	Year 11 Overview 2024-25 – French						
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment			
	8 weeks (20 Lessons) (38 Days)						
2-Sep		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	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			
9-Sep	В	2	Role play  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	life. 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.			
16-Sep*	A	3	Lesson 6: <b>Unit 3</b> – Liberté, égalité, fraternitéDiscussing school rules using il faut and il est interdit. Lesson 7: <b>Unit 3</b> – Liberté, égalité, fraternitéDiscussing school rules using il faut and il est interdit. / <b>Uniform</b> Lesson 8: <b>Recall Task</b> + <b>Translation Skills</b> 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.			
23-Sep	В	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.  Equality Diversity and Inclusion: Students are presented			
30-Sep	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	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			

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7-Oct		ST1	Lesson 14: ST1 Revision: Recall Revisions,	students can write coherent extended texts using language
			units 1-5. Covering all exam skill areas.	effectively to narrate, inform, interest and convince. Use
			Walking Talking Mock. Focus on skills –	language creatively to express individual thoughts, ideas and
			exam technique for AT1&3	points of view about their school.
			Lesson 15: ST1 Revision: Recall Revisions,	
			units 1-5. Covering all exam skill areas.	Parent and Carers month/Black History month
			Walking Talking Mock. Focus on skills –	3/9 World afro day
	В		exam technique for AT1&3	23/9 International day of sign languages
14-Oct	Α	ST1	Lesson 16: Recall Lesson 1: Writing 90 / 150	10/10 world mental health day
1.000			Words (House & Home)	5/10 world teachers day
			Lesson 17: Recall Lesson 2: Describing a Photo	6/10 World cerebal palsy day
			(Free Time)	
			Lesson 18: Recall Lesson 3: GCSE Role Plays	Assessment (Quiz/Tests/application tasks/ ST: Including
			(Shopping / Eating Out / Sport)	foundational concepts, wider disciplinary knowledge,
21-Oct	В	ST1	Lesson 19: Recall Lesson 4 : General	key content.)
			Conversation Practise	Prior Current (Y11) Next (Y12)
			Lesson 20: Recall Lesson 5: Reading & Listening	Communicating Understand and Use irregular simple details communicate verbs in more
			Skills (Traditions & Celebrations)	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			<b>7</b> weeks (17 lessons)	(34 Days)
4-Nov			Lesson 1: Exam Feedback & EBI / Recall	Overview of Unit – Le Travail (jobs)
			Lesson: Photo Card (F) 40 Words (F)	Students will learn how to communicate and understand
			90/150 (H): Unit 1 Family & Friends	details in longer pieces about jobs and work including career
			Lesson 2: Exam Feedback & EBI Recall	choices, applying for jobs, preferences, and work
			Lesson: General Conversation	experience. They extend and build on prior knowledge
	Α	9	Lesson 3: Exam Feedback & EBI Recall	linking to this topic, and learn how to adapt and use
		9	Lesson: Literature Texts.	previously learnt grammar points and vocabulary within the
11 Nov			Lesson 4: Le travail -Point de depart -	topic of school life.
11-Nov				As well as developing a deeper understanding of how to
			Recap jobs and passions Expressing	conjugate verbs in the perfect tense.
			opinions on jobs using the conditional	Foundational Concents Ctudents are able to everyone
			tense. Exam skills –Translations and	Foundational Concepts – Students are able to express a range of opinions and justifications relating to the world of
			literary texts	work. They are able to understand and communicate
			Lesson5: Unit 1 -H - Quelle orientation	information across different tenses. Students are able to
			t'attire? – Discuss career choices including	refer to three frames with complex language in spoken and
			the best and worst thing.	written tasks. They are able to recognise key vocabulary
			F - Qu'est-ce que tu voudrais faire? –	relating to jobs necessary to access GCSE Exam questions.
	В	10	Dsicuss work preferences using the	•
			conditional tense.	Assessment of Progress – Students are required to complete
18-Nov			Lesson 6: Unit 1 -H - Quelle orientation	exam skill questions in every lesson and there are exam skills
			t'attire? – Discuss career choices including	lessons carried out once a fortnight. Students are given
			the best and worst thing.	frequent opportunities to complete GCSE photo card, role
			F - Qu'est-ce que tu voudrais faire? –	play, general conversation and translation tasks. There is an
			Dsicuss work preferences using the	assessed piece of writing of 90/150 words at the end of the
			conditional tense.	unit. Students also complete a formative assessment task to
			Lesson 7: Unit 2 - H II faut que je fasse ça -	apply knowledge from a specific sequence of learning.
			F- Mon avenir	Tier 2/3 Vocabulary Simple future. Subjunctive. The perfect
			Discuss plans, and hopes for the future.	tense. Opinions used in the perfect tense
	Α		Introduction to the subjunctive.	tense. Opinions used in the perfect tense
	^`	11	Lesson 8: Exam Skills: General Conversation.	How will it link to history, culture, authentic artefacts,
25-Nov	D		Lesson 9: Unit 2 - H II faut que je fasse ça -	music, art, literature?
L ZD-IV()V	В	12	Lesson 9: Onic 2 - m ii faut que je fasse ça -	, <del></del> <del></del> <del></del> <del></del>
			F- Mon avenir Discuss plans, and hopes	

