

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2023-24 – French					
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment	
8 weeks (20 Lessons) (38 Days)					
Tues 5-Sep	A	1	Lesson 1: L1 Point de depart – recap school subjects and the school day. Exam skills writing 40 (F)/ 90(H) word Lesson 2: L2 - Unit 1 – Mon bahut Describing your school Lesson 3: Speaking Skills – photocard and vocab recall hotels – reserving a hotel room Role play	Overview of Unit – Le college (School) Students will learn how to communicate and understand details in longer pieces about school life including facilities, school rules, the school day, problems and health at school. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of school life.	
11-Sep	B	2	Lesson 4: Unit 2 – L'école chez nous, l'école chez vous.Comparing schools in France and the UK. Lesson 5: Unit 2 – L'école chez nous, l'école chez vous.Comparing schools in France and the UK. Exam skills – photocard use of 3rd person to complete question 1 of photocard when there are multiple people	As well as developing a deeper understanding of how to conjugate verbs in the imperfect tense and using three tenses together. Foundational Concepts – Using three tenses with a range of opinions and justifications. Recognising key vocabulary linked to the topic of school with the ability to access GCSE Exam questions. Students are able to refer to three frames with complex language in spoken and written task.	
18-Sep*	A	3	Lesson 6: Unit 3 – Liberté, égalité, fraternitéDiscussing school rules using il faut and il est interdit. Lesson 7: Unit 3 – Liberté, égalité, fraternitéDiscussing school rules using il faut and il est interdit. Lesson 8: Recall Task + Translation Skills Exam skill translating to French – focus on finding the type of grammar being tested.	Assessment of Progress – Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.	
25-Sep	B	4	Lesson 9: Unit 4 – En pleine forme Discussing healthy living in the context of it helping you be successful at school. H - Imperative F - En pleine forme/ Adverbs Lesson 10: Unit 4 – En pleine forme Discussing healthy living in the context of it helping you be successful at school. H - Imperative F - En pleine forme/ Adverbs	Tier 2/3 Vocabulary il faut and il est interdit de. Using ils and ells verb forms. using the imperfect tense How will it link to history, culture, authentic artefacts, music, art, literature? The French school day, the délégué de classe. Religion and school are completely separate in France, all religious symbols are banned from schools.	
2-Oct	A	5	Lesson 11: EBI Response Recall Task Unit 5 - H - Sous l'influence - Discussing vices using the present and future tenses. F – La vie extra scolaire - Discussing school activities using the imperfect tense. L 13- Exam skills 5th lesson writing tasks 90 / 150 words Lesson 12: Unit 5 - H - Sous l'influence - Discussing vices using the present and future tenses. F – La vie extra scolaire - Discussing school activities using the imperfect tense. L 13- Exam skills 5th lesson writing tasks 90 / 150 words Lesson 13: Unit 6: Future Plans: Using the future and conditional tenses. Exam skills approach to different styles of questions	Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between eating habits in France and other Francophone countries. Learning Outcomes: GW: students can recognise and use a variety of tenses to talk about school. Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly BI: students can use direct object pronouns and make adjectives agree when giving opinions about others and recognise and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. EW: students can use a variety of tenses (present, near future and perfect) to describe events and In addition	

