			Year 11 Overview 2025-26	– French		
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment		
	8 weeks (20 Lessons) (38 Days)					
Tues 2-Sep Tues Y7 only Wednesday- whole school	А	1	Au Collège chez nous Lesson 1: L1 Ma vie scolaire — recap school subjects and the school day. Exam skills photo cards Lesson 2: L2 - Unit 1 — Quelle est ta matière préférée expressing opinions and using the comparative to describe your subjects Describing your school	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.		
8-Sep	В	2	Lesson 3: Speaking Skills – Role play and vocab recall hotels – reserving a hotel room Role play Lesson 4 / 5: Unit 2 – C'est injuste Discussing school rules and giving opinions on them.	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		
15-Sep (INSET Friday)		3	Lesson 6: Unit 3 – As tu fait des progrès ? Discuss what has happeneded at school. Lesson 7: Recall Task + Translation Skills Exam skills – photocard use of 3rd person to complete question 1 of photocard when there are multiple people Exam skill translating to French – focus on finding the type of	Exam questions. Students are able to refer to three frames with complex language in spoken and written task.  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		
22-Sep	В	4	grammar being tested.  Lesson 8/9: Unit 4 – Souvenirs de vacances Discuss what school used to be like when you were younger – using the imperfect tense Lesson 10: Unit 5 – Les langues et l'avenir Using the imperfect, present and future tenses to discuss learning languages and recall the use of negatives in different tenses	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.  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?		
29-Sep	А	5	Lesson 11/ 12: EBI Response Recall Task Skills focus - L 13- Exam skills 5th lesson writing tasks 90 / 150 words Exam skills approach to different styles of questions	The French school day, the délégué de classe. Religion and school are completely separate in France, all religious symbols are banned from schools.  Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look		
6-Oct	В	ST1	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	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		
13-Oct	А	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)	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		
20-Oct	В	8	Lessons 19/20 Exams Feedback and EBIs	future and perfect) to describe events and In addition 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. Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebal palsy day Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Current (Y11) Next (Y12) Prior Communicating Understand and Use irregular verbs in more simple details communicate about school. using more complex tenses subjects and complex and structures. rules. structures, Introduction to communicate opinion phrases, confidently in adjectives, the different tenses perfect tense and and referring to future tenses at others. KS3 Half-Term 7 weeks (17 lessons) (34 Days) Overview of Unit – Healthy lifestyles 3-Nov En pleine forme Lesson 1Point de depart – C'est bon pour Students will learn how to communicate and understand details in longer pieces about leading a healthy lifestyle. They extend and build on prior knowledge linking to this Describing different dishes and using the topic, and learn how to adapt and use previously learnt imperative to give health advice grammar points and vocabulary within the topic of school Lesson 2/3 life. Unit 1: Bon appétit! As well as developing a deeper understanding of how to Exam skills writing for 50 / 90 words conjugate verbs in the perfect tense. Discussing mealtimes using the partitive Α 9 article and using a variety of tenses Foundational Concepts – Students are able to express a range of opinions and justifications relating to the keeping 10-Nov Lesson 5/6 healthy. They are able to understand and communicate Unit 2: Bien dans ma peau information across different tenses. Students are able to Exam skills exampro listening and reading refer to three frames with complex language in spoken and В 10 Discussing what supports good mental written tasks. They are able to recognise key vocabulary health and using modal verbs relating to jobs necessary to access GCSE Exam questions. Lesson 7/8 17-Nov Bien choisir pour ta santé – discussing **Assessment of Progress** – Students are required to complete unhealthy lifestyle choices and expressing how exam skill questions in every lesson and there are exam skills to lead a healthy lifestyle lessons carried out once a fortnight. Students are given Α Lesson 9 exam skills speaking skills – focus on frequent opportunities to complete GCSE photo card, role 11 role plays / photcards play, general conversation and translation tasks. There is an Lesson 10/11 24-Nov assessed piece of writing of 90/150 words at the end of the Unit 4 Je change ma vie unit. Students also complete a formative assessment task to Discuss what you plan to do to change your life apply knowledge from a specific sequence of learning. В 12 using the near future (F) and simple future (H) and using plus/ moins Tier 2/3 Vocabulary Simple future. Subjunctive. The perfect 1-Dec Lessons 12/13/14 tense. Opinions used in the perfect tense Unit 5 Mieux vivre Α Discuss lifestyle changes using a variety of How will it link to history, culture, authentic artefacts, 13 tenses music, art, literature? Focus on exam skills Pgs 94-103 8-Dec B 14 Equality Diversity and Inclusion: Students are presented Lesson 16: End of Unit Writing Preparation 15-Dec Α with a diverse diet of representatives from all Lesson 17: End of unit writing. 15

