

Share Multi Academy Trust Curriculum Plan MFL							
Subject: French			Year: 11			Ability: All	
Term / Date(s)	Unit 7	Exam skills	Unit 8	Exam skills	Unit 9	Speaking preparation	Exam skills
Unit	Where people live	LSRW	Travel and tourism	LSRW	The environment	Speaking	LRW
Timescale	5 weeks	3 weeks	5 weeks	3 weeks	5 weeks	3 weeks	6 weeks
Assessment	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions <u>Summative assessment:</u> Listening Writing	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions <u>Summative assessment:</u> Reading Speaking	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions <u>Summative assessment:</u> Listening Writing	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions	Formative assessment: Mini WB translations Questioning Live marking Peer assessment Past exam questions
Unit overview Students will learn...	Describe town / village / neighbourhood of residence. Refer to period of time in residence. Describe local area, buildings. Describe activities and facilities in area. Give opinions including advantages/disadvantages for young people/tourists. Describe an ideal home and area, future intentions on where to live with reasons. Understanding/giving directions.	Weekly focus on each of the 4 skills, covering a wide variety of vocabulary Listening Speaking Reading Writing	Refer to and give opinions on: holiday destinations holiday locations means of transport for holidays weather holiday activities holiday accommodation. Refer to recent and future holidays. Places of interest locally and elsewhere, including descriptions and preferences.	Weekly focus on each of the 4 skills, covering a wide variety of vocabulary Listening Speaking Reading Writing	Describe local environment, including environmental issues. Refer to activities to help/protect local area/environment in the past, present and future. Refer to and express opinions on wider global issues e.g. climate change, environmental damage.	Weekly focus on each of the elements of the speaking exam: Role play Read aloud Photo card and conversation	Weekly focus on exam question types, including but not limited to Select from a list Positive, negative, both True, false, not mentioned A, B, both Answer in English Translation
Components							
Prior learning and retrieval	Give and understand own and others' opinions (Year 7-9) Verbs to describe town (Year 7-9) Recognise and produce the past and future tenses (Year 7 Unit 4, Year 8-9)		Give and understand own and others' opinions and reasons (Year 7-9) Know some key regular verbs which appear in this topic (e.g. <i>voyager</i> , <i>visiter</i> , <i>manger</i>) (Year 7-9) Produce and understand opinions with infinitives (Year 7-9) Use negatives (Year 7-9)		Give and understand opinions with justifications (Year 7-9) Verbs to describe environment (Year 9)		

Transferrable knowledge (skills)							
Key lexicogrammar students will know and understand	Aller (present, perfect, near future) Faire (present, perfect, near future) Être (present, past, near future) Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière) Adverbs of place (loin/près) Imperatives (eg allez, tournez, prenez, continuez) Imperfect (il y avait) Interrogatives (où... ?)		Present tense Perfect tense Imperfect tense Periphrastic future (near future tense) Reflexive verbs (1 st , 2 nd , 3 rd person singular perfect tense – daily routine) Modal verbs (present tense) Faire + activities (past, perfect) Faire + weather phrases Prepositions (countries) - à with masculine and plural countries, <i>en</i> with feminine countries Prepositions (en + transport) Use of article with <i>dans</i> ; omission of article with <i>en</i> (eg dans les Alpes/en France) Position of adverbs of time (l'année dernière, tous les jours) Position of adverbs of manner (lentement, facilement, vite, rapidement) Pronoun (y) Interrogatives: que...? Impersonal verbs (il fait + adjective for weather)		Conditional tense (vouloir – 1 st , 2 nd , 3 rd person singular) Present tense Perfect tense Imperfect tense Negatives Periphrastic future (near future tense) Reflexive verbs (1 st , 2 nd , 3 rd person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future) Modal verbs Imperative (2 nd person singular and plural, including <i>aller</i> and <i>faire</i>) Impersonal verb forms (il faut) Preverbal singular indirect object pronouns (me, te, vous, lui) Pour + infinitive Plus de, moins de + noun Interrogatives (quoi...?)		
Cultural capital	Nationalities, languages spoken. Celebrating cultures and cultural differences.		Nationalities, languages spoken, famous monuments.		Attitudes to the environment in francophone countries.		
Notes Why this topic is important...	This topic appears in theme 3 of the new AQA specification and it builds on learning at KS3. This topic is important because it teaches students how to understand and communicate language about themselves and their families, as well as learning		This topic appears in theme 3 of the new AQA specification and it builds on learning at KS3. This topic is important because it teaches students how to understand and communicate language about their travel experiences and desires, as		This topic appears in theme 3 of the new AQA specification and it builds on learning at KS3. This topic is important because it teaches students how to understand and communicate language about environmental problems and potential solutions.		

	about where others live in the francophone world. It allows revision of some of the most fundamental key grammar points needed for every topic area. These include high frequency irregular verbs, possessive adjectives, adjectival agreements, negative structures, references to past, present and future. This topic also gives students cultural awareness of other people; nationalities, languages and allows them to celebrate diversity.		well as learning about places they have not visited. It allows revision of some of the most fundamental key grammar points needed for every topic area. These include high frequency irregular verbs, possessive adjectives, adjectival agreements, negative structures, references to past, present and future. This topic also gives students cultural awareness of other places; monuments, languages, food and allows them to celebrate diversity.		It allows revision of some of the most fundamental key grammar points needed for every topic area. These include high frequency irregular verbs, possessive adjectives, adjectival agreements, negative structures, references to past, present and future. This topic also gives students cultural awareness of others' attitudes and approaches to protecting the environment.		
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