9-Oct	B	6	Lesson 14: ST1 Revision: Recall Revisions, units 1-5. Covering all exam skill areas. Walking Talking Mock. Focus on skills – exam technique for AT1&3 Lesson 15: ST1 Revision: Recall Revisions, units 1-5. Covering all exam skill areas. Walking Talking Mock. Focus on skills – exam technique for AT1&3	students can write coherent extended texts using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view about their school. 15/09-17/09 Rosh Hashanah 23/9 International day of sign languages 2/10-8/10 Dyslexia awareness week 5/10 world teachers day 6/10 World cerebral palsy day					
16-Oct	A	ST1	Lesson 16: Recall Lesson 1 : Writing 90 / 150 Words (House & Home) Lesson 17: Recall Lesson 2: Describing a Photo (Free Time) Lesson 18: Recall Lesson 3: GCSE Role Plays (Shopping / Eating Out / Sport)						
23-Oct	B		Lesson 19: Recall Lesson 4 : General Conversation Practise Lesson 20: Recall Lesson 5: Reading & Listening Skills (Traditions & Celebrations)	<ul style="list-style-type: none">Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <table><tr><th>Prior</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Communicating simple details about school, subjects and rules. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.</td><td>Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.</td><td>Use irregular verbs in more complex tenses and structures.</td></tr></table>	Prior	Current (Y11)	Next (Y12)	Communicating simple details about school, subjects and rules. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.	Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.
Prior	Current (Y11)	Next (Y12)							
Communicating simple details about school, subjects and rules. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.	Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.	Use irregular verbs in more complex tenses and structures.							
Half-Term 7 weeks (17 lessons) (34 Days)									
6-Nov	A	ST1	Lesson 1: Exam Feedback & EBI / Recall Lesson: Photo Card (F) 40 Words (F) 90/150 (H): Unit 1 Family & Friends Lesson 2: Exam Feedback & EBI Recall Lesson: General Conversation Lesson 3: Exam Feedback & EBI Recall Lesson: Literature Texts.	<u>Overview of Unit – Le Travail (jobs)</u> Students will learn how to communicate and understand details in longer pieces about jobs and work including career choices, applying for jobs, preferences, and work experience. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of school life. As well as developing a deeper understanding of how to conjugate verbs in the perfect tense. Foundational Concepts – Students are able to express a range of opinions and justifications relating to the world of work. They are able to understand and communicate information across different tenses. Students are able to refer to three frames with complex language in spoken and written tasks. They are able to recognise key vocabulary relating to jobs necessary to access GCSE Exam questions. Assessment of Progress – Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.					
13-Nov	B		10		Lesson 4: Le travail -Point de depart – Recap jobs and passions.- Expressing opinions on jobs using the conditional tense. Exam skills –Translations and literary texts Lesson5: Unit 1 -H – Quelle orientation t’attire? – Discuss career choices including the best and worst thing. F - Qu’est-ce que tu voudrais faire? – Dsicuss work preferences using the conditional tense.				
20-Nov	A	11	Lesson 6: Unit 1 -H – Quelle orientation t’attire? – Discuss career choices including the best and worst thing. F - Qu’est-ce que tu voudrais faire? – Dsicuss work preferences using the conditional tense. Lesson 7: Unit 2 - H Il faut que je fasse ça - F- Mon avenir						

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			Discuss plans, and hopes for the future. Introduction to the subjunctive. Lesson 8: Exam Skills: General Conversation.	Tier 2/3 Vocabulary Simple future. Subjunctive. The perfect tense. Opinions used in the perfect tense						
27-Nov	B	12	Lesson 9: Unit 2 - H Il faut que je fasse ça - F- Mon avenir Discuss plans, and hopes for the future. Introduction to the subjunctive. Lesson 10: Recall Task Unit 3 - Je voudrais postuler Discuss how to earn money and apply for jobs using different tenses	How will it link to history, culture, authentic artefacts, music, art, literature? 14-16 year olds can work in France only during the school holidays. BAFA = qualification that allows you to work as a children’s holiday group leader from the age of 16. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between job prospects in France/ England and other Francophone countries. Learning Outcomes: GW students can use present tense verbs to say what jobs interest them and why and use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). BI students can use give opinions about others and use the near future tense to express their future plans and demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical. EW students can use at least three tenses (present, near future and imperfect) to describe jobs and plans (past, present and future and respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures						
4-Dec	A	13	Lesson 11: Mon petit boulot : Describing part time work. Focus on photo card tasks Lesson 12: EBI Response Recall Task Exam Skill Lesson: Reading, Listening, Translation (Jobs)							
11-Dec	B	14	Lesson 13: Unit 4 : C’était une bonne expérience. Communicating opinions and justifications using the perfect and imperfect tenses. Lesson 14: Exam Skill Lesson : Extended Written Task Preparation (90/150) Lesson 15: Exam Skill Lesson : Extended Written Task / General Conversation							
18-Dec	A	15	Lesson 16: Module 8 – un oeil sur le monde. Point de depart 1 – Recap key terminology linking to environment and rights. Expressing priorities using modal verbs / Mock Speaking Preparation. Lesson 17: EBI Response : End of Unit Writing. Unit 1 – Notre planète Communicating problems in the world. Exam skill – translation	12/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 3/12-24-12 Advent 25/12 Christmas Day Hannukah 18/12-26/12						
				<table><tr><th>Prior</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Communicating simple details about jobs, and future plans. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.</td><td>Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.</td><td>Use of the subjunctive tense with phrases of judgment. Pluperfect tense</td></tr></table>	Prior	Current (Y11)	Next (Y12)	Communicating simple details about jobs, and future plans. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.	Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.	Use of the subjunctive tense with phrases of judgment. Pluperfect tense
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Communicating simple details about jobs, and future plans. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.	Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.	Use of the subjunctive tense with phrases of judgment. Pluperfect tense								

