

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

Year 11 French – 2021/2022								
	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Theme 2 Unit 7 Global issues-the environment	Theme 2 Unit 7 Global issues-poverty/homelessness	Theme 2 Unit 7 Global issues-poverty/homelessness	Theme 2 Unit 6 Social issues-charity/voluntary work	Exam skills	Exam skills	Speaking exam focus Exam skills	EXAMS
Unit length:	4 weeks	2 weeks 1 week PPE	1 week PPE 2 weeks	4 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Knowledge/Skills: <i>Key Core Powerful</i>	Nouns: environmental problems and solutions Opinion Phrases and adjectives Verbs: Modal verbs Il faut, il faudrait, on peut, on pourrait,	Nouns: key words relating to poverty and homelessness Opinion phrases and adjectives Verbs: modal verbs Il faut, il faudrait, on peut, on pourrait, on doit, on devrait...+inf il faut que +subj Tenses: past tense for effects of behaviours on the society; pluperfect for perspective	Nouns: types of charities, voluntary work Opinion Phrases and adjectives Verbs: vouloir +inf vouloir que+sub Use 'il est Possible	Exam criteria for each element of each paper Exam strategies Retrieval strategies Exam rubrics >>>Themed papers in all 4 skills Cross themed papers Past papers >>> Key questions: Qu'est-ce qu'il y a sur la photo? Quel est ton rôle?	Exam criteria for each element of each paper Exam strategies Retrieval strategies Exam rubrics >>>Themed papers in all 4 skills Cross themed papers Past papers >>> Key questions: Qu'est-ce qu'il y a sur la photo? Quel est ton rôle?	Exam criteria for each element of each paper Exam strategies Retrieval strategies Exam rubrics >>>Themed papers in all 4 skills Cross themed papers Past papers >>> Key questions: Qu'est-ce qu'il y a sur la photo? Quel est ton rôle?	EXAMS	

	<p>on doit, on devrait...</p> <p>Tenses: Past tense for effects of behaviours on the environment; pluperfect for perspective</p> <p>Comparatives across tenses: avant...maintenant... plus tard...</p> <p>'Si', 'quand', 'lorsque' clause using all 3 time frames</p>	<p>Comparatives across tenses: avant...maintenant... plus tard...</p> <p>'Si', 'quand', 'lorsque' Clause using all 3 time frames</p> <p>>>> Understand, talk, write, describe, explain, compare social issues, inequalities and poverty in the world.</p> <p>>>> Key questions: Est-ce que le monde est égal? Qu'est-ce que c'est la pauvreté?</p>	<p>que' +sub</p> <p>Comparatives across tenses: avant...maintenant... plus tard...</p> <p>'Si', 'quand', 'lorsque' Clause using all 3 time frames</p> <p>> Understand, talk, write, describe, explain, compare charity work and their importance and impact.</p> <p>> Key questions</p>	<p>Comment améliorer son écrit?</p> <p>Comment améliorer sa compréhension écrite?</p> <p>Comment améliorer sa compréhension orale?</p>	<p>Comment améliorer son écrit?</p> <p>Comment améliorer sa compréhension écrite?</p> <p>Comment améliorer sa compréhension orale?</p>	<p>Comment améliorer son écrit?</p> <p>Comment améliorer sa compréhension écrite?</p> <p>Comment améliorer sa compréhension orale?</p>	
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	<p>>>> Understand, talk, write, describe, explain, compare local, national, global environment issues and actions.</p> <p>>>> Key questions : Quels sont des problèmes auxquels notre planète fait face? Comment peut-on protéger l'environnement? Quel est le problème le plus grave pour la planète?</p>		<p>: Comment faire la différence dans ta communauté? Pourquoi a-t-on besoin d'associations?</p>				
<p>End points covered:</p>	<p>Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation Write at varying length, for different purposes and audiences, using a variety of grammatical structures, and be able to translate accurately both to and from the target language</p>						

	<p>Read, understand, and be able to respond to a range of authentic texts</p> <p>Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately</p> <p>Develop an appreciation for French-speaking culture</p> <p>Grammar (key concepts)</p>					
NC/Spec coverage:	<p>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</p> <p>Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p> <p>Use accurate grammar, spelling and punctuation</p>					
Cross-curricular links:	Geography Sociology Psychology	Geography Sociology Psychology	Geography Sociology Psychology			
Assessments:	<p>Formative assessment:</p> <p>In class Reading and Listening activities</p> <p>In class speaking preparation of photo card, role play and/or general conversation questions.</p>	<p>Formative assessment:</p> <p>In class Reading and Listening activities</p> <p>In class speaking preparation of photo card, role play and/or general conversation questions.</p>	<p>Formative assessment:</p> <p>In class Reading and Listening activities</p> <p>In class speaking preparation of photo card, role play and/or general conversation questions.</p>	<p>Formative assessment:</p> <p>In class Reading and Listening activities</p> <p>In class speaking preparation of photo card, role play and/or general conversation questions.</p>	<p>Formative assessment:</p> <p>In class Reading and Listening activities</p> <p>In class speaking preparation of photo card, role play and/or general conversation questions.</p>	

	40/90/150 words writing. Translation skills Fr/Eng and Eng/Fr Summative assessment: PPEs week 6	40/90/150 words writing. Translation skills Fr/Eng and Eng/Fr Summative assessment: PPEs week 1 End of unit cumulative assessment in 1 receptive 1 productive skill	40/90/150 words writing. Translation skills Fr/Eng and Eng/Fr Summative assessment: PPEs week 6	40/90/150 words writing. Summative assessment: PPEs week 1	40/90/150 words writing. Summative assessment: Speaking exams	
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Translator, interpreter, teacher, pastoral staff, lawyer	Translator, teacher, interpreter, careers adviser	Translator, teacher, interpreter, careers adviser	Translator, teacher, interpreter, careers adviser	Translator, teacher, interpreter, careers adviser	
Culturally rich – broadening horizons	L'ours, Mahe, N'Dour	Les restos du coeur	Continue to develop knowledge of the francophone world through variety of exam tasks.	Continue to develop knowledge of the francophone world through variety of exam tasks.	Continue to develop knowledge of the francophone world through variety of exam tasks.	
	<p>Our intent is to create an engaging curriculum, which motivates and inspires all learners, especially the disadvantaged, to gain knowledge of a foreign language, which is taught by experts to in turn, promote the development of future experts. We wish that students also get the opportunity to develop their general cultural knowledge at local, national and global levels.</p> <p>We want to encourage students to add detail and some more complexity to their language acquisition. We want them to enjoy and develop the cross-curricular links so they can experience the benefits in continuing a language at GCSE.</p>					