

Year: 11

Subject: French

Year 11 French – Unit 1		
Overarching Topic: Customs and festivals in French-speaking countries and communities (Theme 1)		
What has come before and what comes later:	During the previous unit, students studied about free-time activities. In the next unit, they will learn about global issues, such as poverty and homelessness and environmental issues. The unit covers the fourth and final unit of the GCSE specification from theme 1. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How do you say how you usually celebrate a festival (such as Christmas, Hanukkah, Eid al-Fitr), what you did to celebrate in the past, and what you are going to do to celebrate in the future?</li> <li>Give some key vocabulary used to describe the celebration of Christmas and other festivals in France/French-speaking countries.</li> <li>How do you give basic details and opinions about Bastille Day, All Saints' Day and/or Easter?</li> <li>How do you say how you usually celebrate your birthday, what you did to celebrate in the past, and what you are going to do to celebrate in the future?</li> <li>How do you discuss presents you usually receive, have received and are going to receive?</li> <li>How do you form the present, perfect (past) and near future tenses in French in the 'I' form?</li> <li>How do you conjugate reflexive verbs in the 'I' form in the perfect (past) tense?</li> <li>What do 'c'était', 'j'étais', 'il y avait', 'j'avais' and 'il faisait' mean?</li> </ul>	<ul style="list-style-type: none"> <li>How do you conjugate reflexive verbs in the perfect (past) tense in all forms?</li> <li>How do you form the simple future tense in French in the 'I' and 'we' forms?</li> <li>How do you form the present, perfect (past), near future and simple future tenses in French in all forms?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above).</li> <li>Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

Year: 11

Subject: French

Year 11 French - Unit 2		
Overarching Topic: Global issues (Theme 2)		
What has come before and what comes later:	Some of the issues discussed in this unit were initially studied by students in the Year 9 scheme of work. This has been taught in unit 2 of Year 11 intentionally so that all new units have been covered by the Year 11 mock examinations in December. During the previous unit, students learnt about customs and festivals in French-speaking countries and communities, which was the final new unit of the course. In the next unit, they will learn about travel and tourism. The unit covers the third unit of the GCSE specification from theme 2. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How do you say what you do at home to protect the environment?</li> <li>List some of the key environmental problems / concerns.</li> <li>How do you say what you are going to do to protect the environment in the future?</li> <li>How do you say what you did to protect the environment in the past?</li> <li>List some different reasons for poverty / inequality / homelessness in the world.</li> <li>How do you say what you are going to do to help the poor / homeless people?</li> <li>How do you form the present, perfect (past) and near future tenses in French in the 'I' form?</li> <li>How do you say 'I must' and 'I can' in French?</li> <li>How do you express possibility in French?</li> </ul>	<ul style="list-style-type: none"> <li>How do you form the simple future tense in French in the 'I' and 'we' forms?</li> <li>How do you form the present, perfect (past), near future and simple future tenses in French in all forms?</li> <li>How do you conjugate 'devoir' and 'pouvoir' in all forms in the present tense?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above).</li> <li>Skills focus → Reading skills – students identify 2-3 personal strategies to improve their reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

Year: 11

Subject: French

Year 11 French - Unit 3		
Overarching Topic: Travel and tourism (Theme 2)		
What has come before and what comes later:	Some of the issues discussed in this unit were initially studied by students in the Year 8 scheme of work. This has been taught as unit 3 of Year 11 intentionally so that all new units have been covered by the Year 11 mock examinations in December. During the previous unit, students learnt about global issues. The unit covers the final unit of the GCSE specification from theme 2. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>• How do you say how you travel on holiday?</li> <li>• How do say what the weather is like?</li> <li>• How do you give details about different types of holiday accommodation / facilities?</li> <li>• How do you buy a ticket / book a trip?</li> <li>• How do you book accommodation (e.g. types of room, how long for etc)?</li> <li>• How do you say what you did on a holiday in the past?</li> <li>• How do you say what you are going to do on a holiday in the future?</li> <li>• How do you say what there is in your region and/or a region in France?</li> <li>• How do you say 'to' and 'in' when expressing which country you went 'to' or live 'in'?</li> <li>• How do you say 'by' when referring to modes of transport?</li> <li>• How do you form the present, perfect (past) and near future tenses in French in the 'I' form?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you form the imperfect (past) and simple future tenses in French in the 'I' and 'we' forms?</li> <li>• How do you form the present, perfect (past), imperfect (past), near future and simple future tenses in French in all forms?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above).</li> <li>• Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and homework activities.</li> <li>• Assessments.</li> </ul>