Christmas Holiday			6 weeks (16 lessons) (30 Days)	
8-Jan	B	16	Lesson 1: Unit 1 – Notre planète Communicating problems in the world. Exam skill – photo card task Lesson 2: Unit 2: Protecting the Environment: Using modal verbs Lesson 3: Unit 2: Protecting the Environment: Using modal verbs	<p>Overview of Unit – L’environnement (The Environment)</p> <p>Students will learn how to communicate and understand details in longer pieces about environmental and social issues including problems and solutions, ethical shopping, volunteering, global events and homelessness. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of environment.</p> <p>As well as developing a deeper understanding of how to work out the meaning within more complex and longer texts and sequences of speech.</p> <p>Foundational Concepts – Students are able to express a range of opinions and justifications relating to the environment. They are able to communicate information using a range of modal verbs. They are able to understand and communicate information across different tenses. Students are able to refer to three frames with complex language in spoken and written tasks. They are able to recognise key vocabulary relating to the environment to access GCSE Exam questions.</p> <p>Assessment of Progress – Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary The passive voice, modal verbs in the conditional tense, key phrases that use infinitives.</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Big events in France (tour de France, le carnaval de Nice), climate change and natural disaster that impact French speaking countries, new words with English links e.g. température, destructions.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between environmental issues in France/ England and other Francophone countries.</p> <p>Learning Outcomes:</p> <p>GW students can use present tense verbs to say what they do to help society (using vocab specific to the environment and social issues). And Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly</p> <p>BI students can use a variety of tenses to say what they do to help society and demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least</p>
15-Jan	A	17	Lesson 4: Charity Work: Describing charity work with the present tense. Lesson 5: Les grands événements: Describing the environment with three tenses.	
22-Jan	B	18	Lesson 6: Recall Task (3 tenses / Photo Card) / ST2 Preparation: Recall of Units 1 + 2 – Reading & Listening Lesson 7: ST2 Preparation: Recall of Units 3 + 4: Writing Lesson 8: ST2 Preparation : Recall of Units 5 + 6: Reading & Listening	
29-Jan	A	ST2	Lesson 9: ST2 Preparation : Recall of Unit 7: Reading & Listening Lesson 10: Recall Lesson: Unit 5: Writing EBI Response Recall Task	
5-Feb	B	ST2	Lesson 11:- Recall Lesson : Unit 6 : Writing Lesson 12: Recall Lesson: Unit 2: Speaking Lesson 13: Recall Lesson: General Conversation	
12-Feb	A	ST2	Lesson 14: Exam Feedback & EBI / Recall Lesson: Unit 6 Speaking Lesson 15: Exam Feedback & EBI / Recall Lesson 16: Unit 8 Environment: Writing	

