

Beamont Collegiate Academy Curriculum Map



Year: Y11

Subject: French

1. Phonics and Pronunciation
2. Grammar
3. Conjugating Tenses
4. Formulating an Opinion

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	La où J'habite	L'environnement	Les problèmes sociaux	Post 16	Revision & Exam Preparation	Revision & Exam Preparation
	Disciplinary knowledge	<p><u>Phonics</u> All SSC sounds consolidated through modelling phase</p> <p><u>Grammar</u> prepositions (R) plural partitive article and <i>de</i> after negative <i>pouvoir</i> + infinitive expressions of quantity <i>ceux qui</i> + verb <i>s'intéresser à</i> enhancing descriptions using <i>qui/que/dont</i> (see demonstrative adjectives <i>ce, cet, cette, ces</i>)</p> <p><u>Verbs</u> Imperfect Tense (R) Present Tense (R) <i>il y a</i> <i>on a</i> <i>c'est</i> irregular verbs <i>aller/faire</i></p>	<p><u>Phonics</u> All SSC sounds consolidated through modelling phase</p> <p><u>Grammar</u> modal verbs linked to behaviours <i>si</i> sentences revised for outlining consequences of actions</p> <p><u>Verbs</u> Pluperfect tense Present Tense (R) Future (R) Imperfect (R) Perfect (R)</p> <p><u>Opinions</u> Expressing Concerns Giving advice</p>	<p><u>Phonics</u> All SSC sounds consolidated through modelling phase</p> <p><u>Grammar</u> <u>Infinitive constructions</u> <i>vouloir</i> + infinitive <i>il faut</i> + infinitive</p> <p><u>Subjunctive Constructions</u> <i>Vouloir que</i> + subjunctive <i>Il est possible que</i> + subjunctive <i>Il est possible que</i> + subjunctive <i>Il faut que</i> + subjunctive <i>si j'étais ... à la place de ... with conditional completions</i> <i>and il faut que</i> +</p> <p><u>Verbs</u> Conditional (R)</p>	<p><u>Phonics</u> All SSC sounds consolidated through modelling phase</p> <p><u>Grammar</u> building on <i>si</i> clauses with present and future more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>) enhanced statements of possibility including <i>permettre de</i></p> <p><u>Verbs</u> Present Tense (R) Future Tense (R)</p> <p><u>Opinions</u> Giving opinions using <i>ce qui/ce que ... c'est...</i> sentence pattern</p>		

		<p><u>Opinions</u> Giving comparisons</p>	<p>Saying what the most worrying problem is</p>	<p>Present Tense of irregular verb vouloir Subjunctive mood</p> <p><u>Opinions</u> Giving advice on what ought to be done Saying what the most worrying problem is</p>				
	Key substantive knowledge	<p>Giving information about where I live & what there is to do there</p> <p>Describing my house and town</p> <p>Saying where things are</p> <p>Comparing my town to what it was like in the past</p> <p>Identifying gist and detail</p>	<p>Describing the most serious and worrying environmental issues.</p> <p>Describing what we do/did/will do to help the environment.</p> <p>Giving advice on what ought to be done to help the environment</p> <p>Understanding and replying to spoken questions</p> <p>Describing a photo card</p> <p>Responding to unplanned questions</p> <p>Writing to express points of views and feelings</p> <p>Using language to persuade and convince</p>	<p>Giving opinions and information on social issues including health and poverty.</p> <p>Giving advice on what can be done to help people.</p>	<p>Describing future intentions with reference to post 16 plans</p> <p>Discussing what the next steps will allow you to be able to do</p> <p>Giving opinions on school subjects, homework and facilities.</p>			
Clarity around sequencing	Main links across the curriculum	<p>PRIOR LINKS Y7 Present tense Y7 comparisons Y9 Imperfect Y8 Prepositions</p>	<p>PRIOR LINKS Y9 modal verbs Y9 Perfect Tense Development of R & L skills across KS3 & 4</p>	<p>PRIOR LINKS Y9 Conditiona; Food and Drink/Health (Y9) Jobs (Y9)</p>	<p>PRIOR LINKS KS3 Tenses Y7 School subjects Y9 School Development of R & L skills across KS3 & 4</p>			

		Development of R & L skills across KS3 & 4 Phonics awareness and speaking practice across KS3 & 4	Phonics awareness and speaking practice across KS3 & 4	Development of R & L skills across KS3 & 4 Phonics awareness and speaking practice across KS3 & 4	Phonics awareness and speaking practice across KS3 & 4		
	Authentic cross curricular links	<u>Geography</u> Physical Landscapes	<u>Geography</u> Weather Hazards Climate Change Endangered species	<u>Health & Social Care</u> Social issues	<u>CEIAG</u> Exploring post 16 choices and options		
Vocabulary	Key words	See sentence builders	See sentence builders	See sentence builders	See sentence builders		
Assessment	Summative assessment	PPES Paper 1 Paper 2 Paper 3 Paper 4	Weekly past paper exam questions – R & L Describing a Photo Card	PPES Paper 1 Paper 2 Paper 3 Paper 4	Weekly past paper exam questions – R & L 90/150 Word Essay	Final Exam Paper 2 Speaking Paper 1 Listening Paper 3 Reading	Final Exam Paper 4 Writing
Links to the real world / careers / PD			Understanding of Key issues surrounding the environment and climate change Making suggestions and giving advice are Key Communicative Directive Function to influence the actions of others (Finocchiaro & Brunfit 1983)	Understanding social issues within the local area. Making suggestions and giving advice are Key Communicative Directive Function to influence the actions of others (Finocchiaro & Brunfit 1983)	Describing something or someone and expressing opinions are key communicative referential and interpersonal functions (Finocchiaro & Brunfit 1983)		
Hinterland			News articles around Plastic Waste and recycling	Main French Charities Médecins Sans Frontières (MSF)			