



# Curriculum Map

Subject: French

Year group: Year 11

|  | Theme 2, Topic 8 Holidays  | Theme 2, Topic 5/7 Town/Region/Environment  | Theme 2, Topic 6 Social issues  | Theme 1, Topic 2 Technology   | Revision and Exam Practice   |
|--|--|---|---|---|--|
| <b>Content</b><br><i>Declarative Knowledge – ‘Know What’</i> | <b>Vocab:</b> types of holiday, accommodation, transport, activities, problems, seasons and weather.<br><br><b>Grammar:</b> review present, perfect, imperfect, future tenses, conditional of vouloir, si + present tense, pluperfect tense  | <b>Vocab:</b> , location, places in town, il y a, activities in town, geographical terms, environmental problems.<br><b>Grammar:</b> negatives + de, the conditional, relative pronouns, demonstrative adjectives, imperfect tense er verbs, using 3 time frames, | <b>Vocab:</b> volunteering, vulnerable groups in society, inequalities in society, healthy lifestyle.<br><br><b>Grammar:</b> verbs of possibility, subjunctive                          | <b>Vocab:</b> what you do online, dangers of the internet, advantages of the internet.<br><br><b>Grammar:</b> review of perfect, present and future tenses, verbs of possibility. | Year 1/2 topic vocab<br>Review all tenses for accurate application<br>Review full range of key grammar   |
| <b>Skills</b><br><i>Procedural Knowledge – ‘Know How’</i>    | <b>Skills:</b> narrating and sequencing events, using three time frames, contrasting perfect and imperfect tenses, talking hypothetically, describing (present and past), talking about routines, describing habit in the past, using time phrases   | <b>Skills:</b> mastering core vocabulary and structures, describing location, comparing and contrasting, talking hypothetically, causes and consequences, handling pros and cons, building complex sentences  | <b>Skills:</b> modal verbs in the conditional expressing opinions on difficult issues, review of present and imperfect tenses, describing problems and exploring solutions/consequences | <b>Skills:</b> review of key tenses, describing problems and exploring solutions/consequences, focus on writing skills for the longer writing tasks                               | <b>Exam Practice:</b><br>planning for writing Qs<br>editing speaking Qs and spontaneous speaking<br>translation FR – ENG and ENG - FR<br>different reading/listening question types<br>Past Papers |
| <b>Key Questions</b>   | Parle-moi de tes vacances.<br>Quels sont tes projets pour les prochaines vacances ?<br>Comment seraient tes vacances de rêve ?<br>Comment est ta ville comme destination touristique ?   | Comment est ta ville?<br>Qu’est-ce qu’on peut faire... ?<br>Comment serait ta ville idéale ?<br>Quels sont les problèmes environnementaux dans ta région ?  | Quel est ton opinion du bénévole ?<br>Qu’est-ce qu’on peut faire pour aider les SDF?<br>Quels sont les causes de la pauvreté ?<br>En quoi consiste une vie saine ?                      | Qu’est-ce que tu fais en ligne ?<br>Quels sont les dangers d’Internet ?<br>Quels sont les avantages d’Internet ?  | <b>Speaking Questions</b><br>How can I ensure a wide range of grammar and vocabulary?<br>What are the most effective revision/practice strategies  |
| <b>Assessment</b>  | <b>Assessment Point 1</b><br>Listening and Writing   | <b>Assessment Point 2</b><br>Trial Exams in all four skills   | <b>Assessment Point 3</b><br>Reading and Writing  | <b>Assessment Point 4</b><br>All four skills  | <b>Ongoing formative assessment</b><br>-exam focus   |
| <b>Literacy/ Numeracy/ SMSC/ Character</b>                   | Developing an <b>understanding</b> of the <b>phonological</b> and <b>graphological systems</b> of the target language and their <b>sound-symbol correspondence</b> , as well as of the <b>key structural, morphological</b> and <b>syntactic patterns</b> .<br>Understanding and dealing with <b>cultural barriers</b> to <b>prevent breakdown in communication</b> and <b>develop intercultural competence</b> .<br>Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b> . |   |   |   |  |