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			<p>three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures EW students can use a variety of tenses to say what others do to help society (using vocab specific to the environment and social issues) and Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material.</p> <p><i>25/1 Burns night</i></p> <p><i>27/1 Holocaust memorial day</i></p> <p><i>LGBT+ history month</i></p> <p><i>1/2 World Hijab day</i></p> <p><i>6/2-12/2 Children's mental health week.</i></p> <p><i>7/2 Safer internet day</i></p> <p><i>10/2 Chinese New Year</i></p> <table><tr><th>Prior</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Communicating simple details about environmental problems. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.</td><td>Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.</td><td>Use irregular verbs in more complex tenses and structures.</td></tr></table>	Prior	Current (Y11)	Next (Y12)	Communicating simple details about environmental problems. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.	Understand and communicate using more complex structures, communicate confidently in different tenses and referring to others.	Use irregular verbs in more complex tenses and structures.
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Half-Term									
5 weeks (13 lessons) (24 Days)									
26-Feb	B	22	Lesson 1: Exam Feedback & EBI Lesson 2: GCSE Revision Lesson : Units 1+2 : Reading & Listening Lesson 3: Units 1+2 Reading & Listening						
4-Mar	A	23	Lesson 4: GCSE Revision: Units 3 + 4 Reading & Writing Lesson 5: GCSE Revision Units 4+5 Listening						
11-Mar	B	24	Lesson 6: GCSE Revision: Unit 6: Writing Lesson 7: GCSE Revision: Unit 7: Reading & Listening Recall Task Lesson 8: GCSE Revision Unit 7: Speaking (photo card / general conversation.						
18-Mar	A	25	Lesson 9: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Writing EBI Response Recall Task						
25-Mar*	B	26	Lesson 11: GCSE Revision: Unit 1 Reading & Listening Lesson 12: GCSE Revision : Unit 1 Writing Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)						
<p>Overview of Unit – Recall Lessons to maximise student progress.</p> <p>Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. . They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.</p> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>Assessment of Progress – Student Tracking 2. Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation</p>									

			<p>and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Students are expected to respond to questions that include: French literature, French speaking musicians, environmental issues, customs and traditions around the French speaking world.</p> <p><u>Learning Outcomes</u></p> <p>GW: students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p> <p>BI: students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>EW: students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..</p> <p><i>Women's history month</i></p> <p><i>Ramadhan 10/03-08/04</i></p> <p><i>Passover 22/4-30/4</i></p> <p><i>Good Friday 29/3</i></p> <p><i>Easter Sunday 31/3</i></p> <table><tr><th>Prior</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.</td><td>Understand details linking to varied topics, eg, school and free time in more complex and longer texts</td><td>Use 3 tenses to communicate details about varied topics, eg, school and freetime</td></tr></table>	Prior	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, school and free time in more complex and longer texts	Use 3 tenses to communicate details about varied topics, eg, school and freetime
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					and sequences of speech.	
Easter Holiday			6 weeks (16 lessons) (29 Days)			
15-Apr	A	27	Lesson 1: GCSE Revision : Unit 1 : Speaking Lesson 2: GCSE Revision : Unit 2 : Speaking Lesson 3: GCSE Revision : Unit 3 : Speaking Recall Task	<p>Overview of Unit – Recall Lessons to maximise student progress.</p> <p>Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. . They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.</p> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>Assessment of Progress – Student Tracking 2. Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Students are expected to respond to questions that include: French literature, French speaking musicians, environmental issues, customs and traditions around the French speaking world.</p> <p>Learning Outcomes GW: students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. BI: students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language. EW: students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex</p>		
22-Apr	B	28	Lesson 4: GCSE Revision : Unit 4 : Reading & Listening Lesson 5: GCSE Revision : Unit 4 : Speaking EBI Response Recall Task			
29-Apr	A	29	Lesson 6: (Speaking Exams?) GCSE Revision : Unit 7: Reading, Listening, Writing Lesson 7: (Speaking Exams?) GCSE Revision :Unit 8: Writing Lesson 8: (Speaking Exams?) GCSE Revision : Use QLA to determine Skill & Area of Study			
6-May*	B	30	Lesson 9: GCSE Revision : Use QLA to determine Skill & Area of Study Lesson 10: GCSE Revision : Use QLA to determine Skill & Area of Study			
13-May	A	GCSE	Lesson 12: GCSE Revision : Use QLA to determine Skill & Area of Study Lesson 13: GCSE Revision : Use QLA to determine Skill & Area of Study Lesson 14: GCSE Revision : Use QLA to determine Skill & Area of Study			
20-May	B	GCSE	Lesson 15: GCSE Revision : Use QLA to determine Skill & Area of Study Lesson 16: GCSE Revision : Use QLA to determine Skill & Area of Study			