				at the difference bet and other Francophe Learning Outcome GW students can us- they do to lead a he- out meaning in shor poems and songs). BI students can use near future tense to healthy living and do- message and key po extracts from literar three different tense vocabulary and mor EW students can use	tween job prospects one countires.  ess:  e present tense verbalthy lifestyle and ust authentic texts (e.g. give opinions about express their future emonstrate understaints of a range of text y texts, which includes, opinions and some complex grammate at least three tense to discuss their life ond to information incress containing occinclude a combination mmatical structures.	os to say what they se processes to work g. adapted adverts,  others and use the e plans in relation to ending of overall exts, including le a range of at least ne less familiar ical. less (present, near e style (past, present n texts, which casional unfamiliar on of complex
				Prior Communicating	Current (Y11) Understand and	Next (Y12) Use of the
				simple details about jobs, and future plans. Introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.	communicate using more complex structures, communicate confidently in different tenses and referring to others.	subjunctive tense with phrases of judgment. Pluperfect tense
Christmas Ho	liday		6 weeks ( 16 lesson			
5-Jan	В	16	Lesson 1: Unit 1 – Notre planète Communicating information about the environment and practicing numbers/ percentages.  Exam skill – photo card task Lesson 2/3: Unit 1:Notre Monde est beau Discussing geography and the climate using the comparison and the superlative Exam skill – photo card tasks / read aloud / role plays / general conversation booklets  Lesson 4/5 Speaking exam Mocks	Overview of Unit Environment) Students will learn he details in longer piece issues including prolevolunteering, global and build on prior knew to adapt and us vocabulary within the As well as developin work out the meaning and sequences of sp	now to communicate ces about environment of the cest and solutions, events and homeles nowledge linking to be previously learnt goe topic of environment gadeeper understang within more com	e and understand ental and social ethical shopping, ssness. They extend this topic and learn grammar points and ent.
12-Jan	Α	17				hle to express a
19-Jan	В	ST2	Lesson 6: Reading & Listening focus for ST exams Lesson 7: focus on Writing	Foundational Conce range of opinions an environment. They a	nd justifications relat	ing to the

			Lesson 8: ST2 Preparation : Reading &	using a range of modal verbs. They are able to understand
			Listening including translating Lesson 9/10: Reading & Listening focus for ST	and communicate information across different tenses.  Students are able to refer to three frames with complex
	Α		exams focus on Writing	language in spoken and written tasks. They are able to
26-Jan		ST2	Reading & Listening including translating	recognise key vocabulary relating to the environment to
			Lesson 11/12	access GCSE Exam questions.
			Planète en danger	Assessment of Progress – Students are required to complete
			Discussing environmental probelems Lesson 13	exam skill questions in every lesson and there are exam skills
			Exam skill – writing tasks – 50/90/150 word	lessons carried out once a fortnight. Students are given
2-Feb	В		tasks	frequent opportunities to complete GCSE photo card, role
		20		play, general conversation and translation tasks. There is an
			Lesson 14: Exam Feedback & EBI / Recall	assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to
			Lesson: Unit 6 Speaking	apply knowledge from a specific sequence of learning.
			Lesson 16: Unit 8 Environment: Writing	appry knowledge from a specific sequence of learning.
				Tier 2/3 Vocabulary The passive voice, modal verbs in the
				conditional tense, key phrases that use infintivies.
				How will it link to history, culture, authentic artefacts, music, art, literature?
				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.
				Equality Diversity and Inclusion, Students are presented
				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.
				Learning Outcomes:
				<b>GW</b> 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  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
				three different tenses, opinions and some less familiar
				vocabulary and more complex grammatical structures
				<b>EW</b> 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.
				LGBT+ History month
				27/1 Holocaust memorial day
				1/2 World Hijab Day
0.5.1.	Α			6/2-12/2 Children's mental health week.
9-Feb		21		7/2 Safer internet day

