

Year 11 French Curriculum Map

Overview	<p>In Year 10, students will study 3 units as prescribed by the AQA exam board. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon providing reinforcement from KS3, alongside understanding and application of more complex structures and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will focus on one or two particular exam skill elements; usually a productive skill with a receptive skill. This allows students and teachers to see particular areas of strength and areas to work on in terms of knowledge, understanding and skill.</p> <p>*Red – Higher only</p> <p>Link to exam board specification https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification https://cdn.sanity.io/files/p28bar15/green/6c81ef5090708cb0792247904e02e6b0c40f394a.pdf Vocabulary lists</p> <p>By the end of year 11, we hope we will have inspired our students to carry on studying French and we would be delighted to welcome them to our A Level group the following year.</p> <p>3.1.1 Theme 1: People and lifestyle Theme 1 covers the following three topics: • <i>Topic 1: Identity and relationships with others</i> • <i>Topic 2: Healthy living and lifestyle</i> • <i>Topic 3: Education and work</i></p> <p>3.1.2 Theme 2: Popular culture Theme 2 covers the following three topics: • <i>Topic 1: Free-time activities</i> • <i>Topic 2: Customs, festivals and celebrations</i> • <i>Topic 3: Celebrity culture</i></p> <p>3.1.3 Theme 3: Communication and the world around us Theme 3 covers the following three topics: • <i>Topic 1: Travel and tourism, including places of interest</i> • <i>Topic 2: Media and technology</i> • <i>Topic 3: The environment and where people live</i></p> <p><small>*Differentiated approach. *International links.</small></p>			
Year 11	September - October	December - January	February - March	April - May
Topic	<p>Theme 3 Unit 7 Travel and Tourism, including places of interest Refer to and give opinions on:</p> <ul style="list-style-type: none"> • holiday destinations • holiday locations • means of transport for holidays • weather • holiday activities 	<p>Theme 3 Unit 8 Media and Technology Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages. Refer to social media, including reasons for and frequency of use,</p>	<p>Theme 3 Unit 9 Where people live Describe town/village/neighbourhood of residence. Refer to period of time in residence. Describe local area, buildings. Describe activities and facilities in area.</p>	<p>Theme 3 Unit 9 The environment Describe local environment, including environmental issues. Refer to activities to help/protect local area/environment in the past, present and future.</p>

	<ul style="list-style-type: none"> holiday accommodation. Refer to recent and future holidays. Places of interest locally and elsewhere, including descriptions and preferences. 	different apps/platforms, advantages/disadvantages. Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.	Give opinions including advantages/disadvantages for young people/tourists. Describe an ideal home and area, future intentions on where to live with reasons. Understanding/giving directions	Refer to and express opinions on wider global issues eg climate change, environmental damage.
Phonics	i/y en, an, em, am x-liaison h oy		ou s-liaison t-liaison n-liaison gn ill/ille	Silent consonant 'z' é (-er, -ez) en, an, em, am ain, in, aim, im open o
Skills	Present tense Perfect tense Imperfect tense Periphrastic future (near future tense) Reflexive verbs (1 st , 2 nd , 3 rd person singular perfect tense – daily routine) Modal verbs (present tense) Faire + activities (past, perfect) Faire + weather phrases Prepositions (countries) - à with masculine and plural countries, en with feminine countries Prepositions (en + transport) Use of article with <i>dans</i> ; omission of article with <i>en</i> (eg dans les Alpes/en France) Position of adverbs of time (l'année dernière, tous les jours) Position of adverbs of manner (lentement, facilement, vite, rapidement) Pronoun (y) Interrogatives: que...? Impersonal verbs (il fait + adjective for weather) Higher tier only	Present tense (-ER regular verbs) Perfect tense (auxiliary of <i>avoir</i> , je + regular verbs) Modal verbs (je peux, on peut) Adverbs of frequency, time	Aller (present, perfect, near future) Faire (present, perfect, near future) Être (present, past, near future) Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière) Adverbs of place (loin/près) Imperatives (eg allez, tournez, prenez, continuez) Imperfect (il y avait) Interrogatives (où... ?) Higher tier only Depuis Il y en a, il y en avait Negatives (ne...plus, ne... ni... (ni...), ne... pas encore, ne que) Impersonal verbs (Il manque) Inflectional (simple) future (regular -ER verbs, 1 st , 2 nd , 3 rd person singular and plural, irregular verbs in 1 st , 2 nd , 3 rd person singular - aller, avoir, faire, être) Être (inflectional (simple) future - ce sera, conditional - ce serait) Emphatic pronouns (chez nous, vous) Relative pronoun (où)	Conditional tense (vouloir – 1 st , 2 nd , 3 rd person singular) Present tense Perfect tense Imperfect tense Negatives Periphrastic future (near future tense) Reflexive verbs (1 st , 2 nd , 3 rd person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future) Modal verbs Imperative (2 nd person singular and plural, including <i>aller</i> and <i>faire</i>) Impersonal verb forms (il faut) Preverbal singular indirect object pronouns (me, te, vous, lui) Pour + infinitive Plus de, moins de + noun Interrogatives (quoi...?) Higher tier only Conditional tense (regular -ER verbs, 1 st , 2 nd , 3 rd person singular and plural, irregular verbs in 1 st , 2 nd , 3 rd person singular: aller, avoir, faire, être) Inflectional (simple) future (regular verbs, 1 st , 2 nd , 3 rd person singular and

	<p>Inflectional (simple) future tense (ce sera)</p> <p>Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural)</p>			<p>plural, irregular verbs: aller, avoir, faire, être)</p> <p>Impersonal verbs (Il y en aura)</p> <p>Negatives (personne ne + verb, rien ne... verb)</p> <p>Passive form (present tense)</p> <p>Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)</p> <p>Time phrases (venir de + verb)</p> <p>Imperative (1st person plural regular verbs including <i>aller</i> eg <i>allons-y</i>)</p> <p>Reflexive verbs (1st, 2nd, 3rd person singular and plural, present, perfect, imperfect revision of (near) future</p>
Assessment	Preparation for Year 11 mock exams (listening, reading, writing), speaking exam in November		Year 11 second set of mock exams (Listening, Reading, writing papers)	Preparation for oral exam end of April (25% of total GCSE grade)