

# French Unit Overview Year 11

## MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to develop inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne, which helps to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the Target language in the theatre to further inspire a love of languages. Students are also encouraged to study languages up to A level exams which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

## MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations. Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts. Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instill a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning. Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlooking ethos.



Year 11 French Autumn Term 2				
What are we learning?	Our intention- what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Theme 2: Local, national, international and global areas of interest</p> <p>Charity and voluntary work.</p> <p>Healthy and unhealthy living.</p>	<p>Knowledge: Describing charity work, using the conditional tense with vouloir and aimer. Reinforcement on the importance of charities. Using Vouloir que + subjunctive, using questions to formulate answers. Comparing old/new health habits. Using the imperfect tense, describing new health resolutions using expressions like il vaudrait mieux, using negative to add complexity.</p> <p>Understanding: Students will understand how to talk about charities/voluntary work using contrast and different tenses. They will understand how to use more complex structures to enhance their speaking and writing skills. Students will understand how to use verbal context when listening for gist and more complex details. How to describe contrast with opinions and tenses such as present and past when describing healthy and unhealthy lifestyles, old and new health habits. Adding three time frame when describing new health resolutions.</p> <p>Skills: Students will continue to develop strategies for coping with new grammar and key terms in French. To demonstrate independence by using a French knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in French. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex</p>	<p>Demonstrating independence in spontaneous talk, answering unprepared questions about charities and lifestyles.</p> <p>Demonstrating independence in reading and listening comprehension identifying key topic words.</p> <p>Demonstrating independence in the classroom by using dictionaries and knowledge organisers.</p> <p>Demonstrating clear grammatical understanding of the conditional and contrast between the present and the imperfect tense.</p> <p>Demonstrating clear grammatical understanding of negative and the subjunctive and using them independently in written and spoken work.</p>	<p>Prior learning: Key vocabulary for describing healthy habits and contrast has already been introduced in KS3. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The conditional tense was introduced in KS3 and in the previous unit and will be reviewed in this unit to describe health resolutions.</p> <p>The imperfect and present tense have been introduced in previous units such as festival, family and is being reviewed here to contrast past and current lifestyles.</p> <p>Future learning: Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Emphasis on more complex structures with the use of subjunctive which will be</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://Seneca learning">Seneca learning</a> <a href="http://Kerboodle .com">Kerboodle .com</a> <a href="http://GCSE pod">GCSE pod</a> AQA GCSE French text book Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes BBC Bitesize GCSE podcasts Duolingo Seneca LOVEIT grid Memrise</p>

	expressions and write accurately with correct spelling and verb endings.	Writing longer sentences using three time frames.	reviewed in the next unit Global issues.	
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Year 11 French. Autumn term 2				
What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Theme 2: Local, national, international and global areas of interest</p> <p>The environment and environmental problems.</p> <p>Poverty and homelessness</p>	<p>Knowledge: Discussing environment problems and their solutions. Using Si + present tense. Discussing global issues. Recognising and using the pluperfect. Discussing inequality. Verbs of possibility. Discussing poverty in the world. Using the subjunctive. Understanding: Students will understand how to talk about ways of protecting the environment, discuss environmental problems. They will talk about homelessness/how to give support to the needy. They will understand how to use more complex structures to enhance their speaking and writing skills such as using Si+ present sentences, subjunctive and the pluperfect. Students will understand how to make use of social/cultural context when listening. They will understand how to tackle "positive, negative or positive and negative tasks. Students will understand how to enhance their speaking skills by agreeing and disagreeing in a discussion. Skills: Students will continue to develop strategies for coping with new grammar and key terms in French. To increase their use of three time frames and add the pluperfect. To demonstrate independence by using a French knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions, agreeing and disagreeing. To develop short and long-term memory, retaining vocab and verbs in French. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>Demonstrating independence in spontaneous talk, answering unprepared questions about the environment.</p> <p>Demonstrating independence in reading and listening comprehension identifying key topic words.</p> <p>Demonstrating independence in the classroom by using dictionaries and knowledge organisers.</p> <p>Demonstrating clear grammatical understanding of the pluperfect tense.</p> <p>Demonstrating clear grammatical understanding of Si+ present sentences and using them independently in written and spoken work.</p> <p>Writing longer sentences using three time frames.</p>	<p>Prior learning: Key grammar points Si + present is introduced in unit 3 with sports and the subjunctive was introduced in the previous topic.</p> <p>This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The past tense was introduced at KS3 and reviewed at KS4 and this leads to introducing the pluperfect in this unit. Future learning: Making use of key topic words to help understand longer texts links to reading /listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Emphasis on more complex structures with the use of subjunctive, pluperfect/verbs of possibility.</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://Seneca learning">Seneca learning</a> <a href="http://Kerboodle .com">Kerboodle .com</a> <a href="http://GCSE pod">GCSE pod</a> AQA GCSE French text book Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes BBC Bitesize GCSE podcasts Duolingo LOVEIT grid Memrise</p>