				10/2 Chinese New Yea	ır	
				Prior	Current (Y11) Understand and	Next (Y12)
				Communicating simple details	communicate	Use irregular verbs in more
				about	using more	complex tenses
				environmental	complex	and structures.
				problems.	structures,	una structures.
				Introduction to	communicate	
				opinion phrases,	confidently in	
				adjectives, the	different tenses	
				perfect tense	and referring to	
				and future	others.	
				tenses at KS3.		
Half-Term			5 weeks (13 lesso	ons) (24 Days)		
23-Feb			Lesson 1:	Overview of Unit	<ul> <li>Future plans an</li> </ul>	<u>id careers</u>
			Unit 3 Des Grands gestes – discussing how to		now to communicat	
			protect the environment	details in longer pie		-
			H- using the nous form imperative F- using 2 tenses together			knowledge linking to
			Lesson 2: Unit 4 Des petits gestes			use previously learnt
			Discussing day to day actions to protect the	grammar points and life.	a vocabulary within	the topic of school
			planet	As well as developing	ng a deener underst	anding of how to
			H – en +present participle	conjugate verbs in t	-	
			F- using the imperfect tense to talk about what	, , , , , , , , , , , , , , , , , , , ,		
			you used to do to help the planet	Foundational Conc	epts – Students are	able to express a
			Exam skill – dealing with unpredictable			ting to the world of
	D.	22	questions	work. They are able		
2.14	В	22	Lesson 3 – Writing focus – 3 tenses	information across		
2-Mar			Lesson 4 : Innovation verte H- Discussing new technologies			guage in spoken and
			F – Discussing new technologies  F – Discussing school environmental projects	written tasks. They relating to jobs nec		
	Α	23	Lesson 5: Extended writing task	Telating to jobs fiec	essary to access des	or ryani daestions.
9-Mar			Mes projets d'avenir	Assessment of Prog	gress – Students are	required to complete
			Lesson 6: Module 8 Unit 1	exam skill questions	s in every lesson and	there are exam skills
			Mon été de rêve – discussing summer plans	lessons carried out	_	_
			using the future tense	frequent opportuni		· ·
			Lesson 7 : Unit 1 : Mes passions et mon avanir -			ion tasks. There is an
			F - expressing future plans using a range of	•	-	rds at the end of the
			future expressions (+ infinitives) H – using après avoir/ être	apply knowledge from	•	re assessment task to
			Lesson 8 : Unit 2 Célébrités à l'écran	apply knowledge in	om a specific sequei	ice of learning.
			Discussing reality TV stars and influencers.	Tier 2/3 Vocabulary	Simple future. Subi	unctive. The perfect
			Exam skill – Listening skills	tense. Opinions use		
	_					
	В	24		How will it link to h		nentic artefacts,
16-Mar			Lesson 9/10	music, art, literatur	e?	
	Α	25	Unit3 Quelles sonts tes competences ?- discussing possible career pathways			
23-Mar		23	Lesson 11/12	Equality Diversity a	nd Inclusion: Stude	ents are presented
25-IVIdI			Bien payé mais c'est difficile - discussing	with a diverse diet		· ·
			different jobs		•	world. Students look
			Exam skill – translations		·	s in France/ England
				and other Francoph		, 5:
				Learning Outcom		
				<b>GW</b> students can us	se present tense ver	bs to say what they
				plan do to in the fu		
				meaning in short au	ithentic texts (e.g. a	dapted adverts,
				poems and songs).	ative entire 1	
	В	26		near future tense to		t others and use the
1		20		inear ruture tense to	express men nutur	c piaiis allu

