

Year 11 French overview: Autumn term

<u>Autumn term</u>	<u>Knowledge</u>	<u>Aqa Theme/Topic</u>	<u>Skills:</u>
	<p><b>Mon bahut</b></p> <ul style="list-style-type: none"> <li>Talking about your school</li> </ul> <p>Qu'est-ce qu'il y a dans ton collège? Qu'est-ce que tu aimes le plus/le moins?</p>	Theme 3, Topic 2: Life at school/college	<ul style="list-style-type: none"> <li>Using superlatives to describe what you like the most/least about the school</li> <li>Revision of irregular adjectives and positioning of adjectives before/after nouns</li> </ul>
	<p><b>Mon bahut</b></p> <ul style="list-style-type: none"> <li>Talking about your school</li> <li>Using the pronouns <i>il</i> and <i>elle</i></li> </ul> <p>Comment est ton collègue? Comment est ta journée scolaire?</p>	Theme 3, Topic 2: Life at school/college	<ul style="list-style-type: none"> <li>Comparisons</li> <li>Working out the meaning of new words</li> <li>Present tense: the third person singular</li> <li>Revising expressions of time (<i>et demie/et quart/moins le quart</i>)</li> </ul>
	<p><b>Liberté, égalité, fraternité?</b></p> <ul style="list-style-type: none"> <li>Describing school rules</li> <li>Using <i>il faut</i> and <i>il est interdit de</i></li> </ul> <p>Le règlement au collège: Qu'est-ce qu'il faut faire? Qu'est-ce qu'il est interdit de faire?</p>	Theme 3, Topic 2: Life at school/college	<ul style="list-style-type: none"> <li>Using <i>il faut</i> and <i>il est interdit de</i></li> </ul>
	<p><b>Liberté, égalité, fraternité?</b></p> <ul style="list-style-type: none"> <li>Discussing opinions on school rules</li> </ul> <p>Que penses-tu du règlement scolaire?/Comment tu trouves le règlement au collège?</p> <p><b>Les faux amis</b></p>	Theme 3, Topic 2: Life at school/college	<ul style="list-style-type: none"> <li>Practising agreeing or disagreeing in relation to school rules</li> <li>Understanding and expressing adjectives relating to sentiments and emotions (Hp127 list ex 6)</li> <li>Understanding and recognising the « false friends » in vocabulary relating to school</li> </ul>

	<p><b>L'école chez nous, l'école chez vous</b></p> <ul style="list-style-type: none"> <li>Comparing school in the UK and French-speaking countries</li> </ul> <p>Using the pronouns <i>ils</i> and <i>ells</i></p> <p>Quelles sont les similarités et les différences entre le système scolaire en France et en Angleterre?</p>	<p>Theme 3, Topic 2: Life at school/college</p>	<ul style="list-style-type: none"> <li>Present tense: the third person plural</li> <li>Using sound-spelling links to work out meaning</li> <li>Inferring answers from a text</li> </ul>
	<p>Qu'est-ce que tu as fait au collège hier ? C'était comment ?</p>	<p>Theme 3, Topic 2: Life at school/college</p>	<ul style="list-style-type: none"> <li>Revising the formation and use of the perfect tense</li> <li>Revising the formation and use of reflexive verbs relating to daily routine</li> <li>Revising expressions of time</li> <li>Revision the formation and use of the imperfect tense</li> </ul>
	<p><b>En échange</b></p> <ul style="list-style-type: none"> <li>Talking about a school exchange</li> <li>Using past, present and future time frames</li> </ul> <p>Pourquoi faire un échange scolaire ?</p> <p>Décris une visite scolaire</p>	<p>Theme 3, Topic 2: Life at school/college</p>	<ul style="list-style-type: none"> <li>Using the pronoun <i>on</i> with present tense verbs</li> <li>Recognising and using the perfect, imperfect, present and futur simple tenses</li> <li>Using key time markers</li> </ul>
	<p><b>As-tu un petit job?</b></p> <ul style="list-style-type: none"> <li>Discussing details about a part-time job</li> </ul> <p><b>Point de départ (mod 7)</b></p> <ul style="list-style-type: none"> <li>Discussing future jobs and work preferences</li> </ul> <p>Quel métier voudrais-tu faire?</p>	<p>Theme 3, Topic 4: Jobs, career choices and ambitions</p>	<ul style="list-style-type: none"> <li>Conjugating the verbs <i>travailler/gagner</i></li> <li>Using job nouns with masc/fem endings</li> <li>Using the conditional tense</li> </ul>

