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
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|  |  **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
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|  | **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)*
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|  | **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
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|  | **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*
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|  | **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
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|  | * **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
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|  | **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 )
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| REVISION AND EXAM STRATEGIES/TECHNIQUESMOCK 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
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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 ambitionsTheme 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
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|  | Attitudes on getting married, having children and other plans such as charity work etc beyond job ambitionsDiscussion 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
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|  | 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
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|  | **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*)
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|  | **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
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|  | **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
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|  | **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
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|  | **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
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|  | **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
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|  | SPEAKING EXAMS - provisionalREVISION 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 SKILLSFRENCH GCSE EXAMS(LISTENING/READING/WRITINGPAPERS) |  |  |