Curriculum Map

Sandringham School
'Everybody can be Somebody'

Subject: French **Year group: Year 11**

	Module 1 (8) – Studying and My Future	Module 7: Where I live, Getting around, Shopping	Module 6: My Neighbourhood – Our Planet	Revision and Exam Practice
Content *Declarative Knowledge – 'Know What'*	**Core Vocab:** Jobs, passions and skills, advantages and disadvantages of jobs **Grammar:** Expressing future plans – aller future, simple future, conditional Après avoir + past participle Avoir l'intention de + infinitive Perfect tense – avoir and être verbs Verbs followed by à or de	**Core Vocab:** Information abut my house and my local area, directions and getting around, going shopping, my dream home, past and future trips – as per textbook and vocabulary lists **Grammar:** Revision of present, perfect and future tenses, conditional tense, introduction to imperative, y, en, different forms of negatives	**Core Vocab:** Geography and climate, environmental problems, weather, expressing opinions, daily actions to help, new technologies to help, numbers to 100 for percentages **Grammar:** Using the *nous* form – imperative Comparatives and superlatives Understanding the present tense of the passive voice *En* + present participle Using the perfect and the imperfect Future tense Using *venir de* and *en train de*	Year 1/2 topic vocab Review all tenses for accurate application Review full range of key grammar
Skills *Procedural Knowledge – 'Know How'*	Developing **all micro skills** of **listening**, **reading**, **speaking** and **writing** to be able to **decode** and **encode** messages for **effective communication**. Developing **autonomous recall** and **fluency** skills through routinisation and fluency training. Developing **learner autonomy**: organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.			**Exam Practice:** planning for writing Qs editing speaking Qs and spontaneous speaking Translation FR – ENG and ENG - FR different reading/listening questions sample papers
Key Questions	Est-ce que tu aimerais travailler dans...? Est-ce que tu aimerais + infinitive. Que'est-ce que tu veux faire à l'avenir? Quelles sont tes passions / compétences? Quelle sorte de personn es-tu? Quels sont les avantages/inconvénients de ce métier?	Qu'est-ce que tu penses de...? Comment serait ta maison idéale? Est-ce que tu habites dans une ville ou un village? Où se trouve ta ville/ton village? Pour aller...? As-tu déja visité...? Quand est-ce que tu iras...? Pourquoi veux-tu visiter...? Quel pays/quelle ville voudrais-tu visiter?	Quel est le plus grand problème? Quel temps fera-t-il? Quel est la chose la plus importante à faire pour protégér l'environnement? Qu'est-ce que tu fais pour protéger l'environnement? Et quand tu étais plus jeune, qu'est-ce que tu faisais? À l'avenir, qu'est-ce que tu feras/vous ferez? Qu'est-ce qu'il faut faire?	**Speaking Questions** How can I ensure a wide range of grammar and vocabulary? What are the most effective revision/practice strategies
Assessment	**Assessment Point 1** **Listening and Writing**	**Assessment Point 2 Trial Exams in all four skills**	**Assessment Point 3** **March Trials – Skills tbc**	**Ongoing formative assessment -exam focus**
Literacy/ Numeracy/ SMSC/ Character	Developing an **understanding** of the **phonological** and **graphological systems** of the target language and their **sound-symbol correspondence**, as well as of the **key structural, morphological** and **syntactic patterns.** Understanding and dealing with **cultural barriers** to **prevent breakdown in communication** and **develop intercultural competence.** Developing new perspectives through comparisons with own culture to foster **positive attitudes towards the target culture.**			

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