

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### YEAR 11 FRENCH

|                   | Knowledge & Understanding  |   |  | Subject Specific Literacy Development  |   | Cultural Capital /  |
|-------------------|--|---|--|--|---|---|
|                   | Topics<br>(Bigger Picture)   | Knowledge<br>(Key Concepts)   | Recall & Retrieval<br>Practice Focus   | Key Phonics  | Key Vocabulary  | Enrichment<br>Opportunities   |
| Half<br>Term<br>1 | <b>Saving the planet</b><br><b>Climate Change</b><br><b>Natural Wonders</b><br><br><b>Skill Development:</b><br><b>Reading, Writing,</b><br><b>Listening, Speaking and</b><br><b>Translating</b> | Numbers and percentages<br>Comparatives and<br>superlatives<br>cognates<br>Passive voice + par<br>Nous form imperative<br>Opinions<br>En + present participle<br>Imperfect vs perfect tense<br>Etre en train de + infinitive<br>Venir de + infinitive   | Adjectival<br>agreement<br>Present tense<br>Future Tense<br>Past Tense<br>Opinions<br>Conditional tense<br>Prepositions<br>Weather<br>Comparatives | tion<br>Open o   | Natural wonders<br>Volunteering in the<br>community<br>Climate change<br>Weather<br>Environmental<br>problems<br>Social issues        | Natural wonders of<br>Francophone<br>countries<br><br>Impact of climate<br>change |
| Half<br>Term 2    | <b>Hometown</b><br><b>Places of Interest</b><br><b>Travel and Tourism</b><br><br><b>Skill Development:</b><br><b>Reading, Writing,</b><br><b>Listening, Speaking and</b><br><b>Translating</b>   | Demonstrative adjectives –<br>ce, cet, cette, ces<br>Pronoun y<br>Depuis + present tense<br>Vous imperatives<br>à and de + definite article<br>Négatives<br>Prepositions<br>De to indicate possession<br>Adjectives and position of<br>adjectives<br>Si clauses + imperfect and<br>conditional tense<br>Questions | Opinions<br>Infinitive structures<br>Verb – il y a<br>Past tense<br>Present tense<br>Future tense<br>Comparatives<br>Possessive<br>adjectives      | <i>a</i> contrasted with ‘a’ in nasal<br>sounds<br><i>r / th</i><br>Final consonant pronounced<br>where -e / -es added ( <i>verte</i> ,<br><i>grises</i> )<br><i>c</i> as soft sound before <i>e</i> and <i>/</i><br>and when it has a cedilla | French speaking<br>cities<br>Places of interest<br>Directions<br>Activities<br>Going Shopping<br>Environmental<br>problems<br>Weather | Places of interest<br>in French Speaking<br>countries                             |

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|------------------------|--|---|--|---------------------------------------|---|--|
|                        | Topics<br>(Bigger Picture)   | Knowledge<br>(Key Concepts)   | Recall & Retrieval<br>Practice Focus   | Key Phonics                           | Key Vocabulary  |  |
| <b>Half<br/>Term 3</b> | <b>Professions, jobs and<br/>future plans</b><br><br><b>Skill Development:<br/>Reading, Writing,<br/>Listening, Speaking and<br/>Translating</b> | Future tenses<br>Avant de/d' + infinitive<br>Après + avoir/être + past<br>participle<br>Sans + infinitive<br>Verbal phrases + infinitive<br>Verbs that take être in<br>perfect tense<br>Infinitives as nouns<br>Profession nouns<br>Verbs + à/ de<br>Three tenses<br>Masculine / feminine / plural<br>nouns | Present tense<br>Past tense<br>Future tense<br>Possessive<br>adjectives<br>Infinitives<br>Opinions<br>Masculine/<br>feminine / plural<br>nouns | <i>ill-/ -ille, -ail/-aill</i>        | Professions<br>Future plans and<br>dreams<br>Jobs<br>Language skills<br>Artificial intelligence | Importance of<br>learning a<br>language<br><br>Changes in the<br>world of work |
| <b>Half<br/>Term 5</b> | <b>Revision</b><br><br><b>Skill Development:<br/>Reading, Writing,<br/>Listening, Speaking and<br/>Translating</b>                               | All grammatical concepts<br>from Y10 – Y11  | All grammatical<br>concepts and<br>vocabulary from<br>Y10 – Y11  | All phonics                           | All vocabulary from<br>Y10-11   | French speaking<br>countries   |

## Key Assessments

| When        | What will be assessed?   | Why is this being assessed?  |
|-------------|--|--|
| Half Term 1 | Q4 Foundation / Q3 Higher: Translations into French<br>Q3 Foundation / Q1 Higher: 90-120 word Writing<br>Q1&2 Foundation: Photocard and 50-60 word writing<br>Q2 Higher: 90-120 word writing | To check pupils' understanding of vocabulary, phonics and grammar knowledge across the topic.  |
| Half Term 2 | 1. Key piece: Listening dictation<br>2. Key Piece: Read aloud<br>3. Mock Exams: Reading, Writing, Listening and Speaking   | To check pupils' understanding of vocabulary, phonics and grammar knowledge across the topic.<br><br>Mock Exams check pupil knowledge so far in the academic year. It allows for robust identification of strengths and weaknesses across skills and vocabulary. |
| Half Term 3 | 1. Q3 Foundation/ Q1 Higher – 90-120 word writing<br>2. Photocard Description  | To check pupils' understanding of vocabulary, phonics and grammar knowledge across the topic.  |
| Half Term 4 | 1. Exam style questions – Reading<br>2. Exam style questions – Writing<br>3. Exam style questions – Listening  | To check pupils' understanding of vocabulary, phonics and grammar knowledge across the topic.  |