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 discuss their future life and work 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

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.

## <u>Overview of Unit – Recall Lessons to maximise</u> <u>student progress.</u>

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.

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.

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.

Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.

How will it link to history, culture, authentic artefacts, music, art, literature?

Students are expected to respond to questions that include: French literature, French speaking musicians, environmental issues, customs and traditions around the French speaking world.

## **Learning Outcomes**

				GW: students can access demonstrate understand texts which include opini as well as the present.  BI: students can access a to attempt a variety of st meaning and understand extracts from literary tex three different tenses, or as familiar, language.  EW: students can access confident to attempt a valanguage. They can responsible to authentic sources material and which include tenses, complex gramma vocabulary (e.g. international websites). Translate long grammatical structures a accurately into English with a diverse diet of recommunities within the at the difference betwee England and other France women's history month Ramadhan begins 1/3 21/3 World Down Syndrome 31/3 Transgender day of visital structures and supplies the structures and supplies the difference betwee England and other France women's history month Ramadhan begins 1/3 21/3 World Down Syndrome 31/3 Transgender day of visital structures and supplies the supplies	ing of a range of sho ons and refer to the ons and refer to the ons and refer to the ons and refer to the detail in longer text ts, which include a roinions and some ur all exam style tasks ariety of styles of task and to information in some containing occasion de a combination of tical structures and onal news articles, the er passages, contain nd less common von ith occasional errors clusion: Students and presentatives from Francophone work on environmental issophone countires.	ort and longer past or future and are confident can deduce as, including ange of at least afamiliar, as well and are sks in the target at texts, which and unfamiliar complex less common factual aing complex cabulary, s
				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 and sequences of speech.	Use 3 tenses to communica te details about varied topics, eg, school and freetime
30-Mar			Lesson 13/14/15 ( may vary due to		1 or specers.	
(finish Wednesday			timetabling) Exam skills and walking talking mocks for all			
1 <sup>st</sup> April)	Α		skills	(20 Davis)		
Easter Holida 20-Apr	у		6 weeks (16 lessons) Lesson 1: <b>GCSE Revision</b> : Unit 1: Speaking	(29 Days) Overview of Unit – Re	call Lessons to ma	vimice
20-Αμι	В		Lesson 2: GCSE Revision: Unit 2: Speaking Lesson 3: GCSE Revision: Unit 3: Speaking Recall Task	student progress.		
27-Apr	A	29	Lesson 4: GCSE Revision: Unit 4: Reading & Listening Lesson 5: GCSE Revision: Unit 4: Speaking EBI Response Recall Task	Students enhance and co of recall and revision less Exams. They continue to spoken tasks in preparati able to use three tenses	ons to prepare then complete a range of on for their assessm	n for their ST2 f written and nents They are
4-May			Lesson 6: GCSE Revision: Unit 7: Reading,	justifications. Students al		

