

# Curriculum Map

Subject: French



Year: 11 (AQA Exam board)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p><b>Au collège</b></p> <ul style="list-style-type: none"> <li>-Quelles sont tes matières préférées?</li> <li>-Que penses-tu de ton emploi du temps?</li> <li>-Comment est ton collège?</li> <li>-Que penses-tu du règlement scolaire?</li> <li>-Quels clubs extra-scolaires fais-tu?</li> <li>-Quels sont tes succès scolaires?</li> <li>- Que penses-tu des échanges scolaires?</li> <li>- Parle-moi d'un activité scolaire récente dont tu es fier?</li> <li>-que feras-tu l'an prochain après les GCSE?</li> </ul>	<p><b>Au travail</b></p> <ul style="list-style-type: none"> <li>-Quelle orientation t'attire?</li> <li>-Que voudrais-tu faire comme métier plus tard?</li> <li>-Quels sont les avantages de parler des langues étrangères?</li> <li>-Que fais-tu pour gagner de l'argent?</li> <li>-Que penses-tu des stages d'entreprise?</li> <li>- Qu'as-tu fait le weekend dernier pour aider à la maison?</li> </ul>	<p><b>Un oeil sur le monde</b></p> <ul style="list-style-type: none"> <li>-Qu'est-ce qui est important pour toi dans la vie?</li> <li>-À ton avis, quel est le plus grand problème pour la planète, et pourquoi?</li> <li>-Que devrait-on faire pour sauver notre planète?</li> <li>-Pourquoi être bénévole?</li> <li>-Que fais-tu pour aider les autres?</li> <li>-Quels sont les avantages des grands évènements ?</li> </ul>	<p><b>Revision and Exam practice</b></p> <ul style="list-style-type: none"> <li>-Key vocabulary on the 8 topics</li> <li>- 4 skill practice</li> <li>-Translating accurately from English into French</li> <li>- Revising basic question types</li> <li>-Using questions to structure your answers for writing and speaking tasks</li> </ul>	<p><b>Revision and Exam practice</b></p> <p>Carry on revision on the 8 topics</p> <ul style="list-style-type: none"> <li>- 4 skill practice</li> <li>-Translating accurately from English into French</li> <li>- Revising basic question types</li> <li>-Using questions to structure your answers for writing and speaking tasks</li> </ul>	N/A

<p>Knowledge</p>	<ul style="list-style-type: none"> <li>-Talking about schools subjects and timetables</li> <li>-describing school facilities</li> <li>- Comparing school in the UK and French-speaking countries</li> <li>-Discussing school rules</li> <li>- Talking about getting the best out of school</li> <li>- Talking about a school exchange</li> </ul>	<ul style="list-style-type: none"> <li>-discussing jobs and preferences</li> <li>-career choices</li> <li>-future plans, hopes, and wishes</li> <li>-discussing the importance of languages</li> <li>-applying for jobs</li> <li>-how to earn money</li> <li>-work experiences</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing problems facing the world</li> <li>-Talking about protecting the environment</li> <li>-Discussing ethical shopping</li> <li>-Talking about volunteering</li> <li>-Discussing big events</li> </ul>	<ul style="list-style-type: none"> <li>-Key vocabulary on the topics</li> <li>- Working out the meaning of new words</li> <li>- Inferring answers from a text</li> <li>-Borrowing and adapting language</li> <li>- To practise questions to ask and answer</li> <li>- Making connections between word types</li> <li>- Identifying true statements about a text</li> <li>- Making your translations sound natural-</li> <li>Predicting what you will hear</li> </ul>	<ul style="list-style-type: none"> <li>-Key vocabulary on the topics</li> <li>- Working out the meaning of new words</li> <li>- Inferring answers from a text</li> <li>-Borrowing and adapting language</li> <li>- To practise questions to ask and answer</li> <li>- Making connections between word types</li> <li>- Identifying true statements about a text</li> <li>- Making your translations sound natural-</li> <li>Predicting what you will hear</li> </ul>	
<p>Skills</p>	<ul style="list-style-type: none"> <li>-Understanding direct object pronouns</li> <li>-pronouns Il and Elle</li> <li>-comparisons</li> <li>- Reflexive verbs</li> <li>-ils/elles</li> <li>-Il faut/ il est interdit de</li> <li>-imperfect tense</li> <li>-past, future, present time frames</li> <li>- looking at the pluperfect</li> <li>-Saying 'I could have (done something)'</li> </ul>	<ul style="list-style-type: none"> <li>-conditional</li> <li>-simple future tense</li> <li>-subjunctive</li> <li>-adverbs</li> <li>-Using different pronouns and giving opinions</li> <li>-Comparative and adjectives</li> <li>-the relative pronoun Que</li> <li>-revising present, past, future tenses</li> <li>- Using different time frames</li> </ul>	<ul style="list-style-type: none"> <li>-Making connections between word types</li> <li>-Using a variety of tenses</li> <li>-Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in present and conditional tenses</li> <li>-Giving arguments for and against</li> <li>- <i>En</i> + the present participle</li> <li>- Using <i>si</i> (present + future / imperfect + conditional)</li> </ul>	<ul style="list-style-type: none"> <li>-Grammar: Eg.Revising a variety of tenses / adjective agreements / different pronouns / negatives</li> <li>- 4 skills practice</li> <li>Eg. - Revising basic question types using Tu and Vous / translation into English and French</li> <li>-Manipulating language to make it your own</li> <li>- Revising higher grammar, Eg. the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>-Grammar: Eg.Revising a variety of tenses</li> <li>- 4 skills practice</li> <li>- Revising higher grammar and structures</li> </ul>	

