

## CURRICULUM OVERVIEW FOR YEAR 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Holidays</b> Theme 2 Local. National, international and global areas of interest.  School  Theme 3 Current and future study and employment.	<b>Environment                      and Global                      issues</b>  Theme 2 Local. National, international and global areas of interest.	<b>Work</b>  Theme 3 Current and future study and employment	<b>Revision and                      Exam                      Preparation</b>	<b>Revision and                      Exam                      Preparation</b>	
<b>FESTIVALS</b> As appropriate throughout the year – Christmas, sporting events, Eurovision etc						
<b>Knowledge</b>	Conditional (KS22) Reflexive verbs in past tense (23) “en” + present participle (KS24) Avant de + infinitive (KS25) Demonstrative adjectives and pronouns (KS26) pluperfect (KS27)  Pronouns Il faut... Il est interdit de ... (KS28) Imperative Present and future together	Pouvoir and devoir in conditional (KS39) Passive (KS40) Indirect object pronouns (KS41)	Better/worse (KS33) Subjunctive (KS35) Direct object pronouns and perfect (KS36)  Verbs followed by “à” or “de” (KS37)			
KS references refer to grammar booklet.						

<b>Skills</b>	<p>Reading- draw inferences and present details from a range of longer texts including literary texts. Respond to information in texts, authentic sources containing unfamiliar material and including a combination of complex grammatical structures and a variety of tenses.</p> <p>Writing- to write coherent extended texts on a variety of topics using language effectively to narrate, inform, interest and convince. Use a range of grammatical structures and tenses.</p> <p>Listening- to recognise themes and ideas in longer passages (including authentic sources) covering some contemporary and cultural themes. To understand different types of spoken language and a combination of complex tenses and grammatical structures.</p> <p>Speaking - to be able to narrate events and express opinions on a wide range topics. To be able to develop conversations using a range of tenses and more complex grammatical structures. To display spontaneity when asking and answering questions.</p> <p>Translation- to be able to translate accurately (French to English/English to French) longer passages in a range of topics containing a range of complex grammatical structure with isolated errors.</p>					
<b>Key Marked Piece (Summative Assessments in bold)</b>	Speaking assessment GCSE speaking tasks - roleplay /photocard/ conversation	Listening, Reading and Writing assessments PPE GCSE past papers	Speaking assessment GCSE speaking tasks - roleplay /photocard/ conversation	Listening, Reading and Writing assessments PPE GCSE past papers	<b>Final GCSE Speaking exams April 2020</b> <b>Final Listening, Reading and Writing exams May 2020</b>	
<b>Vocabulary</b>	See knowledge organisers for vocabulary lists.					