



Scheme of Learning: French

Theme 3 Current and Future Study and Employment

Theme 2 Local, national, international and global areas of interest

Year: 11 Unit: 1 – Au collège

| Sequence 1: Mon bahut To understand how to talk about school. | Sequence 2: L'école chez nous, l'école chez vous, To be able to compare school in the UK and French-speaking countries. | Sequence 3: Liberté, égalité et fraternité? To be able to discuss school rules. | Sequence 4: En pleine forme To be able to talk about healthy living. | Sequence 5: Sous influence To be able to talk about vices. | Sequence 6 En échange To know how to talk about actors and films. |
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| <ul style="list-style-type: none"> Vocabulary relating to school. Using the pronouns il and elle. Using comparisons. More practice of the third person singular/irregular of –er verbs plus its accompaniment of the possessive adjective. | <ul style="list-style-type: none"> Comparing school in the UK and French speaking countries. Using the comparative. Using the subject pronouns ils and elles: “aller, avoir, être, faire, devoir, pouvoir” plus its accompaniment of the possessive adjective. Cultural capital: schools in France. | <ul style="list-style-type: none"> Using “il faut, il est interdit de/d”. Cultural capital: school rules in French-speaking countries. RSE: moral dilemmas. Phrases with “avoir”. | <ul style="list-style-type: none"> Cultural capital: healthy living in French-speaking countries. More practice of using the present, past and future tenses. How to form and use adverbs derived from adjectives and irregulars. Using the imperative along with the irregular “avoir and “être”. | <ul style="list-style-type: none"> RSE: talking about vices. Vocabulary relating to vices. More practice of using the present and future tenses together. | <ul style="list-style-type: none"> Cultural capital: living in French-speaking families in French speaking countries. More practice of using the present, past and future tenses. Using the subject pronoun “on”. |

| Interleaving | Deeper Learning | Formative Assessment |
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| <ul style="list-style-type: none"> Being able to independently conjugate the full paradigm of the perfect, immediate future and imperfect tenses. Negation. Opinions and justifications. Word order and adjectival agreement. Knowledge of the infinitive. Possessive adjectives. | <ul style="list-style-type: none"> Being able to independently conjugate the full paradigm of the true future tense. Formation of the imperative in all its forms including “avoir and être”. Avoir phrases. Using the pronoun “on” Verbs followed by the infinitive. Formation of adverbs. | <ul style="list-style-type: none"> Whiteboards to check misconceptions in verb conjugations and sentence order. Cold call questioning. Extended writing in books. Using AQA mark schemes to improve skills. End of unit reading and listening tests. Weekly Google Form homework quiz Six week cumulative test. End of unit reading, listening and writing tests. |



Scheme of Learning: French Theme 3 Current and Future Study and Employment

Year: 11 Unit: 2 – Bon travail

| Sequence 1: <i>Quelle orientation t'attire?</i> To understand how to talk about career choices. | Sequence 2: <i>Il faut que je fasse ça</i> To be able to talk about plans, hopes and wishes. | Sequence 3: <i>Je voudrais postuler ...</i> To be able to talk about applying for jobs. | Sequence 4: <i>Mon boulot dans le tourisme</i> To be able to talk understand case studies. |
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| <ul style="list-style-type: none"> • Vocabulary relating to jobs and careers. • Making nouns feminine. • Conjugation of the conditional tense. • Using "le mieux/le pire". | <ul style="list-style-type: none"> • Vocabulary relating to aspirations. • Using the present subjunctive tense. • Using the perfect infinitive. | <ul style="list-style-type: none"> • Vocabulary relating to job applications. • Using "dont". • Using direct object pronouns in the perfect tense. | <ul style="list-style-type: none"> • Vocabulary relating to television programmes. • Using verbs followed by "à or de". • "si" clauses. Si + present + future. • Using "lorsque/quand" + future + future. |

| Interleaving | Deeper Learning | Formative Assessment |
|---|--|---|
| <ul style="list-style-type: none"> • Subject pronouns and their order in conjugation. • Negation. • Opinions and justifications. • Word order and adjectival agreement. • Conjugate the present, past and future tenses. • Knowledge of the infinitive. • Possessive adjectives. • Preceding direct object pronouns. • Using comparatives and superlatives. • Direct objective, relative and emphatic pronouns. | <ul style="list-style-type: none"> • Being able to independently conjugate the full paradigm of the conditional tense. • Using key phrases in the present tense of the subjunctive mood. • Using the perfect infinitive. • To fully understand the use of "dont". • To fully understand the superlatives "plus/moins/meilleur". • If clauses. • To understand the use of "quand and lorsque" + the future tense. • Verbs followed by "à or de" + infinitive. | <ul style="list-style-type: none"> • Whiteboards to check misconceptions in verb conjugations and sentence order. • Cold call questioning. • Extended writing in books. • Using AQA mark schemes to improve skills. • End of unit reading and listening tests. • Weekly Google Form homework quiz • Six week cumulative test. • End of unit reading, listening and writing tests. |