

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 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 | A | 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. As well as developing a deeper understanding of how to conjugate verbs in the imperfect tense and using three tenses together. |
| 8-Sep | B | 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. | 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. |
| 15-Sep (INSET Friday) | A | 3 | Lesson 6: Unit 3 – As tu fait des progrès ? Discuss what has happened 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 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. |
| 22-Sep | B | 4 | 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 | Tier 2/3 Vocabulary il faut and il est interdit de. Using ils and elle verb forms. using the imperfect tense How will it link to history, culture, authentic artefacts, music, art, literature? |
| 29-Sep | A | 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 at the difference between eating habits in France and other Francophone countries. |
| 6-Oct | B | 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 | 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. |
| 13-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) | EW: students can use a variety of tenses (present, near 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 |
| 20-Oct | B | 8 | Lessons 19/20 Exams Feedback and EBIs | |

| | | | | <p>language creatively to express individual thoughts, ideas and points of view about their school.</p> <p><i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i></p> <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. | Use irregular verbs in more complex tenses and structures. |
|---|--|--|--|--|-------|---------------|------------|---|--|--|
| 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) | | | | | | |
| 3-Nov | A | 9 | <p>En pleine forme</p> <p>Lesson 1Point de depart – C’est bon pour la santé</p> <p>Describing different dishes and using the imperative to give health advice</p> <p>Lesson 2/3</p> <p>Unit 1: Bon appétit!</p> <p>Exam skills writing for 50 / 90 words</p> <p>Discussing mealtimes using the partitive article and using a variety of tenses</p> | <p>Overview of Unit – Healthy lifestyles</p> <p>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 topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of school life.</p> <p>As well as developing a deeper understanding of how to conjugate verbs in the perfect tense.</p> <p>Foundational Concepts – Students are able to express a range of opinions and justifications relating to the keeping healthy. 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.</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 Simple future. Subjunctive. The perfect tense. Opinions used in the perfect tense</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all</p> | | | | | | |
| 10-Nov | B | 10 | <p>Lesson 5/6</p> <p>Unit 2 : Bien dans ma peau</p> <p>Exam skills exampro listening and reading</p> <p>Discussing what supports good mental health and using modal verbs</p> | | | | | | | |
| 17-Nov | A | 11 | <p>Lesson 7/8</p> <p>Bien choisir pour ta santé – discussing unhealthy lifestyle choices and expressing how to lead a healthy lifestyle</p> <p>Lesson 9 exam skills speaking skills – focus on role plays / photcards</p> | | | | | | | |
| 24-Nov | B | 12 | <p>Lesson 10/11</p> <p>Unit 4 Je change ma vie</p> <p>Discuss what you plan to do to change your life using the near future (F) and simple future (H) and using plus/ moins</p> | | | | | | | |
| 1-Dec | A | 13 | <p>Lessons 12/13/14</p> <p>Unit 5 Mieux vivre</p> <p>Discuss lifestyle changes using a variety of tenses</p> | | | | | | | |
| 8-Dec | B | 14 | <p>Focus on exam skills Pgs 94-103</p> | | | | | | | |
| 15-Dec | A | 15 | <p>Lesson 16: End of Unit Writing Preparation</p> <p>Lesson 17: End of unit writing.</p> | | | | | | | |

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| | | | | <p>communities within the Francophone world. Students look at the difference between job prospects 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 lead a healthy lifestyle and use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).</p> <p>BI students can use give opinions about others and use the near future tense to express their future plans in relation to healthy living 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.</p> <p>EW students can use at least three tenses (present, near future and imperfect) to discuss their life style (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</p> <p><i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i></p> <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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| 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 | | | | | | | | |
| Christmas Holiday6 weeks (16 lessons) (30 Days) | | | | | | | | | | |
| 5-Jan | B | 16 | Lesson 1: Unit 1 – Notre planète Communicating information about the environment and practicing numbers/ percentages. <i>Exam skill – photo card task</i> Lesson 2/3: Unit 1:Notre Monde est beau Discussing geography and the climate using the comparison and the superlative <i>Exam skill – photo card tasks / read aloud / role plays / general conversation booklets</i> | <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</p> | | | | | | |
| 12-Jan | A | 17 | Lesson 4/5 Speaking exam Mocks | | | | | | | |
| 19-Jan | B | ST2 | Lesson 6: Reading & Listening focus for ST exams Lesson 7: focus on Writing | | | | | | | |

