



		<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 11 French</b>	<b>Topic</b> Big question / Overview	<p><b>Focus: Describing jobs, working life and ambitions</b></p> <ul style="list-style-type: none"> <li>Jobs</li> <li>Career choices</li> <li>Future plans</li> <li>Job applications</li> <li>Using foreign languages beyond the classroom</li> </ul>	<p><b>Focus 1: Describing global issues</b></p> <ul style="list-style-type: none"> <li>World problems</li> <li>Protecting the environment</li> <li>Ethical shopping</li> <li>International festivals &amp; events</li> <li>Volunteering</li> </ul> <p><b>Focus 2: Reviewing the 5 GCSE themes from KS4 through exam preparation</b></p> <p><u>Key Themes:</u></p> <ol style="list-style-type: none"> <li>Identity &amp; Culture</li> <li>Local Area &amp; Travel</li> <li>School</li> <li>Future plans &amp; work</li> <li>Global dimension</li> </ol>	<p><b>Focus: GCSE Exams</b></p> <ul style="list-style-type: none"> <li>Revision of 5 themes</li> <li>Speaking Exams</li> <li>Listening &amp; Reading Exams</li> <li>Writing Exams</li> </ul>
	Disciplinary knowledge/skills	<p><b>Skills knowledge:</b></p> <ul style="list-style-type: none"> <li>Applying phonics</li> <li>Describing job titles with no article (no word for 'a')</li> <li>Reviewing the 'comparative' (more/less ... than) &amp; 'superlative' (the most/least ...)</li> <li>Understanding 'the subjunctive mood' through phrases such as 'il faut que...'</li> <li>Using 'après avoir...' &amp; 'après être' + past participles to link sentences with the phrase 'after having done something'</li> <li>Direct object pronouns ('it' &amp; 'them') in the perfect (past) tense</li> <li>Using verbs followed by 'à' or 'de'</li> <li>Using correct register ('tu' &amp; 'vous')</li> <li>Using a variety of tenses</li> </ul> <p><b>Skills areas:</b></p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading (including translation into English)</li> <li>Writing (including translation into French)</li> </ul>	<p><b>Skills knowledge:</b></p> <ul style="list-style-type: none"> <li>Applying phonics</li> <li>Modal verbs</li> <li>The 'conditional' mood/tense</li> <li>Understanding the 'passive voice'</li> <li>Understanding indirect object pronouns ('to him', 'to her', 'to them', 'to it')</li> <li>Using a variety of tenses (3+)</li> <li>Revising vocabulary</li> <li>Preparing for the speaking exam</li> </ul> <p><b>Skills areas:</b></p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading (including translation into English)</li> <li>Writing (including translation into French)</li> </ul>	<p><b>Skills knowledge:</b></p> <ul style="list-style-type: none"> <li>Revising vocabulary</li> <li>Revising answers to possible exam-style questions</li> <li>Tenses knowledge</li> <li>Completing practice exam questions &amp; tasks</li> </ul> <p><b>Skills areas:</b></p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading (including translation into English)</li> <li>Writing (including translation into French)</li> </ul>