			for the future. Introduction to the subjunctive.  Lesson 10: Recall Task Unit 3 - Je voudrais	14-16 year olds can wo holidays. BAFA = qualif children's holiday grou	fication that allows	s you to work as a
			<b>postuler</b> Discuss how to earn money and apply for jobs using different tenses	Equality Diversity and Inclusion: Students are presented		•
2-Dec			Lesson 11: Mon petit boulot: Describing	with a diverse diet of representatives from all communities within the Francophone world. Students loc		
	Α		part time work. Focus on photo card tasks Lesson 12: EBI Response Recall Task Exam Skill	at the difference between	een job prospects	
		13	Lesson: Reading, Listening, Translation (Jobs)	and other Francophone countires.  Learning Outcomes:		
9-Dec	В	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 : Speaking skills	GW students can use printerest them and why meaning in short authorous and songs). BI students can use given ar future tense to exidemonstrate understa	present tense verb y and use processe entic texts (e.g. ad- ive opinions about xpress their future anding of overall m	s to work out apted adverts, others and use the plans and essage and key
16-Dec			lesson General Conversation  Lesson 16: End of Unit Writing Preparation  Lesson 17: End of unit writing.	points of a range of text texts, which include a stenses, opinions and so complex grammatical. <b>EW</b> students can use a future and imperfect) to present and future an which include authentic unfamiliar material and complex tenses, complements to the standard of the stand	exts, including extra range of at least the ome less familiar value less three tense to describe jobs and respond to infor- cic sources contained d which include a collex grammatical standards.	acts from literary aree different ocabulary and more s (present, near ad plans (past, mation in texts, ng occasional combination of ructures
				14/11 World Diabetes Do 1/12 World AIDS day 25/12 Christmas Day  Prior Communicating	Current (Y11) Understand and	Next (Y12) Use of the
				simple details	communicate	subjunctive tense
	А			future plans. Introduction to opinion phrases, adjectives, the perfect tense and of	using more complex structures, communicate confidently in different tenses and referring to	with phrases of judgment. Pluperfect tense
		15			others.	
Christmas Ho	liday		6 weeks ( 16 lesson	• •	., .	. /=1
			Lesson 1: Unit 1 – Notre planète Communicating problems in the world.  Exam skill – photo card task Lesson 2: Unit 2: Protecting the Environment:	Overview of Unit – I Environment) Students will learn how details in longer pieces	w to communicate	and understand
6-Jan	В	16	Using modal verbs Lesson 3: Unit 2: <b>Protecting the Environment:</b> Using modal verbs	issues including proble volunteering, global evand build on prior known	vents and homeles	sness. They extend
13-Jan	А	17	Lesson 4: <b>Charity Work:</b> Describing charity work with the present tense. Lesson 5: <b>Les grands evenements:</b> Describing the environment with three tenses.	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.		
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				As well as developing a dee
			Lesson 6: Recall Task (3 tenses / Photo Card) / ST2 Preparation: Recall of Units 1 + 2 – Reading & Listening	work out the meaning with and sequences of speech.
20-Jan	В	ST2	Lesson 7: ST2 Preparation: Recall of Units 3 + 4: Writing Lesson 8: ST2 Preparation: Recall of Units 5 + 6: Reading & Listening	Foundational Concepts – S range of opinions and justif environment. They are able using a range of modal verb
27-Jan	А	ST2	Lesson 9: ST2 Preparation : Recall of Unit 7:  Reading & Listening  Lesson 10: Recall Lesson: Unit 5: Writing EBI  Response Recall Task	and communicate informat Students are able to refer t language in spoken and wri recognise key vocabulary re
3-Feb	В	CTO	Lesson 11:- Recall Lesson : Unit 6 : Writing Lesson 12: Recall Lesson: Unit 2: Speaking	access GCSE Exam question  Assessment of Progress – S
		ST2	Lesson 13: Recall Lesson: General Conversation  Lesson 14: Exam Feedback & EBI / Recall  Lesson: Unit 6 Speaking  Lesson 15: Exam Feedback & EBI / Recall  Lesson 16: Unit 8 Environment: Writing	exam skill questions in ever lessons carried out once a f frequent opportunities to o play, general conversation assessed piece of writing of unit. Students also complet apply knowledge from a sp
				Tier 2/3 Vocabulary The pa conditional tense, key phra
				How will it link to history, music, art, literature?
				Big events in France (tour colimate change and natural speaking countries, new wo température, destructions.
				Equality Diversity and Inclusion with a diverse diet of reproduced communities within the Fat the difference between England and other Francop
				Learning Outcomes:  GW students can use prese do to help society (using vo and social issues). And Dem range of short passages wh reasons, details and referen past, or the present and the BI students can use a variet to help society and demons message and key points of extracts from literary texts, three different tenses, opin vocabulary and more comp EW students can use a variety.

