



# Long Term Plan Year 11 French

Subject driver: To learn a language is to have one more window from which to look at the world - Chinese Proverb

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid the automation process and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconcep- tions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn Term 1 & 2	Les vacances -Holidays	<p><b>Talking about what you normally do on holiday</b></p> <ul style="list-style-type: none"> <li>- details and opinions</li> <li>- making your writing more interesting</li> </ul> <p><b>Giving opinions on different holiday types</b></p> <ul style="list-style-type: none"> <li>- extending opinions</li> <li>- holiday preferences</li> <li>- discussing advantages /</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- to + country</li> <li>-Je / on form regular -er verbs</li> <li>-present tense formation</li> <li>-Conditional formation depending on grouping: Je voudrais + infinitive vs Je resterais</li> <li>-using the comparative</li> <li>-revision of the perfect</li> </ul>	<p>Students are encouraged to consider the pros and cons of holidaying in countries they would not normally visit - and encounter new viewpoints</p> <p>The role play elements of this unit give students a</p>	<ul style="list-style-type: none"> <li>-Tense formation and usage</li> <li>- using the infinitive rather than the irregular stem</li> <li>- incorrect auxiliary verb with verbs of movement</li> <li>- misspelling eg j'ai lodgé due to similarities to</li> </ul>	Students have encountered the perfect tense in full in year 8 and met it over the course of Years 9 and 10. Y8: describing a trip to Paris	Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills	<p>Introduction to the pluperfect tense</p> <p>Sequencing using Avant de</p> <p>Si clauses used in three different forms</p> <p>Full paradigm formation of conditional tense</p>	<p><b>Mutual respect</b></p> <p>Awareness of similarities and differences between different cultures</p>	<p>Students encouraged to discuss dream holiday destinations</p> <p>Students get an introduction to making reservations and dealing with problems which they may not normally experience</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>Working in the travel and tourism industry is featured implicitly through this unit</p>

		<p>disadvantages of travel</p> <p><b>Discussing ideal holiday location</b> - saying where you would like to go on holiday - describing what you would do if...</p> <p><b>Describing a past holiday</b> - details of what you did on holiday - describing your hotel / a problem holiday</p> <p><b>Transactional activities - Role play &amp; listening scenarios</b> - booking a hotel restaurant / tourist info / problems etc..</p>	<p>tense -introduction to the pluperfect * -Question formation</p> <p><b>Exam skills</b> -Extended writing (90 / 150 words) -reading skill development Listening skill development - photocard</p>	<p>new experience in taking charge of organisation</p>	<p>English</p> <p>-Question formation</p>					<p>as part of their everyday lives eg booking a hotel room</p>	<p>Authentic and exam texts discussing careers in tourism may be encountered her</p>
<p>Spring term 3 &amp; 4</p>	<p>Un oeil sur le monde -Global and social issues</p> <p>Depending on grouping / timing elements of starred topics may have been covered in Y10 - this will be</p>	<p><b>Talking about what makes you tick and concerns you</b> - Considering what is important for you - global issues</p> <p><b>Discussing weather and natural disasters*</b> -Forecasting weather introducing the simple future tense</p>	<p><b>Grammar</b> -Ce qui -recognising different tenses -simple future superlative -modal verbs - present / conditional extension*</p> <p><b>Exam skills</b> -making connections between</p>	<p>Students will look at problems facing the planet and express their opinions - considering what they could do to help as well as looking at global solutions</p> <p>Students will revisit key</p>	<p>-future tense* <i>il y aura / ce sera / il fera</i></p> <p>-superlative <i>le plus grand problème</i></p> <p>Justifying opinions</p> <p>-using modal verbs in the present and conditional</p> <p>-present participle*</p>	<p>NA</p>	<p>Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills</p>	<p>This is a historically more challenging area of the course - Environment section of his topic area - going beyond vocab familiarisation</p> <p>Introduction of more obscure</p>	<p><b>Rule of Law</b> students discuss what people should do to protect the planet and consider responsibilities for actions</p> <p>Considering the effect felt by different communities eg natural disasters</p>	<p>Encountering environmental issues and weather is from different parts of the world -</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>In this lesson students develop skills to support proof reading and identifying</p>

