> <i>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i></p>	
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<p><b>Cross Curricular Project with the Music Department</b> through the opportunities of performing a Christmas carol in French during Christmas Assemblies.</p>		<p>Developing cross-curricular skills with Music (singing/performing)</p>			<p><b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures.  <b>Dignity of God’s people</b>  Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.  Stewardship – clear reasons as to why empathy is so important.</p>	<p>Establishing cross-curricular links (Music and Singing)</p>
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Spring Term 1

Module 6

**Au collège-** At school

Talking about your school  
 Comparing school in the UK and French-speaking countries  
 Discussing school rules  
 Discussing healthy living  
 Discussing vices  
 Talking about a school exchange

Comparisons  
 Present tense: the third person singular  
 Present tense: the third person plural  
 Using *il faut* and *il est interdit de*  
 The imperative  
 Adverbs  
 The present and future tenses  
 Using past, present and future timeframes  
 The pronoun 'On'

4 skills (*Listening/ Speaking/ Reading/ Writing*)  
 practised and assessed in every lesson by correction of exercises with instant feedback and scores.  
 Exercise books/ homework marked with personalised feedback.  
 Regular peer and self-assessment of work.  
 End of Module 6 test marked according to the GCSE Mark scheme.  
 Test review

Homework is set every week practising a variety of skills.  
 Worksheets/ Textbooks/ Active Learn

**Learning about the school system in French speaking countries and making comparisons to the British system.**  
 Feel **grateful** for the opportunities to learn develop knowledge and skills thanks to the education system.  
**Care for Creation**  
 Learn about healthy and balanced diets.  
 Fairtrade products in 'Food and drink' topic.  
**Dignity in Work**  
 Fairtrade products in 'Food and drink' topic.  
 Food technology  
 Sense of community  
 To appreciate talking and asking other people about their hobbies  
**Ursuline value: Grateful**  
**United in Harmony**  
**Listening and Attentive**

Vocabulary of **Theme 3:**  
 Current and future study and employment in preparation for GCSE French specification

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Spring Term 2

Module 7

**Le temps des loisirs-** *Leisure and Hobbies*

Discussing jobs and work preferences  
Discussing career choices

Job nouns  
The conditional tense

4 skills (*Listening/ Speaking/ Reading/ Writing*) practised and assessed in every lesson by correction of exercises with instant feedback and scores.  
Exercise books/ homework marked with personalised feedback.  
Regular peer and self-assessment of work.  
End of Module 8 test marked according to the GCSE Mark scheme.  
Test review

Homework is set every week practising a variety of skills.  
Worksheets/ Textbooks/ Active Learn

Sense of community  
To appreciate talking and asking other people about their hobbies  
Be attentive to other people's lives and tastes and what makes them happy.  
**Solidarity**  
*All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.*  
**Peace and Reconciliation**  
*Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.*  
Appreciation of cultural richness of French-Speaking countries and regions worldwide  
Develop awe for the wideness and richness of the world  
**United in Harmony Grateful**

Vocabulary of **Theme 1** of GCSE French specifications

**Summer Term 1**

**Module 8**

**Un oeil sur le monde**  
*A view on the world.*

Discussing ethical shopping  
 Talking about volunteering  
 Discussing big events

Using the modal verbs *pouvoir* and *devoir* in the conditional  
 Using the passive  
 Using indirect object pronouns

- Giving arguments for and against
- *Giving advice*
- *Being able to consider and discuss aspect and issues in society beyond your own needs and interests*

4 skills (*Listening/ Speaking/ Reading/ Writing*) practised and assessed in every lesson by correction of exercises with instant feedback and scores.  
 Exercise books/ homework marked with personalised feedback.  
 Regular peer and self-assessment of work.  
 End of Module 8 test marked according to the GCSE Mark scheme.

Homework is set every week practising a variety of skills.  
 Worksheets/ Textbooks/ Active Learn

**Solidarity**  
 All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.  
**Participation (and the common good)**  
 Reminding pupils that we are all part of a local, regional, national and global community – 'Global Sustainability' (Environment and Social Issues)  
**Dignity of God's people**  
 Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.  
**Care for Creation**  
 Learn about ethical shopping and protecting the environment.

Vocabulary in preparation of GCSE French specification  
**Theme 2:**  
 Local, national, international and global areas of interest.



			Test and target review.		<p><b>Ursuline values:</b></p> <p><b>United in Harmony</b> – where we are encouraged to go beyond our own self-interest and think about our wider local, national, international community.</p> <p><b>Grateful</b> – This could be through a sense of awe at the world / art / literature / technology etc.</p> <p><b>Generous</b> – serving others, contribution to society.</p> <p><b>Loving and compassionate</b> – Challenged to think about and care for others.</p>	
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**Summer Term 2**

<b>Module 1-8 revision</b>	Revising all Modules		<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p>	<p>Homework is set every week practising a variety of skills. Worksheets/ Textbooks/ Active Learn</p>		
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			Exercise books/ homework marked with personalised feedback. Regular peer and self- assessment of work.			
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