	<p><b>Quelle orientation t'attire?</b></p> <ul style="list-style-type: none"> <li>• Discussing career choices</li> <li>• Saying 'better/worse' and 'the best/worst thing'</li> </ul> <p>Quels sont les avantages et les inconvénients de ton travail?</p>	<p>Theme 3, Topic 4: Jobs, career choices and ambitions</p>	<ul style="list-style-type: none"> <li>• Discussing career choices</li> <li>• Saying 'better/worse' and 'the best/worst thing'</li> </ul>
	Mock exams		
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	<p><b>Qu'est-ce que tu vas faire après les examens / à l'avenir?</b></p> <p><b>Que feras-tu plus tard dans la vie ?</b></p> <ul style="list-style-type: none"> <li>• Talking about plans, hopes and wishes</li> </ul> <p><b>Il faut que je fasse ça!</b></p> <ul style="list-style-type: none"> <li>• Talking about plans, hopes and wishes</li> <li>• Understanding the subjunctive</li> </ul>	<p>Theme 3, Topics 3 and 4: Education post-16; Jobs, career choices and ambitions</p> <p>Theme 1, Topic 1: Me, my family and friends</p>	<ul style="list-style-type: none"> <li>• Using different verbs to express future intentions (eg Je vais/Je voudrais/J'aimerais/J'espère/Je veux)</li> <li>• The perfect infinitive</li> <li>• The subjunctive</li> <li>• Using the subjunctive to express wishes, thoughts, possibility or necessity</li> </ul>
	<p><b>Je voudrais postuler ...</b></p> <ul style="list-style-type: none"> <li>• Applying for jobs</li> <li>• Using direct object pronouns in the perfect tense</li> </ul>	<p>Theme 3, Topic 4: Jobs, career choices and ambitions</p>	<ul style="list-style-type: none"> <li>• Using <i>dont</i></li> <li>• Predicting what you will hear</li> <li>• Direct object pronouns in the perfect tense</li> </ul>
	Feedback and target setting		
	<p><b>Mon boulot dans le tourisme</b></p> <ul style="list-style-type: none"> <li>• Understanding case studies</li> <li>• Using verbs followed by <i>à</i> or <i>de</i></li> </ul>	<p>Theme 3, Topic 4: Jobs, career choices and ambitions</p>	<ul style="list-style-type: none"> <li>• Verbs followed by <i>à</i> or <i>de</i></li> <li>• Complex sentences in the future tense (<i>si, quand, lorsque</i>)</li> </ul>

Year 11 French overview: Spring term

<u>Spring term</u>	<u>Knowledge</u>	<u>AQA Theme/Topic</u>	<u>Skills:</u>
	<b>Module 6 - 4 En pleine forme</b> <ul style="list-style-type: none"> <li>• Discussing healthy living</li> <li>• Using the imperative</li> </ul>	Theme 2, Topic 2: Social issues	<ul style="list-style-type: none"> <li>• The imperative</li> <li>• Using the <i>tu</i> form of the infinitive</li> <li>• Adverbs</li> </ul>
	<b>Module 6 - 5 Sous influence</b> <ul style="list-style-type: none"> <li>• Discussing vices</li> <li>• Using the present and future tenses</li> </ul>	Theme 2, Topic 2: Social issues	<ul style="list-style-type: none"> <li>• Using the present and future tenses</li> </ul>
	<b>Point de départ Module 8</b> <ul style="list-style-type: none"> <li>• Talking about what makes you tick</li> </ul>	Theme 2, Topics 2 and 3: Social/Global issues	<ul style="list-style-type: none"> <li>• Borrowing and adapting language</li> </ul>
	<b>1 Notre planète</b> <ul style="list-style-type: none"> <li>• Discussing problems facing the world</li> </ul> <p>Making connections between word types</p> <p>Quels sont les grands problèmes du monde?</p>	Theme 2, Topic 3: Global issues	<ul style="list-style-type: none"> <li>• Making connections between word types</li> </ul>
	<b>2 Protéger l'environnement</b> <ul style="list-style-type: none"> <li>• Talking about protecting the environment</li> <li>• Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> </ul> <p>Que devrait-on faire pour sauver notre planète?</p>	Theme 2, Topic 3: Global issues	<ul style="list-style-type: none"> <li>• Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> <li>• Using verbs in the infinitive form</li> <li>• Using a variety of tenses</li> </ul>
	<b>4 Je suis solidaire</b> <ul style="list-style-type: none"> <li>• Talking about volunteering</li> <li>• Using indirect object pronouns</li> </ul>	Theme 2, Topic 2: Social issues	<ul style="list-style-type: none"> <li>• Using indirect object pronouns</li> <li>• Manipulating language to make it your own</li> </ul>

	<b>Point de départ 2 Module 2</b> <ul style="list-style-type: none"> <li>Revising technology, films and TV</li> </ul>	Theme 1, Topics 2 and 3: Technology in everyday life; Free-time activities	<ul style="list-style-type: none"> <li>Using verbs of opinions and connectives to justify with reasons</li> </ul>
	<b>Module 2 - 2 Ma vie d'internaute</b> <ul style="list-style-type: none"> <li>Talking about your life online</li> <li>Using the comparative</li> </ul>	Theme 1, Topic 2: Technology in everyday life	<ul style="list-style-type: none"> <li>Using comparative adjectives</li> <li>Using the relative pronoun <i>que</i></li> <li>Rewriting a text in the third person</li> </ul>
	<b>Module 2 - 4 Mes émissions préférées</b> <ul style="list-style-type: none"> <li>Talking about television programmes</li> <li>Using direct object pronouns (<i>le, la, les</i>)</li> </ul>	Theme 1, Topic 3: Free-time activities	<ul style="list-style-type: none"> <li>Using direct object pronouns to answer questions</li> <li>Revising the imperfect tense to say what you used to watch</li> </ul>
	<b>5 Zoom sur le cinéma</b> <ul style="list-style-type: none"> <li>Talking about actors and films</li> <li>Using superlative adjectives</li> </ul>	Theme 1, Topic 3: Free-time activities	<ul style="list-style-type: none"> <li>Using the superlative</li> <li>Using <i>depuis</i></li> </ul>
	ENHANCING SPEAKING SKILLS		
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Year 11 French overview Exam Skills: Summer term

<u>Summer term</u>	<u>Knowledge</u>	<u>AQA Theme/Topic</u>	<u>Skills:</u>
	REVISION + GCSE SPEAKING EXAMS		
	REVISION + GCSE SPEAKING EXAMS		
	REVISION + GCSE SPEAKING EXAMS		
	FRENCH GCSE EXAMS (LISTENING/READING/WRITING PAPERS)		