	<p>predominantly from a reading and listening perspective</p> <p>Tier of entry and individual class need will determine the depth and breadth of content covered</p>	<p><b>Discussing the environment and global problems*</b> -Introduction to problems facing the world</p> <p><b>Talking about protecting the planet*</b> -What can/ could / should we do to look after the planet</p> <p><b>Discussing ethical shopping / volunteering</b></p> <p><b>Discussing events and celebrations</b> -discussing festivals and traditions -recognising 3 time frames and extended texts</p>	<p>word types -Dealing with longer texts and unfamiliar vocabulary -photocard -recognising 3 time frames and extended texts - using a combination of tenses</p>	<p>festivals and traditions in France and other Francophone countries</p>				<p>vocab selection eg 'Heatwave'</p> <p>Justifying opinions and dealing with complex topics</p> <p>Passive</p> <p>Indirect object pronouns</p>	<p>Organisations such as Greenpeace / WWF / Seashepherd / Fairtrade</p>		<p>key details / skimming / scanning techniques</p> <p>Weather forecasting, humanitarian organisations and reference to politics feature in this mini unit</p>
<p>Spring term 4</p> <p>Where timing permits and specific to the group's needs</p>	<p>Thematic revision for upcoming examinations</p>	<p>Revision of Themes 1,2 and 3</p> <p>Bespoke content depending on areas of weakness identified by staff and students</p>	<p><b>Grammar</b> Ensuring that tense and verb formations are accurate</p> <p><b>Exam skills</b> Heavy focus on speaking skills</p>	<p>Students will revisit elements of the language and culture across the Programme of study</p>	<p>Spelling of key high frequency verbs and vocabulary</p>	<p>Vocabulary and structures from KS3 and KS4 are covered across themes 1,2 and 3</p>	<p>Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills</p>	<p>Higher tier papers set a significant challenge for the most able of linguists</p>	<p><b>Resilience and Study skills</b> -students will encounter challenges in their examination preparation and will need to use different strategies to overcome these</p>		<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p>
<p>Summer</p>	<p>Revision for</p>	<p><b>Conduct of</b></p>	<p><b>Grammar</b></p>	<p>Students will</p>	<p>Misreading /</p>	<p>Examination</p>	<p>Grammatical</p>	<p>Higher tier</p>	<p><b>Resilience</b></p>	<p>The listening</p>	<p>The ability to</p>

<p>term 5 &amp; 6</p>	<p>upcoming examinations</p>	<p><b>GCSE Speaking assessments</b>          -heavily focussed speaking practice using:          -Role plays          - Photocards          -Nominated theme general conversation practice (NB topic set in Y10)          - spontaneous theme practice &amp; speed dating</p> <p><b>Revision for GCSE reading and listening examinations</b>          -Full / partial papers          -unpicking of specific question types          - Thematic revision combined with skill acquisition          -High frequency exam question types and vocabulary</p> <p><b>Revision for writing examination</b></p>	<p>-opinions          -revision of present tense l y a / il n y'a pas de          -comparative / superlative          - present / imperfect / future - to describe facilities          - 3rd person plural verbs</p> <p><b>Exam Skills</b>          -End of year 10 PPE reading          - Writing paper 90 / 150 words          - Reading writing translation question          -Speaking exam - photocard upskilling</p>	<p>revisit elements of the language and culture across the Programme of study</p>	<p>misunderstanding the rubrics</p> <p>Failure to attempt questions</p> <p>Grammatical issues as covered by the Programme of Study Y7 - 11</p>	<p>s cover material met across KS3 and 4 of the course</p>	<p>content and Listening/ Reading/ Speaking/ Writing skill development feeds into A level language skills</p>	<p>papers set a significant challenge for the most able of linguists</p>	<p><b>and Study skills</b>          -students will encounter challenges in their examination preparation and will need to use different strategies to overcome these</p>	<p>and reading examinations feature authentic texts from Francophone countries as well as incorporate elements of French literature in the questioning</p>	<p>understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>Students discuss next step HE / University procedures in France and consider their own circumstances</p> <p>Reference to future plans and justifications.</p>
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