Customs and festivals Christmas to be studied in December so that it is relevant to the time of year.

Year 11 French Spring Term 1				
What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Theme 3 – Current and future study and employment.</p> <p>School and subjects.</p> <p>Describing my school.</p> <p>Life at school.</p>	<p>Knowledge: Describing a day in school, describing physical properties (size, shape) , revision of the perfect tense, describing school life in different countries, pointing/demo. Talking about school rules and uniform. Talking about your ideal school. Using three time frames. Understanding: Students will understand how to talk about their studies; how to describe their school; about school rules and uniform; about positive and negative aspects of school. Students will understand how to use visual and verbal context in reading, how to use the verbs pouvoir, vouloir and devoir. Students will understand how to use 3 time frames in one sentence. Skills: To understand grammar and key terms in French. To demonstrate independence by using a French knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in French. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings. Revision for final speaking exam. Revise how to ask a question, unexpected questions from all units, how to describe a photocard, how to complete the roleplay element of the speaking exam.</p>	<p>Demonstrating independence in spontaneous talk, answering unprepared questions about school and school life. Demonstrating independence in reading and listening comprehension identifying key topic words. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating clear grammatical understanding of using three time frame in a written and spoken task. And in the same sentence. Demonstrating clear grammatical understanding of using three time frames and Si j'étais + conditional sentences independently in written and spoken work. Demonstrate independence in asking questions. Demonstrate a clear understanding of how to describe a phot in detail and respond to a roleplay card. Know a range of answers for questions that will be asked in the general conversation part of the speaking exam and be able to respond to unpredictable questions.</p>	<p>Prior learning: Key vocabulary for describing school subjects, uniform, school facilities/school life has already been introduced in KS3. This will be extended/ developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The emphasis is on contrasting tenses and the consistent use of three time frames. Students have been describing photo cards since Y7 and have been reinforcing this learning throughout Yr 10/11 in each unit. Future learning: Making use of key topic words to help understand longer texts links to reading/listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Emphasis on more complex structures with the use of all tenses in three time frames. Students will build on talking about school to further give opinions about further education. Revision for the speaking exam, especially</p>	<p><a href="http://www.linguascope.co.uk">www.linguascope.co.uk</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  Seneca learning  Kerboodle .com  GCSE pod  AQA GCSE French text book Foundation and higher on 5erboodle  Knowledge organiser  Studio grammar books  Grammar mat  Power points and resources on share point  AQA GCSE specification  AQA GCSE past papers  AQA GCSE mark scheme  BBC Bitesize  GCSE podcasts  Seneca  Duolingo  LOVEIT Grid  Memrise</p>