			Lesson 8: GCSE Revision: Use QLA to	reading, listening and translation tasks to enhance and
			determine Skill & Area of Study	consolidate their skills.
11-May			Lesson 9: GCSE Revision: Use QLA to	Foundational Concepts – Students can access all exam style
,			determine Skill & Area of Study	tasks and are confident to attempt a variety of styles of
			Lesson 10: GCSE Revision: Use QLA to	tasks. They can deduce meaning and understand detail in
	Α	GCSE	determine Skill & Area of Study	longer texts, including extracts from literary texts, which
18-May			Lesson 12: GCSE Revision: Use QLA to	include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.
			determine Skill & Area of Study Lesson 13: GCSE Revision: Use QLA to	and some unitaliliar, as well as familiar, language.
			determine Skill & Area of Study	
			Lesson 14: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study	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.
				Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.
				How will it link to history, culture, authentic artefacts, music, art, literature?
				Students are expected to respond to questions that include: French literature, French speaking musicians, environmental issues, customs and traditions around the French speaking world.
				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
				<b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all
	В	GCSE		communities within the Francophone world. Students look at the difference between environmental issues in France/ England and other Francophone countries.

				LGBTQ+ pride month. Gypsy, Roma and Travel. 12/6 world day against of 18/6 autistic pride day 20/6 World refugee day	Current (Y11)	Next (Y12)
				Introduction to simple phrases	Understand details linking to	Use 3 tenses to communicate
				across varied	varied topics, eg,	details about
				topics e.g. school & free time.	school and free time in more	varied topics, eg school and
				Opinions and	complex and	freetime
				reasons, past and	longer texts and	
				future tenses.	sequences of	
					speech.	
Half-Term			7 weeks (8 lesson	1		
3-Jun			Lesson 1: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study (writing) Lesson 2: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study (writing)	Overview of Unit – student progress.		
			Lesson 3: <b>GCSE Revision</b> : Use QLA to	Students enhance and		
	Α	GCSE	determine Skill & Area of Study (writing)	of recall and revision Exams. They continue		
10-Jun			Lesson 4: <b>GCSE Revision</b> : Use QLA to	spoken tasks in prepa		
			determine Skill & Area of Study (writing) Lesson 5: <b>GCSE Revision</b> : Use QLA to	able to use three tens		
	В	GCSE	determine Skill & Area of Study (writing)	justifications. Student reading, listening and		
17-Jun			Lesson 6: GCSE Revision: Use QLA to	consolidate their skills		illiance and
			determine Skill & Area of Study (writing)	Foundational Concep		·
			Lesson 7: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study (writing)	tasks and are confiden		
			Lesson 8: <b>GCSE Revision</b> : Use QLA to	tasks. They can dedu- longer texts, including		
	Α	GCSE	determine Skill & Area of Study (writing)	include a range of at I		•
24-Jun				and some unfamiliar,	as well as familiar, lar	nguage.
				Assessment of Progre required to complete and there are exam sl fortnight. Students ar complete GCSE photo and translation tasks. 90/150 words at the ear formative assessme specific sequence of lear	exam skill questions i kills lessons carried ou e given frequent oppo card, role play, gener There is an assessed end of the unit. Stude nt task to apply know	n every lesson  It once a  ortunities to  ral conversation  piece of writing of  nts also complete
				Tier 2/3 Vocabulary – conditional, simple fu passive voice, express expressions of freque	ture, imperfect tense, sing opinions with just	, subjunctive,
		Contin		How will it link to hist art, literature?	ory, culture, authenti	c artefacts, music,
	В	gency		Students are expected French literature, French		

issues, customs and traditions around the French speaking world. **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.. LGBTQ+ pride month. Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day Prior (Y10) Current (Y11) Next (Y12) Introduction to Understand Use 3 tenses to simple phrases details linking to communicate varied topics, eg, across varied details about varied topics, eg topics e.g. school school and free & free time. time in more school and Opinions and complex and freetime reasons, past and longer texts and future tenses. sequences of speech. (Total: 190 Days)

	Overview of Year 11
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.
<b>GW</b> : (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)	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.
EW: (E.g. Grades 7+)	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

<sup>\*</sup> Bank Holidays

include, the use and recognition of complex language structures that refer to different pronouns, tenses,
negatives and unfamiliar language.

## **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?
  - o 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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