Year 11 French overview: Autumn term

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| **Autumn term** | **Knowledge/Cultural Input** | **AQA Theme/Topic** | **Skills:** |
|  | **Point de départ:**   * Discussing the subjects you study at school including likes, dislikes and favourite subjects   Qu’est-ce que tu étudies/apprends au collège?  Qu’est-ce que tu aimes comme matières/tu n’aimes pas comme matières? Pourquoi?  Quelle est ta matière préférée? Pourquoi? | Theme 3, Topic 2:  Life at school/college | * Using verbs of opinions and the adjective préféré * Using negatives * Using superlatives to describe which subjects you like the most/least |
|  | **Mon bahut**   * Talking about your school   Qu’est-ce qu’il y a dans ton collège?  Qu’est qu’on peut faire?  Qu’est-ce qu’il n’y a pas?  Qu’est-ce qu’on peut faire comme sport?  Qu’est-ce qu’il y a de mieux/de pire? | Theme 3, Topic 2:  Life at school/college | * Using superlatives to describe what you like the most/least about the school * Revision of irregular adjectives and positioning of adjectives before/after nouns |
|  | **Mon bahut CTD**   * Talking about your school * Talking about your school in the past * Using the pronouns *il* and *elle*   Comment est ton collège?  Comment est ta journée scolaire?  Comment sont les profs/les devoirs/les repas?  Comment était ton collège dans le passé?  **2 L’école chez nous, l’école chez vous**   * Comparing school in the UK and French-speaking countries   Using the pronouns *ils* and *elles*  Quelles sont les similarités et les différences entre le système scolaire en France et en Angleterre? | Theme 3, Topic 2:  Life at school/college | * Comparisons * Working out the meaning of new words * Present tense: the third person singular * Revising expressions of time *(et demie/et quart/moins le quart)* |
|  | **Hier/Demain au collège**   * Describing activities you did yesterday/you are going to do tomorrow at school * Using different tenses   Qu’est-ce que tu as fait au collège hier ? C’était comment ?  Qu’est-ce que tu vas faire au collège demain ? Ce sera comment ? |  | * Revising the formation and use of the perfect tense * Revising the formation and use of reflexive verbs relating to daily routine * Revising expressions of time * Revision the formation and use of the imperfect tense * Revising the formation and use of the near future/futur simple tenses |
|  | **Liberté, égalité, fraternité?**   * Describing school rules * Using *il faut* and *il est interdit de*   Le règlement au college:  Qu’est-ce qu’il faut faire?  Qu’est-ce qu’il est interdit de faire?   * Discussion of non-uniform in France | Theme 3, Topic 2:  Life at school/college | * Using *il faut* and *il est interdit de* |
|  | **Liberté, égalité, fraternité?**   * Discussing opinions on school rules   Qu’est-ce que tu penses du règlement scolaire?/Comment trouves-tu le règlement au collège? | Theme 3, Topic 2:  Life at school/college | * Practising agreeing or disagreeing in relation to school rules * Understanding and expressing adjectives relating to sentiments and emotions * Understanding and recognising the « false friends » in vocabulary relating to school |
|  | * **En échange** * Talking about the advantages/disadvantages of a school exchange * Using past, present and future time frames   Est-ce que les visites scolaires sont importantes pour toi?  Pourquoi faire un échange scolaire ?  Décris une visite scolaire que tu as fait récemment avec ton collège. C’était comment ?  Décris une visite scolaire future | Theme 3, Topic 2:  Life at school/college | * Using the pronoun *on* with present tense verbs * Recognising and using the perfect, imperfect, present, near future and futur simple tenses * Using key time markers |
|  | **Les projets scolaires futurs**   * Talking about future intentions regarding education/apprenticeships   Qu’est-ce que tu vas faire l’année prochaine/ après les examens ?  Discussion of education post-16 in France and also “le bac” | Theme 3, Topic 2:  Life at school/college | * Using different verbs to express future intentions (eg Je vais/Je voudrais/J’aimerais/J’espère/Je veux etc ) |
| REVISION AND EXAM STRATEGIES/TECHNIQUES  MOCK EXAMS | | | |
|  | **As-tu un petit job?**   * Discussing details about a part-time job | Theme 3, Topic 4:  Jobs, career choices and ambitions |  |
|  | **Point de depart (mod 7)**   * Discussing future jobs and work preferences   Quel métier voudrais-tu faire? | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Using job nouns with masc/fem endings * Using the conditional tense * Using the near future and futur proche tenses |

