

Subject:	MFL	Year	11 - GCSE	Ability	All
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Term / Date(s)	Half Term 1	Half Term 2	Half term 3	Half term 4	
Topic	Theme 2: Local, national, international and global areas of interest Topic: The Environment	Theme 2: Local, national, international and global areas of interest Topic: Healthy living	Theme 2: Local, national and global areas of interest Topic: Travel and tourism	Theme 3: Current and future study and employment Topic: School and work	Revision
Topic overview Students will learn...	Local, regional, national and global environmental issues Environmentally friendly activities	Diet, food and drink Fitness Health Lifestyles Opinions and reasons on healthy and unhealthy lifestyles Social issues: addiction and illnesses	Types of holidays and destinations Past holidays and dream holidays Modes of transport and pros and cons Opinions and reasons on holidays Holiday disasters Booking a hotel and interacting at a tourist office	Students can independently produce and understand language to: Describe their school life Express opinions and justifications on school subjects, facilities and rules Academic strengths and weaknesses Future plans Work /job preferences	
Components	Students can understand and use language so that they can describe local, national and global environmental issues. Students can understand and express their opinions using more sophisticated phrases so that they can add complexity to their language. Students can understand and use topic-specific vocabulary so that they can explain why environmental issues are a problem. Students can understand and use a range of modal verbs in the present, conditional and conditional perfect tense so that they can describe actions which help the environment.	Students can use and understand topic specific language so that they can describe what they do to have a healthy lifestyle. Students can use modal verbs so that they can give advice on healthy living. Students can use and understand a range of complex opinions and reasons so that they can justify their healthy lifestyle choices. Students can use and understand the imperfect tense so that they can express what their lifestyle used to be in the past Students can use and understand the conditional tense	Students can understand and use topic-specific language so that they can describe their regular holiday destinations Students can recognise and use vocabulary for different modes of transport, accommodation and weather/seasons so that they can understand and produce detailed descriptions of holidays Students can recognise and produce a variety of opinion phrases so that they can understand and express viewpoints on holidays. Students can use the perfect tense so that they can describe where they have been in the past and what they did Students recognise and use key vocabulary so that they can refer	Students can understand and use topic-specific language so that they can describe their school and its facilities Students can understand and use a wider range of opinion phrase so that they can express positive and negative viewpoints on subjects and their school Students can understand and use a wide range of language so that they can discuss and understand viewpoints of school rules Students can recognise and use the perfect and imperfect tenses so that they can refer to past events/routines at school Students can recognise and use the near and simple future tenses so that they can describe future plans in terms of studies	

	<p>Students recognise the imperative form so that they can understand and use commands.</p>	<p>so that they can express what lifestyle they would like to have in the future.</p> <p>Students can use and understand topic specific language so that they can describe food, ingredients and food adjectives.</p> <p>Students can use and understand vocabulary so that they can express illnesses.</p>	<p>to/communicate problems on holiday.</p> <p>Students can use the imperfect tense so that they can describe holidays in the past</p> <p>Students can use the simple and near future tenses so that they can describe future holiday plans</p> <p>Students can recognise and use conversational vocabulary so that they can book a hotel room and explain any problems/requirements</p> <p>Students can recognise and use vocabulary so that they can communicate in a tourist office</p>	<p>Students can understand and use a range of vocabulary so that they can discuss career choices</p> <p>Students can use comparative and superlative structures so that they can explain viewpoints on jobs and careers in more detail</p> <p>Students can use the avant de structure to create more complexity in their sentences</p> <p>Students can understand and use set phrases in the subjunctive mood so that they can create more sophisticated language.</p> <p>Students can understand and use the near and simple futures tenses so that they can describe future plans in terms of work /careers</p>	
What students should already know (Prior learning components)	<p>Students should already be able to recognise and use vocabulary to describe environmental issues.</p> <p>Students should already be able to recognise and use some modal verb phrases.</p> <p>Students should already be able to express a range of opinions on this topic.</p> <p>Students should already be able to refer to 3 tenses with topic-specific verbs</p> <p>Students should already be able to recognise and use the imperative form of some verbs.</p>	<p>Students should already be able to give a range of complex opinions</p> <p>Students should already know some food/drink items of vocabulary</p> <p>Students should already know a range of tenses, including the imperfect tense</p> <p>Students should already know a range of social issue vocabulary</p>	<p>Students should already be able to refer to three tenses with topic-specific verbs.</p> <p>Students should be able to communicate in various real-life scenarios</p> <p>Students should be able to apply understand and use weather phrases in the present tense</p> <p>Students already know a range of vocabulary for free-time activities.</p> <p>Students should be able to form the negative of a range of verbs.</p> <p>Students should be able to some key verbs in the imperfect tense to describe past state.</p>	<p>Students should already know a range of vocabulary related to school and careers</p> <p>Students should already be able to understand and refer to times</p> <p>Students should be able to refer to all tenses in a range of contexts</p> <p>Students should already be able to use set subjunctive phrases</p>	
Transferrable knowledge (skills)	The ability to use and understand vocabulary relating to local,	The ability to use and understand vocabulary relating to Healthy Living	The ability to use and understand vocabulary relating to holidays, transport, weather,	The ability to use and understand vocabulary relating to school life	