Key Questions	<ul style="list-style-type: none"> <li>-what details are important to look at when writing a paragraph?</li> <li>-what key-words are important when reading a text?</li> <li>-what's the difference between the perfect and imperfect tenses?</li> </ul>	<ul style="list-style-type: none"> <li>- how do you recognise and use the different time frames?</li> <li>-what is the difference between the present and subjunctive moods?</li> <li>-what details are important to look at when writing a paragraph?</li> <li>-what key-words are important when reading a text?</li> <li>-how do you analyse a card during a picture-based discussion?</li> <li>-what are the strategies to adopt to recognise key-word when listening to a track?</li> </ul>	<ul style="list-style-type: none"> <li>-How do you make connections between the different word types?</li> <li>-What modal verbs will you use for the question "What could you do to protect the planet?"</li> <li>-How do you use sentences to make them your own?</li> <li>-how do you make your answers look authentic?</li> <li>- how do you use the present participle?</li> <li>-how do you use the imperfect + conditional tenses in a sentence?</li> </ul>	<p>Writing tasks: What key words and cognates do you recognise / What words from the questions can you reuse in your answers / How do you know what tense you need to use for each bullet point/ What do you need to concentrate on to translate sentences?</p> <p>Listening / Reading: How do you work out work out words from the context?</p> <p>Speaking: What do you need to include in each of your answer?</p>	<p>Writing : What is an excellent piece?</p> <p>Listening / Reading: How do you work out the meaning from the context?</p> <p>Speaking: What is an excellent answer?</p>	
Assessment	Reading and Writing	Listening, Speaking, Reading, Writing <b>(MOCK EXAMS)</b>	Listening/ Reading, Writing	Listening, Speaking, Reading, Writing <b>(MOCK EXAMS 2)</b>	Listening, Speaking, Reading, Writing	
Literacy/numeracy/SMSC/Character	<p><b>Literacy-</b></p> <p>Structuring sentences with opening expressions, statements, reasons, and opinions.</p>	<p>Exam skills</p> <p><b>Eg.</b>spotting and using key verbs and tenses in a text/paragraph</p>	<p><b>Literacy</b>-listening to tracks and identifying words from written questions</p> <p>Using arguments for and against the ethical world etc</p>	<p><b>Literacy/numeracy</b></p> <p>Recognising key words, verbs, tenses for the 4 skills exam</p>	<p>Exam skills</p> <p>Recognising key words, verbs, tenses for the 4 skills exam</p>	

<p>Enrichment opportunities and futures</p>	<p>Intervention sessions for key students 3 times a week          -studying one year in a French speaking country while being at university          -Black history month- Looking at black culture in France in the 19th century, through the film Chocolat, and 20th century through the celebrity Josephine Baker</p>	<p>One to one intervention sessions for key students          -Taking a gap year to work in a French speaking country</p>	<p>Intervention sessions for key students           Working for a French NGO/ Médecins sans frontières / La Croix Rouge/ Fondation Abbé Pierre etc.</p>	<p>Intervention sessions for key students</p>	<p>Intervention sessions for key students</p>	
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