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10-Feb

As well as developing a deeper understanding of how to work out the meaning within more complex and longer texts and sequences of speech.

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 guestions.

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.

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 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.

ent tense verbs to say what they ocab specific to the environment monstrate understanding of a hich include opinions with basic ence to either the present and the he future, spoken clearly ety of tenses to say what they do nstrate understanding of overall f a range of texts, including s, which include a range of at least inions and some less familiar plex grammatical structures riety 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.

Simple details about about about about about about about about auding more complex and structures, introduction to opinion phrases, adjectives, the perfect tense and future tenses at KS3.      Lesson 1: Exam Feedback & EB  Lesson 2: GCSE Revision Lesson 1: Units 1+2: Reading & Listening Lesson 3: Units 1+2 Reading & Listening Lesson 3: Units 1+2 Reading & Listening Lesson 5: GCSE Revision: Unit 6: Writing Lesson 6: GCSE Revision: Unit 6: Writing Lesson 7: GCSE Revision: Unit 7: Reading & Listening Recall Task Lesson 8: GCSE Revision: Unit 7: Reading & Listening Recall Task Lesson 9: GCSE Revision: Unit 7: Speaking (photo card / general conversation.    17-Mar	gular
Barrian   Barr	
Half-Term	tenses
Half-Term   S weeks (13 lessons) (24 Days)	ctures.
Description	
Half-Term  5 weeks (13 lessons) (24 Days)  Lesson 1: Exam Feedback & EB Lesson 2: GCSE Revision Lesson: Units 1+2: Reading & Listening Lesson 3: Units 1+2 Reading & Listening Lesson 5: GCSE Revision: Units 3 + 4 Reading & Writing Lesson 5: GCSE Revision: Unit 6: Writing Lesson 7: GCSE Revision: Unit 7: Reading & Listening albe to use three tenses and express a range of reading, listening and translation tasks to enhance and consolidate exam skills ow of recall and revision lessons to prepare them for Exams. They continue to complete a range of war in the preparation for their assessment able to use three tenses and express a range of reading, listening and translation tasks to enhance of consolidate their skills. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks. They can deduce meaning and understant tasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt a variety of stasks and are confident to attempt	
Perfect tense and future tenses at KS3.   Perfect tense and future tenses and consolidate exam skills over frequent of furniting tension lenses on to prepare them for suddent progress.      Students enhance and consolidate exam skills over frequent osometic exam skills over frequent one fortening tension lenses to prepare them for reading and translation lenses are given frequent opportunity and revision lenses to making tension lenses are given frequent opportunity tension lenses and consolidate exam skills over frequent opportunity and revision lenses are given frequent opportunity tension lenses and consolidate exam skill substance and consolidate exam skill substance and consolidate exam skills over frequent opportunity and revision lenses and consolidate exam skill substance and consolidate exam skills over frequent opportunity and revision lenses and consolidate exam skills over frequent opportunity and revision lenses and consolidate exam skills ove	
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### Term ### Tesson 1: Exam Feedback & EB	
25-Feb    Lesson 1: Exam Feedback & EB  Lesson 2: GCSE Revision Lesson : Units 1+2: Reading & Listening Lesson 3: Units 1+2 Reading & Listening Lesson 3: Units 1+2 Reading & Listening Lesson 4: GCSE Revision: Units 3 + 4 Reading & Writing Lesson 5: GCSE Revision: Unit 5: Speaking Lesson 7: 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.  17-Mar  17-Mar  A 25 EBI Response Recall Task Lesson 11: GCSE Revision: Unit 1 Speaking Lesson 12: GCSE Revision: Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)    Morriting Lesson 4: GCSE Revision: Unit 5 + 4 Reading & Students enhance and consolidate exam skills over of recall and revision lessons to prepare them for exams. They continue to complete a range of we spoken tasks in preparation for their assessment able to use three tenses and express a range of consolidate their shills.  Foundational Concepts – Students can access all tasks and are confident to attempt a variety of stasks. They can deduce meaning and understand longer texts, including extracts from literary text include a range of at least three different tenses, and some unfamiliar, as well as familiar, language (Role Play)    A 25	