Year 11 French overview: Spring term

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| **Spring term** | **Knowledge Cultural Input** | **AQA Theme/Topic** | **Skills:** |
|  | FEEDBACK FROM MOCKS EXAMS |  |  |
|  | **Quelle orientation t’attire?**   * Discussing career choices * Saying ‘better/worse’ and ‘the best/worst thing’   Quels sont les avantages et les inconvénients de ton travail? | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Discussing career choices * Saying ‘better/worse’ and ‘the best/worst thing’ |
|  | **Qu’est-ce que tu vas faire après les examens / à l’avenir?**  **Que feras-tu plus tard dans la vie ?**   * Talking about plans, hopes and wishes   **Il faut que je fasse ça!**   * Talking about plans, hopes and wishes   Understanding the subjunctive | Theme 3, Topics 3 and 4:  Education post-16;  Jobs, career choices and ambitions  Theme 1, Topic 1:  Me, my family and friends | * Using different verbs to express future intentions (eg Je vais/Je voudrais/J’aimerais/J’espère/Je veux) + futur simple * The perfect infinitive * The subjunctive * Using the subjunctive to express wishes, thoughts, possibility or necessity |
|  | Attitudes on getting married, having children and other plans such as charity work etc beyond job ambitions  Discussion of marriage ceremonies in France (eg mairie) | Theme 1, Topic 1:  Me, my family and friends | * Using different verbs to express future intentions (eg Je vais/Je voudrais/J’aimerais/J’espère/Je veux) + futur simple |
|  | MOCK SPEAKING EXAMS - PROVISIONAL |  |  |
|  | **Je voudrais postuler …**   * Applying for jobs * Using direct object pronouns in the perfect tense | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Using *dont* * Predicting what you will hear * Direct object pronouns in the perfect tense |
|  | **Mon boulot dans le tourisme**   * Understanding case studies * Using verbs followed by *à* or *de* | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Verbs followed by *à* or *de* * Complex sentences in the future tense (*si, quand, lorsque*) |
|  | **Module 6 - 4 En pleine forme**   * Discussing healthy living * Using the imperative | Theme 2, Topic 2:  Social issues | * The imperative * Using the *tu* form of the infinitive * Adverbs |
|  | **Module 6 - 5 Sous influence**   * Discussing vices * Using the present and future tenses | Theme 2, Topic 2:  Social issues | * Using the present and future tenses |
|  | **1 Notre planète**   * Discussing problems facing the world   Making connections between word types  Quels sont les grands problèmes du monde? | Theme 2, Topic 3:  Global issues | * Making connections between word types |
|  | **2 Protéger l’environnement**   * Talking about protecting the environment * Using the modal verbs *pouvoir* and *devoir* in the conditional   Que devrait-on faire pour sauver notre planète? | Theme 2, Topic 3: Global issues | * Using the modal verbs *pouvoir* and *devoir* in the conditional * Using verbs in the infinitive form * Using a variety of tenses |
|  | **4 Je suis solidaire**   * Talking about volunteering * Using indirect object pronouns * Using a variety of advanced opinion structures | Theme 2, Topic 2:  Social issues | * Using indirect object pronouns * Manipulating language to make it your own |
|  | SPEAKING EXAMS - provisional  REVISION FOR GCSE EXAMS – LISTENING, READING AND WRITING SKILLS |  |  |

Year 11 French overview Exam Skills: Summer term

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| **Summer term** | **Knowledge Cultural Input** | **AQA Theme/Topic** | **Skills:** |
|  | REVISION FOR GCSE EXAMS – LISTENING, READING AND WRITING SKILLS  FRENCH GCSE EXAMS  (LISTENING/READING/WRITING  PAPERS) |  |  |