	Revision of the tenses to be able to speak in three time frames.		the tenses links to revision for the writing exam.	
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Year 11 Spring Term 2				
What are we learning?	Our intention -what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Theme 3 – Current and future study and employment.</p> <p>Choice between university or work.</p> <p>Choice of career.</p>	<p>Knowledge: Talking about future options, discussing university/apprenticeships. Discuss how to get a job. Talking about advantages/disadvantages of jobs. Using French idioms. Be aware of faux amis when translating into English. Using qui and que to help to refer to something. Understanding: Students will understand how to discuss choices at 18: work or university; how to talk about the benefits of higher education, to look for and apply for jobs; talk about the ideal job. They will reinforce their understanding of how to form the future/conditional tense and will be able to use it in the spoken/written form. They will reinforce their understanding of how to use three time frames in sentences independently in written and spoken work. They will reinforce their understanding of Si+ present clause as well as quand clause with the future tense. They will understand how to ignore words not needed in listening tasks. Skills: To understand grammar/key terms in French, independence by using a French knowledge organiser/ dictionary. To work collaboratively with others in pairs/group asking/ answering questions. To develop short/long-term memory, retaining vocab/verbs in French. To be resilient and</p>	<p>Demonstrating independence in spontaneous talk, answering unprepared questions about education and career choice. Demonstrating independence in reading and listening comprehension identifying key topic words. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating clear grammatical understanding of using three time frame in a written and spoken task. And in the same sentence. Demonstrating clear grammatical understanding of using three time frames and Si + present and quand + future sentences independently in written and spoken work.</p>	<p>Prior learning: Key vocabulary for describing school life has already been introduced at KS3 and reinforced in the previous module. This will be extended and developed in this unit about education and choice of career through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The emphasis is on the use of ore complex structure and the consistent use of three time frames.</p> <p>Future learning: Revisions of all units to master of all skills in different topics.</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://Seneca learning">Seneca learning</a>  <a href="http://Kerboodle .com">Kerboodle .com</a>  <a href="#">GCSE pod</a>  AQA GCSE French text book Foundation and higher on kerboodle  Knowledge organiser  Studio grammar books  Grammar mat  Power points and resources on share point  AQA GCSE specification  AQA GCSE past papers  AQA GCSE mark scheme  BBC Bitesize  GCSE podcasts  Seneca  Duolingo  LOVEIT  memrise</p>

	persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling/verb endings. To use three time frames consistently.			
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Year 11 Summer Term				
What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Revision for GCSE final exam	<p>Knowledge: Revision of Themes 1-3, units 1-10 vocabulary, three time frames, exam strategies for listening, reading and translation. Strategies for the writing exam.</p> <p>Understanding: Students will understand exactly what they need to do for each exam paper. They will be able to cope with any written scenario that they may come across and will have practised listening and reading comprehension exercises for all topics. Students will understand all elements for each exam paper and will understand how to tackle each part of the exam. Students will have completed several past papers to help prepare them.</p> <p>Skills: To be skilled at listening and reading comprehension and translation in both languages. To be proficient at writing in three time frames, including a range of tenses and understanding French rubrics in order to be able to tackle the task. Students will have revised a range of vocabulary for each topic and will know a range complex structures to use in writing.</p>	<p>Know a range of vocabulary for each topic. Understand how to use three time frames in the written exam. Know a range of complex structures to use in the written exam. Be proficient at understanding French rubrics. Be proficient at reading and listening in French. Developed strategies for translation into French. Developed strategies for translation into English. Show independence in writing a plan before completing the written task.</p>	<p>Prior learning: All vocabulary and grammatical structures have been covered throughout the two year course and in KS3. Strategies for coping with Listening, reading and translation have been consistently taught in lessons from year 7 through to year 11.</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a> <a href="#">Seneca learning</a> <a href="#">Kerboodle .com</a> <a href="#">GCSE pod</a> AQA GCSE French text book Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark scheme BBC Bitesize GCSE podcasts Seneca Duolingo LOVEIT memrise</p>