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3-Mar  Lesson 4: GCSE Revision: Units 3 + 4 Reading & Writing Lesson 5: GCSE Revision Units 4+5 Listening  10-Mar  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.  17-Mar  Lesson 9: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Speaking A 25  Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 speaking & Listening Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  A 28  A 29  A 29	r a range
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A 23 Lesson 5: GCSE Revision Units 4+5 Listening  10-Mar  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.  17-Mar  Lesson 9: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  A 23 Lesson 5: GCSE Revision: Unit 6: Writing Lesson 7: GCSE Revision: Unit 7: Reading & Listening Recall Task Lesson 8: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking Recall Task Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. Strequired to complete exam skills lessons carried out once fortnight. Students are given frequent opportunity.	
10-Mar  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.  17-Mar  Lesson 9: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Speaking A 25  EBI Response Recall Task  Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. Strequired to complete a range of reading, listening and translation tasks to enhance consolidate their skills.  Foundational Concepts – Students can access all tasks. They can deduce meaning and understand longer texts, including extracts from literary text include a range of at least three different tenses, and some unfamiliar, as well as familiar, language  Assessment of Progress – Student Tracking 2. Strequired to complete exam skill questions in ever and there are exam skills lessons carried out once fortnight. Students are given frequent opportunity.	-
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B 24 (photo card / general conversation.  17-Mar  Lesson 9: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. St required to complete exam skill questions in ever and there are exam skills lessons carried out once fortnight. Students are given frequent opportunity.	
17-Mar  Lesson 9: GCSE Revision: Unit 4: Writing Lesson 10: GCSE Revision: Unit 5: Speaking EBI Response Recall Task  Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. St required to complete exam skill questions in ever and there are exam skills lessons carried out once fortnight. Students are given frequent opportunity.	
Lesson 10: GCSE Revision: Unit 5: Speaking  EBI Response Recall Task  Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Lesson 10: GCSE Revision: Unit 5: Speaking Lesson 10: GCSE Revision: Unit 1 speaking & Include a range of at least three different tenses, and some unfamiliar, as well as familiar, languag  Assessment of Progress – Student Tracking 2. St required to complete exam skill questions in ever and there are exam skills lessons carried out one fortnight. Students are given frequent opportunity	
A 25 EBI Response Recall Task  Lesson 11: GCSE Revision: Unit 1 speaking & Listening Lesson 12: GCSE Revision: Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. Strequired to complete exam skill questions in ever and there are exam skills lessons carried out one fortnight. Students are given frequent opportunity	
Listening Lesson 12: GCSE Revision : Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. St required to complete exam skill questions in every and there are exam skills lessons carried out one fortnight. Students are given frequent opportunity	
Lesson 12: GCSE Revision : Unit 1 Speaking Lesson 13: GCSE Revision: Unit 2 Speaking (Role Play)  Assessment of Progress – Student Tracking 2. St required to complete exam skill questions in ever and there are exam skills lessons carried out one fortnight. Students are given frequent opportunity	
complete GCSE photo card, role play, general contains an assessed piece 90/150 words at the end of the unit. Students also a formative assessment task to apply knowledge specific sequence of learning.	y lesson a ies to versation of writing of o complete
Tier 2/3 Vocabulary – Tenses: past, present, future conditional, simple future, imperfect tense, subjupassive voice, expressing opinions with justificate expressions of frequency.  How will it link to history, culture, authentic arter art, literature?	nctive, ons,

