

EMMANUEL COLLEGE

THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 11



| Year 11 – Foundation tier | Autumn, Half-Term 1 | Autumn, Half-Term 2 |
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| Unit Title | Theme 2: Global Issues – Environment, Poverty and Homelessness. | Theme 2: Holidays and Travel, Regions of France |
| Key Question(s)? | How can French be used to talk about global issues such as the protection of the environment and poverty? | How can French be used to discuss holiday and travel plans? |
| Threshold Concepts | <ul style="list-style-type: none"> • Use of <i>si</i> + present tense. • The imperative. • Verbs of possibility. • Conditional of modal verbs. | <ul style="list-style-type: none"> • Prepositions for countries and modes of transport. • Use of <i>depuis</i> + present tense. • The pronoun <i>y</i>. |
| Link to Prior Learning | <ul style="list-style-type: none"> • Modal verbs. • Present tense. | <ul style="list-style-type: none"> • The negative. • Perfect tense with <i>avoir</i> and <i>être</i>. • Imperfect tense. |
| | Spring, Half-Term 1 | Spring, Half-Term 2 |
| Unit Title | Theme 3: Life at School and College | Theme 3: Career Choices and Ambition |
| Key Question(s)? | How can French be used to talk about life at school and college? | How can French be used to talk ambition and potential careers? |
| Threshold Concepts | <ul style="list-style-type: none"> • Adverbs of time and place. • Using the comparative and superlative of adverbs. | <ul style="list-style-type: none"> • Using the pronouns <i>ce qui</i> and <i>ce que</i>. • <i>Si</i> clauses with the future tense. • Verbs of liking and disliking in the conditional. • The passive voice in the present tense. |
| Link to Prior Learning | <ul style="list-style-type: none"> • Perfect tense of regular –er verbs. • Modal verbs (<i>pouvoir</i>, <i>vouloir</i> and <i>devoir</i>). • <i>Il faut</i> + infinitive. • Using <i>de</i> after quantities. | <ul style="list-style-type: none"> • Verbs of liking and disliking. • <i>Si</i> clauses in the present tense. • Comparatives and superlatives. |
| | Summer, Half-Term 1 | |
| | Exam practice in speaking, reading, listening and writing. | |

| Year 11 – Higher tier | Autumn, Half-Term 1 | Autumn, Half-Term 2 |
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| Unit Title | Theme 2: Global Issues – Environment, Poverty and Homelessness | Theme 2: Holidays and Travel, Regions of France |
| Key Question(s)? | How can French be used to talk about global issues such as the protection of the environment and poverty? | How can French be used to discuss holiday and travel plans? |

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| Threshold Concepts | <ul style="list-style-type: none"> • Clauses with <i>si</i>. • The subjunctive (extended). | <ul style="list-style-type: none"> • Use of <i>depuis</i> + present tense. • Use of <i>depuis</i> + imperfect tense. • <i>Venir de</i> + infinitive. |
| Link to Prior Learning | <ul style="list-style-type: none"> • Introduction to the subjunctive. • The pronouns <i>y</i> and <i>en</i>. • The pluperfect tense. | <ul style="list-style-type: none"> • Sequencing words and phrases. • Perfect, present, imperfect and future tenses. • Perfect infinitive. |
| | Spring, Half-Term 1 | Spring, Half-Term 2 |
| Unit Title | Theme 3: Life at School and College | Theme 3: Career Choices and Ambition |
| Key Question(s)? | How can French be used to talk about life at school and college? | How can French be used to talk ambition and potential careers? |
| Threshold Concepts | <ul style="list-style-type: none"> • Adverbs of time and place. | <ul style="list-style-type: none"> • <i>Using quand</i> clauses with the future tense. • Passive voice in the present tense. • Strategies to avoid the passive. |
| Link to Prior Learning | <ul style="list-style-type: none"> • Perfect tense. • Modal verbs. • Conditional tense. • Il faut + infinitive. • Time phrases. | <ul style="list-style-type: none"> • <i>Si</i> clauses. • Comparative and superlative adjectives. • <i>Qui</i> and <i>que</i>. • Future tense. |
| | Summer, Half-Term 1 | |
| | Exam practice in speaking, reading, listening and writing. | |
| Knowledge and Sequencing Rationale | <p>In Year 11, students continue to extend their knowledge and understanding across the three GCSE themes, with a particular focus upon the structures and vocabulary relating to environmental concerns, travel, education and employment. New content continues to be introduced in a rich cultural context allowing students to broaden their horizons and appreciate customs and traditions other than their own. Students develop an understanding of the French education system for example and evaluate strengths and weaknesses in relation to the UK. The cultural insight which the course offers continues to be complemented by a study of literary texts.</p> <p>As in Year 10, students are keenly aware of their increased confidence with the application of their knowledge in the skills of speaking and writing, developing both fluency and spontaneity. Pupils are also exposed to more challenging texts and passages, developing their ability to read and listen for both gist and detail.</p> <p>Whilst there is rightly an emphasis upon exam practice and preparation, the course follows a coherent structure, consolidating and building upon the knowledge taught in Year 10. Students benefit from regular retrieval practice with respect to the core time frames, whilst also extending their knowledge of new grammatical concepts such as the subjunctive after certain impersonal expressions and conjunctions. Translation skills, introduced in Key Stage 3, are further developed, providing the means for pupils to manipulate language with an increasing degree of confidence and accuracy.</p> <p>The themes and structures taught are sequenced in such a way so as to provide a springboard for study at a more advanced level in sixth form. Discussing poverty and inequality, for example, enables students to develop and justify their ideas with increasingly more sophisticated language. Grammatical concepts such as the passive and <i>si</i> clauses raise the complexity of students' language and provide a strong base for further study.</p> | |