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| | | | Lesson 8: ST2 Preparation : Reading & Listening including translating | <p>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: 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 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 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>LGBT+ History month 27/1 Holocaust memorial day 1/2 World Hijab Day 6/2-12/2 Children's mental health week. 7/2 Safer internet day</i></p> |
| 26-Jan | A | ST2 | Lesson 9/10: Reading & Listening focus for ST exams focus on Writing Reading & Listening including translating | |
| 2-Feb | B | 20 | Lesson 11/12 Planète en danger Discussing environmental problems Lesson 13 Exam skill – writing tasks – 50/90/150 word tasks | |
| 9-Feb | A | 21 | Lesson 14: Exam Feedback & EB / Recall Lesson: Unit 6 Speaking Lesson 16: Unit 8 Environment: Writing | |

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| | | | | 10/2 Chinese New Year | | | | | | |
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| | | | | <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. |
| 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. | | | | | | | | |
| Half-Term 5 weeks (13 lessons) (24 Days) | | | | | | | | | | |
| 23-Feb | B | 22 | Lesson 1: Unit 3 Des Grands gestes – discussing how to protect the environment H- using the nous form imperative F- using 2 tenses together Lesson 2: Unit 4 Des petits gestes Discussing day to day actions to protect the planet H – en +present participle F- using the imperfect tense to talk about what you used to do to help the planet Exam skill – dealing with unpredictable questions Lesson 3 – Writing focus – 3 tenses | <p>Overview of Unit – Future plans and careers Students will learn how to communicate and understand details in longer pieces about their future career plans and hopes. 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.</p> <p>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.</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 Simple future. Subjunctive. The perfect tense. Opinions used in the perfect tense</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</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 job prospects in France/ England and other Francophone countries.</p> <p>Learning Outcomes: GW students can use present tense verbs to say what they plan do to in the future 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</p> | | | | | | |
| 2-Mar | A | 23 | Lesson 4 : Innovation verte H- Discussing new technologies F – Discussing school environmental projects Lesson 5: Extended writing task | | | | | | | |
| 9-Mar | B | 24 | Mes projets d'avenir Lesson 6: Module 8 Unit 1 Mon été de rêve – discussing summer plans using the future tense Lesson 7 : Unit 1 : Mes passions et mon avenir - F - expressing future plans using a range of future expressions (+ infinitives) H – using après avoir/ être Lesson 8 : Unit 2 Célébrités à l'écran Discussing reality TV stars and influencers. Exam skill – Listening skills | | | | | | | |
| 16-Mar | A | 25 | Lesson 9/10 Unit3 Quelles sont tes competences ?- discussing possible career pathways | | | | | | | |
| 23-Mar | B | 26 | Lesson 11/12 Bien payé mais c'est difficile - discussing different jobs Exam skill – translations | | | | | | | |

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| | | | <p>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.</p> <p>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</p> <p>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.</p> <p><u>Overview of Unit – Recall Lessons to maximise student progress.</u></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><u>Learning Outcomes</u></p> |
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What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

| | | | | <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>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><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</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 and sequences of speech.</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 and sequences of speech. | Use 3 tenses to communicate details about varied topics, eg, school and freetime |
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| 30-Mar (finish Wednesday 1 st April) | A | | Lesson 13/14/15 (may vary due to timetabling) Exam skills and walking talking mocks for all skills | | | | | | | |
| Easter Holiday 6 weeks (16 lessons) (29 Days) | | | | | | | | | | |
| 20-Apr | B | | Lesson 1: GCSE Revision : Unit 1 : Speaking Lesson 2: GCSE Revision : Unit 2 : Speaking Lesson 3: GCSE Revision : Unit 3 : Speaking Recall Task | <p><u>Overview of Unit – Recall Lessons to maximise student progress.</u></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</p> | | | | | | |
| 27-Apr | A | 29 | Lesson 4: GCSE Revision : Unit 4 : Reading & Listening Lesson 5: GCSE Revision : Unit 4 : Speaking EBI Response Recall Task | | | | | | | |
| 4-May (Bank holiday Mon) | B | GCSE | Lesson 6: GCSE Revision : Unit 7: Reading, Listening, Writing Lesson 7: GCSE Revision :Unit 8: Writing | | | | | | | |

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| | | | Lesson 8: GCSE Revision: Use QLA to determine Skill & Area of Study | <p>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 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>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> |
| 11-May | A | GCSE | Lesson 9: GCSE Revision: Use QLA to determine Skill & Area of Study Lesson 10: GCSE Revision: Use QLA to determine Skill & Area of Study | |
| 18-May | B | 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 | |

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| | | | | <p>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</p> | | | | | | |
|--|---|---|--|---|-------------|---------------|------------|--|---|---|
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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) | <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</p> | | | | | | |
| 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 | Contin gency | | | | | | | | |

| | | | <p>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>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

| 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. |
| 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</i> |

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?

| | |
|--|---|
| | <i>include, the use and recognition of complex language structures that refer to different pronouns, tenses, negatives and unfamiliar language.</i> |
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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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