			<p>tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..</p> <p><i>Autism and stress awareness month.</i></p> <p><i>25/4 World Malaria Day</i></p> <p><i>26/4 Lesbian visibility day</i></p> <p><i>UK national walking month.</i></p> <p><i>1/5-7/5 Deaf awareness week</i></p> <p><i>23/05 Vesak</i></p> <table><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.</td><td>Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.</td><td>Use 3 tenses to communicate details about varied topics, eg school and freetime</td></tr></table>	Prior (Y10)	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about varied topics, eg school and freetime
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Half-Term									
7 weeks (8 lessons) (35 Days)									
3-Jun	A	GCSE	Lesson 1: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 2: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 3: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)						
10-Jun	B	GCSE	Lesson 4: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 5: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)						
17-Jun	A	GCSE	Lesson 6: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 7: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 8: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)						
24-Jun	B	Contingency							
<p>Overview of Unit – Recall Lessons to maximise student progress.</p> <p>Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. . They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.</p> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>Assessment of Progress – Student Tracking 2. Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive,</p>									

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			<p>passive voice, expressing opinions with justifications, expressions of frequency</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Students are expected to respond to questions that include: French literature, French speaking musicians, environmental issues, customs and traditions around the French speaking world.</p> <p>Learning Outcomes GW: students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. BI: students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language. EW: students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..</p> <p><i>LGBTQ+ pride month.</i></p> <p><i>Gypsy, Roma and Traveller history month.</i></p> <p><i>12/6 world day against child labour</i></p> <p><i>18/6 autistic pride day</i></p> <p><i>20/6 World refugee day</i></p> <table><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.</td><td>Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.</td><td>Use 3 tenses to communicate details about varied topics, eg school and freetime</td></tr></table>	Prior (Y10)	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about varied topics, eg school and freetime
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(Total: 190 Days)									

* Bank Holidays

Based on your Flight Path	By the end of Year 11, students will have learned how to understand longer texts that include familiar and unfamiliar vocabulary. They will have learned how to apply their knowledge to each of the modalities. Students will have an awareness of how to achieve maximum marks in their exams. They will be able to communicate information across all 8 topics of study. They will be able to use different tenses and a range of opinions and reasons. Students will also be able to use complex language.
GW: (E.g. Grade 1-4)	Students are able to understand longer texts that include familiar and unfamiliar language. They will be able to use three tenses in their written and spoken work. Students will be able to apply knowledge to the different style of questions at GCSE. They will be able to recall knowledge effectively enabling them to tackle all topics they have studied.
BI: (E.g. Grades 5-6)	<i>Students are successful in accessing more complex GCSE tasks as well as producing written and spoken work to a high standard. They are able to use three tenses with a range of complex opinions and justifications across the GCSE topics they have studied.</i>
EW: (E.g. Grades 7+)	<i>Students are able to use variety of tenses to communicate information about all of the topics they have studied for this unit. They are able to understand complex texts and access the higher ability end of the exam. They are able to apply their knowledge across all of the modalities to a high quality. This will include, the use and recognition of complex language structures that refer to different pronouns, tenses, negatives and unfamiliar language.</i>

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
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