				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.  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 countires.
				Prior Current (Y11) Next (Y12)
				Introduction to simple phrases details linking tenses to across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.  Understand Use 3 tenses to communica topics, eg, te details about time in more varied complex and topics, eg, longer texts school and and sequences of speech.
31-Mar	Α	27	Proposed week for MFL speaking exams  6 weeks (16 lessons)	(29 Days)
Easter Holida 22-Apr	y		b weeks (16 lessons) Lesson 1: GCSE Revision : Unit 1 : Speaking	Overview of Unit – Recall Lessons to maximise
22-ΑμΙ	В	28	Lesson 2: GCSE Revision: Unit 1: Speaking Lesson 3: GCSE Revision: Unit 3: Speaking Recall Task	student progress.  Students enhance and consolidate exam skills over a range
29-Apr	А	29	Lesson 4: GCSE Revision: Unit 4: Reading & Listening Lesson 5: GCSE Revision: Unit 4: Speaking	of recall and revision lessons to prepare them for their ST2  Exams. They continue to complete a range of written and

			EBI Response Recall Task	spoken tasks in preparation for their assessments They are
6-May*	В	30	Lesson 6: GCSE Revision: Unit 7: Reading, Listening, Writing Lesson 7: GCSE Revision :Unit 8: Writing Lesson 8: GCSE Revision: Use QLA to determine Skill & Area of Study	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
13-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 Lesson 12: GCSE Revision: Use QLA to	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.
			determine Skill & Area of Study Lesson 13: <b>GCSE Revision</b> : Use QLA to 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
	В	GCSE		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.  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 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
Half-Term			7 weeks (8 lesso	ns) (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)	Overview of Unit – student progress.  Students enhance and of recall and revision Exams. They continue	d consolidate exam sk lessons to prepare the	ills over a range em for their ST2
10-Jun	В	GCSE	Lesson 4: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study (writing) Lesson 5: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study (writing)	spoken tasks in prepa able to use three tens justifications. Studen reading, listening and	ration for their assesses and express a ranges also complete a ranges	sments They are ge of opinions and ge of past paper
17-Jun 24-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)	consolidate their skill Foundational Conceptasks and are confidetasks. They can dedulonger texts, including include a range of at and some unfamiliar,	s.  Its – Students can acc  Int to attempt a variet  Ite meaning and unde  Ite extracts from literar  Ite east three different to	ess all exam style y of styles of rstand detail in y texts, which enses, opinions
				Assessment of Progre required to complete and there are exam s fortnight. Students ar complete GCSE photo and translation tasks. 90/150 words at the a formative assessme specific sequence of I	exam skill questions kills lessons carried ou ge given frequent opportunities of card, role play, gene There is an assessed and of the unit. Stude ant task to apply know	in every lesson ut 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,
	В	Contin gency		How will it link to hist art, literature?	ory, culture, authenti	c artefacts, music,

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

LGBTQ+ pride month.

Gypsy, Roma and Traveller history month.

grammatical structures and less common vocabulary, accurately into English with occasional errors..

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
across varied	varied topics, eg,	details about
topics e.g. school	school and free	varied topics, eg
& 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)

<sup>\*</sup> 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.				
<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.				
<b>BI</b> : (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.				

FIM: /F a. Cuardon 7:1	Challente and able to an aminto of toward to a managinate information about all of the toward to a bout
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
	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?
- o 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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