



Curriculum Map



Subject: French 2022 -2023

Year group: 11

	<u>Autumn 1 TY</u> <i>(8wks, 16 lessons)</i>	<u>Autumn 2</u> <i>(7wks, 14 lessons)</i>	<u>Spring 1</u> <i>(6wks, 12 lessons)</i>	<u>Spring 2</u> <i>(6wks, 12 lessons)</i>	<u>Summer 1</u> <i>(5wks, 10 lessons)</i>	<u>Summer 2</u> <i>(7wks, 14lessons)</i>
<u>Content</u>	<p><u>Au college</u></p> <p>i. Describe your school</p> <p>ii. Describe which subjects you are good and weak at and why</p> <p>iii. Your favourite teacher and why</p> <p>iv. School rules</p> <p>v. the main problems in your school and how you would resolve them</p> <p>vi. Uniform the pros and cons</p> <p>vi. How would you improve your school?</p> <p>vii. School exchange</p>	<p><u>Work</u></p> <p>i. What job would you like and why?</p> <p>ii. Work experience</p> <p>iii. Taking a year out</p> <p>Mock exams</p> <p>Start Environment</p> <p>i. What are the global environmental problems</p> <p><u>Practice oral exam every lunchtime</u></p>	<p>ii. Local environmental problems and how to resolve them</p> <p>iii. What do you do to help the environment</p> <p><u>Revision</u></p> <p><u>We will revise every topic</u></p> <p><u>Make memory maps</u></p> <p><u>Revise essay structures</u></p> <p><u>Past papers</u></p> <p><u>Practice oral exam every lunchtime</u></p>	<p><u>Revision</u></p> <p><u>We will revise every topic</u></p> <p><u>Make memory maps</u></p> <p><u>Revise essay structures</u></p> <p><u>Past papers</u></p> <p><u>Practice oral exam every lunchtime</u></p>	<p><u>Revision</u></p> <p><u>We will revise every topic</u></p> <p><u>Make memory maps</u></p> <p><u>Revise essay structures</u></p> <p><u>Past papers</u></p> <p><u>Practice oral exam every lunchtime</u></p>	
<u>++Skills</u> <i>Development of listening, reading, writing and</i>	<p><u>Grammar</u></p> <p><u>Revision of:</u></p> <p>i.comparative/ superlative</p> <p>ii. object pronouns</p> <p>iii. reflexive verbs</p>	<p><u>Grammar</u></p> <p>Revision of:</p> <p>i. Depuis clause</p> <p>ii. 'si' clause</p> <p>iii. apres avoir/etre</p> <p>iv. avant de</p>	<p><u>Grammar</u></p> <p>I. Revision of key structures as seen in last 2 topics</p> <p>ii. irregular verb focus</p>	<p><u>Grammar</u></p> <p>Revision of key structures, tenses, connectives, essay structure</p>	<p><u>Grammar</u></p> <p>vi. Practise framework for relaying a sequence of events</p>	



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<p><i>speaking skills through the understanding of key grammar concepts.</i></p>	<p>iv infinitive constructions v. Tenses vi. framework for relaying a sequence of events</p> <p><u>SKILLS</u> Development of reading and writing skills, and vocab extension through use of model answers and using checklists Development of listening skills through listening activities. Topic related exam questions off EXAMPRO</p>	<p>v. structuring a discursive essay with phrases such as = on the other hand, whereas, whats more etc vi.tenses</p> <p><u>SKILLS</u> Development of reading and writing skills, and vocab extension through use of model answers and using checklists Development of listening skills through listening activities. Topic related exam questions off EXAMPRO</p>	<p>iii. discursive essay focus</p> <p><u>SKILLS</u> Development of reading and writing skills, and vocab extension through use of model answers and using checklists Development of listening skills through listening activities. Topic related exam questions off EXAMPRO</p>	<p><u>SKILLS</u> Development of reading and writing skills, and vocab extension through use of model answers and using checklists Development of listening skills through listening activities Topic related exam questions off EXAMPRO</p>	<p><u>SKILLS</u> Development of reading and writing skills, and vocab extension through use of model answers and using checklists Development of listening skills through listening activities Topic related exam questions off EXAMPRO</p>	
<p>Assessment</p>	<p>Mini vocab tests throughout Informal Assessment using whiteboards Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout Informal Assessment using whiteboards Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout Informal Assessment using whiteboards Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout Informal Assessment using whiteboards Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout Informal Assessment using whiteboards Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout Informal Assessment using whiteboards Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>



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Rationale	This is a link from year 8. An interesting topic for year 9 and fits in with SMCH. It is a great topic to teach direct object pronouns	Links with healthy eating, students need to be able to use reflexives in all tense. This is a weighty grammar point, I have been careful not to overload with grammar until this point.	The Holiday topic straddles key stage 3 and 4- so we have started looking at this key topic – more in depth using predominantly model answers.	The Holiday topic straddles key stage 3 and 4- so we have started looking at this key topic – more in depth using predominantly model answers.	The Holiday topic straddles key stage 3 and 4- so we have started looking at this key topic – more in depth using predominantly model answers.	The Holiday topic straddles key stage 3 and 4- so we have started looking at this key topic – more in depth using predominantly model answers.
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