



Subject: French

Lead Teacher: C. Audouin

Year: 11

Curriculum organisation

We have successfully followed the AQA GCSE course in the French department for many years and teachers are experienced in the course content and examination expectations. Students can achieve grades 4-9 in the higher tier and most students are expected to be awarded the higher grades. Lessons are taught within mixed ability groups for 2 lessons a week.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	<p>Thème 2: Le grand large... (Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> Talking about holidays Ordering in a restaurant, booking & reviewing hotels Talking about holiday disasters <p>Thème 3 : Au collège (Current and future study and employment)</p> <ul style="list-style-type: none"> Talking about your school Discussing healthy living Discussing vices <p>Assessment in listening and writing including translation into French</p>	<ul style="list-style-type: none"> What are your holidays normally like? What do you like doing on holiday? What did you do during your holidays? What are your future holiday plans? What are your ideal holidays Describe a disastrous holiday/nightmare hotel <ul style="list-style-type: none"> What is your school like? What is your favourite subject and why? What will you study next year? What is a typical school day like? What are the school rules like? How are schools in France/England different? What do you think of school uniform and why? Talk about a recent school trip What do you think of exchanges? 	<ul style="list-style-type: none"> Using question words and structures Using <i>En</i> + the present participle Using <i>si</i> + imperfect tense + conditional Using the pluperfect tense Using <i>Avant de</i> + the infinitive Using demonstrative adjectives and pronouns <ul style="list-style-type: none"> Using the definite article Using comparisons Using past, present and future timeframes Using <i>il faut</i> and <i>il est interdit de</i> Using the imperative Using adverbs Using the pronoun <i>on</i> 	<ul style="list-style-type: none"> Speaking – asking and answering questions about relationships and activities As above for writing. Introduction to photocard which makes up part of speaking GCSE. Roleplays on different topics covered. Listening for key content, recognising vocabulary Independent listening and reading using ActiveLearn Reading longer texts containing some unfamiliar language Recognising and using a variety of tenses together 	<ul style="list-style-type: none"> Whole class discussion Pair work Practical activities Problem-solving tasks Understanding short video clips Dictionary skills Vocabulary learning Translations both from and into French Creative tasks Speaking in pairs, groups. Listening tasks from recording and teacher Learning about some francophone cultural icons. <p>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</p> <p>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</p> <p>Principle 1: Begin a lesson with a short review of previous learning.</p> <p>Principle 2: Present new material in small steps with student practice after each step.</p> <p>Principle 3: Ask a large number of questions and check the responses of all students.</p> <p>Principle 4: Provide models.</p> <p>Principle 5: Guide student practice.</p> <p>Principle 6: Check for student understanding.</p> <p>Principle 7: Obtain a high success rate.</p> <p>Principle 8: Provide scaffolds for difficult tasks.</p> <p>Principle 9: Require and monitor independent practice</p>
Spring Term	<p>Thème 3 : Bon travail! (Current and future study and employment)</p> <ul style="list-style-type: none"> Discussing jobs and work preferences Discussing career choices Talking about plans, hopes and wishes Applying for jobs <p>Thème 2: Un œil sur le monde (Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> Discussing problems facing the world Discussing ethical shopping Talking about volunteering Discussing big events <p>End of unit assessment in speaking and reading with translation into English</p>	<ul style="list-style-type: none"> What work do your parents do? What's your ideal job? What's the most important aspect of work to you? What are your future plans? Will you go to uni? What did you want to do when you were younger? <ul style="list-style-type: none"> What is the biggest threat to our planet for the future? What do you do to protect the environment? What more could you do? Do you buy faire trade products? What have you done to help others? Would you like to do volunteering? What are the problems facing homeless people? 	<ul style="list-style-type: none"> Using the perfect infinitive Using the subjunctive Using the direct object pronouns in the perfect tense Using the verbs followed by <i>à</i> or <i>de</i> Using complex sentences in the future tense (<i>si, quand, lorsque</i>) <ul style="list-style-type: none"> Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional Using the passive Using the direct object pronouns Using the verbs in the infinitive form Using the passive voice 		

Summer Term	Revision for the end of year examinations, including past paper practice Examinations in speaking, listening, reading and writing				Principle 10: Engage students in weekly and monthly review.
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Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • School provides text books and exercise books as well as additional revision booklets and resources • A French-English dictionary would provide useful support • Internet access to the online subscription of 'Studio' text book (password is provided by school). • Students may also wish to purchase Revision Guides (eg, Letts, CGP etc) 	<ul style="list-style-type: none"> • End of unit tests (2 skills tested each time out of the 4: Speaking, Reading, Writing, Listening) • Formal assessment week (May) • Peer and self- assessment • Homework tasks (including fortnightly vocabulary learning) • Retrieval practice activities • Online activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Bi-annual trip to Nice in Year 10/11 • Quizlet for vocabulary learning • Follow the faculty's Twitter and Instagram pages for tips and interesting activities • Quizlet, Memrise or Duolingo for vocab • For listening: Lyrics training, French films on Netflix (etc), Frello on Vimeo, Français Podcast facile listening with questions and transcript on YouTube or website, RadioFrance podcast app • Various competitions open to linguists, eg Christmas Card competition (Routes into languages), Pop Video Competition, (Institut français) • Reading the French Weekly News Powerpoint available in Student Out 	<ul style="list-style-type: none"> • Test child on vocabulary • Encourage them to do some of the extension activities listed. • Increase exposure to French-speaking culture – music, film, visits.

Inclusion	Inclusion within Y11 French
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. • Resources: Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport. • Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. • Multi-sensory approaches: Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning. • Assessments: Teachers are live-speakers when students sit listening assessments and examinations. • Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

If you have any questions about this Learning Overview, please contact the named Teacher above.