**French- Year 10 Autumn Term 2**

<b>What are we learning?</b>	<b>Our intention - what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p>Theme 1: Identity and culture Technology in everyday life, talking about the uses of social media, discussing pros and cons of social media, Discussing the uses of mobile technology and the benefits and dangers.</p>	<p>Knowledge. Discussing the gadgets that you have/don't have and describing them using adjectives. Talking about the pros and cons of social media/how you use it. Includes opinions and justifications, use of 'grâce à' and reinforcement of the present tense and including more irregular verbs. Talking about how you use mobile technology and its benefits and dangers. Understanding: Students will be able to talk about the gadgets that they own and those that they would like to own and give opinions. They will discuss the social media that they use and give opinions as well as discussing what they do on social media and the pros and cons of some apps. They will also be able to discuss the dangers of mobile technology. Students will focus on the present tense in this unit and will have a better understanding of how to conjugate verbs relating to technology and will move on to irregular verbs. Skills: Students will continue to build on speaking and writing skills whilst developing coping strategies for understanding grammar. They will continue to develop skills in answering unprepared questions. They will continue to develop their skills in reading and listening for gist and translation strategies.</p>	<p>Demonstrating independence in spontaneous talk, answering unprepared questions. Demonstrating independence in reading and listening comprehension, ignoring words which are not needed and drawing on knowledge of cognates and near cognates. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating clear grammatical understanding of the present tense, regular and irregular verbs in spoken work and written work. A commitment shown to understanding the dangers of social media and of using mobile technology.</p>	<p>Previous learning: Gadgets were introduced in y7 with preferences and reinforced in year 9 along with the use of social media. Students will build on this by talking about the benefits and dangers of social media and how they use different apps. Extensive work has already been done in all year groups on adjectival agreements. This unit introduces more complex adjectives with irregular endings. Regular verbs in the present tense covered in KS3 and in the previous unit are again extended with the introduction of more complex irregular verbs. Reading and listening for gist Answering unprepared questions were all introduced in the previous unit and are developed and extended in this unit through more complex grammatical structures. Future learning: Reinforcement of how to ask and answer questions links to preparation for the speaking exam. Learning strategies to understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points.</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://Seneca learning">Seneca learning</a> <a href="http://Kerboodle .com">Kerboodle .com</a> AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca Duolingo LOVEIT memrise</p>



What are we learning?	Our intention -what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Theme 2 Popular culture Hometown, neighbourhood, and region Describing the home Ideal home Describe a region.</p>	<p>Knowledge. Describing different houses and where they are, using negative phrases followed by 'de', describing your ideal home, using the conditional tense, say what is your town, what your town is like and what there is to do. Reinforcement of the comparative and superlative. Using demonstrative adjectives. Extending sentences using intensifiers. Understanding. Students will understand how to describe their house and then their ideal house. They will reinforce their understanding of how to form the conditional tense and will be able to use it in the spoken and written form. Students will understand how to use demonstrative pronouns and will recognise possessive pronouns (le mien etc). Students will understand how to expand their language and will extend their sentences using intensifiers. Skills: Students will continue develop strategies for coping with new grammar. They should now start to use transferable skills for coping with the new grammatical concepts that they are being introduced to. Students will work on expanding their language and building longer sentences. They will recognise key topic words in reading and listening tasks and will continue to build on translation and dictation strategies as well as describing two photos.</p>	<p>Demonstrating independence in spontaneous talk, answering unprepared questions. Demonstrating independence in reading and listening comprehension identifying key topic words. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating clear grammatical understanding of the conditional tense. Demonstrating clear grammatical understanding of demonstrative and possessive pronouns and using them independently in written and spoken work. Writing longer sentences using intensifiers.</p>	<p>Previous learning: Key vocabulary for describing house and town has already been introduced in KS3. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The conditional tense was introduced in KS3 and will be embedded in this unit. Reading and listening for gist, answering unprepared questions were all reinforced in the previous unit and are developed and extended in this unit through more complex grammatical structures and longer, more complex texts. Future learning: Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Revision of the superlative and comparative will help students use it in future units, for example comparing school subjects.</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://Senecalearning.com">Seneca learning</a> <a href="http://Kerboodle.com">Kerboodle .com</a> AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca Duolingo LOVEIT memrise</p>