	<p>regional, national and international area locations.</p> <p>The ability to use and understand high frequency verbs relating to environmentally friendly activities.</p> <p>The ability to use and understand the conditional tense with modal verbs (<i>devoir, pouvoir</i>).</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>The ability to use and recognise imperative language in the polite form.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>The ability to recognise and refer to the past, present and future tense.</p>	<p>The ability to use and understand high frequency verbs (<i>faire, aller</i>)</p> <p>The ability to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>The ability to recognise and refer to the past, present and future tense.</p> <p>Modal and impersonal verbs</p>	<p>ideal holidays, problems, transactional vocabulary and structures related to hotel booking and the tourist office.</p> <p>The ability to use and understand high frequency verbs in the past, present and future tense. (<i>aller, voyager, faire, rester</i>).</p> <p>The ability to use and understand set phrases in the subjunctive mood across all topic areas.</p> <p>Know how to accurately use modal verbs.</p> <p>Know how to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to compare using key comparative structures.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>Knowledge of key weather phrases that can be applied to a variety of topic areas</p> <p>Past present and future tense.</p>	<p>The ability to use and understand numbers and time phrases</p> <p>The ability to use and understand modal verbs.</p> <p>The ability to use and understand subjunctive triggers with irregular verbs</p> <p>The ability to use and understand more complex opinion phrases</p> <p>The ability to use and understand the pluperfect tense</p> <p>The ability to use and understand the conditional perfect tense.</p>	
Key lexicogrammar pupil will know and learn	<p>Know and understand vocab on the spec. and content mat relating to:</p> <p>Key environmental issues</p> <p>Adjectives to describe environmental impact</p> <p>Modal verbs (<i>pouvoir, devoir</i>)</p> <p>Impersonal verb structures (<i>il faut</i>)</p> <p>Complex opinions and reasons.</p>	<p>Know and understand vocab on the spec relating to:</p> <p>Food/drink/food categories</p> <p>Healthy, unhealthy life styles</p> <p>Present, imperfect and near future tenses</p> <p>Use reflexive verbs</p> <p>Use subjunctive triggers and simple subjunctive verbs</p> <p>Use of preceding object 'en'</p>	<p>Know and understand vocab on the spec relating to: holidays (transport, accommodation, activities)</p> <p>weather (height, size, hair, eye colours), booking a hotel (room types, prices, specific requests eg bathroom), tourist office (times, dates, events), problems (losing passport, stolen bag, injury), positive and negative viewpoints on holidays and opinions on transport and destinations.</p>	<p>Know and understand vocab on the spec relating to:</p> <p>school (subjects, facilities)</p> <p>School rules and regulations</p> <p>University, gap year</p> <p>Jobs and careers, extra-curricular activities, positive and negative viewpoints on school life.</p>	
Assessment activities	<u>Formative assessment</u> : Modelling exam questions for productive and receptive practice.	<u>Formative assessment</u> : translating model phrases, grammatical accuracy with verbs	<u>Formative assessment</u> : Modelling exam questions for	<u>Formative assessment</u> : Modelling exam questions for productive and receptive practice.	

	<p>Self-assessment sheet</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed</p> <p>Assessments can be end of unit or revisited after other topics.</p>	<p>and adjectives. Complexity practice.</p> <p><u>Summative assessment:</u> writing question one, photo description, writing question two 40 words, writing question 3 90 words. Reading and listening F and H tier questions.</p> <p>Self assessment sheet</p> <p>Assessments can be end of unit or revisited after other topics.</p>	<p>productive and receptive practice.</p> <p>Self-assessment sheet</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed</p> <p>Assessments can be end of unit or revisited after other topics.</p>	<p>Self assessment sheet.</p> <p><u>Summative assessment:</u> Variety of reading, listening, writing and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed</p> <p>Assessments can be end of unit or revisited after other topics.</p>	
Resources available					
Cultural capital	Recycling pamphlet with instructions in French	Healthy living French online survey	French campsite website and promotional video clip	Job advert	
Notes	<p>This topic is a complex one and is sequenced as number 8 out of 10.</p> <p>The writing and speaking exam may require students to explain their concerns about environmental activities and what can be done to support it. Students may need to refer to recent activities with family, what can be done to support their local area and also what should/could be done to be more environmentally friendly.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions, their relationships and their viewpoints on marriage and partnerships.</p> <p>Students will be able to:</p> <p>describe an environmental issue that concerns them.</p> <p>explain why an issue is a problem/threat/danger.</p>	<p>This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. This includes the sub topic of marriage and partners.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions, their relationships and their viewpoints on marriage and partnerships.</p>	<p>This topic appears later on in the GCSE condensed curriculum resources because it covers and allows for revision of points that are visited earlier in the course. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future and weather.</p> <p>In addition, the subjective is introduced at this time as it is one of the more complex elements of the GCSE syllabus.</p> <p>The writing and speaking exam may require students to talk about and give information about their holiday and also detailed viewpoints backed up by reasons about travel and tourism. This includes the sub topic of booking a hotel room and communicating at a tourist office; skills required when visiting the TL country.</p>	<p>This topic appears on the AQA spec and it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, adjectives, comparative structures, time phrases, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about school life</p> <p>Students will be able to:</p> <p>Express opinions on their favourite and least favourite subjects</p> <p>Describe what they like about school, the facilities, the staff and friends.</p>	

<p>give an example of something they do to help the environment.</p> <p>give an example of something they have done recently to help the environment.</p> <p>give an example of something they're going to help the environment.</p> <p>refer to something they do with my family and friends to help the environment.</p> <p>Use imperative and recommendation phrases to say what they will/could/should be done to be more environmentally friends.</p>	<p>Students will be able to: This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. This includes the sub topic of marriage and partners. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions, their relationships and their viewpoints on marriage and partnerships.</p> <p>Students will be able to: Give opinions on town and neighbourhood Describe towns and neighbourhood. Compare and contrast two towns.</p>	<p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about holidays, opinions on holidays, weather, and transactional structures to do with travel and tourism.</p> <p>Students will be able to: Say where they have been on holiday and give an opinion Describe accommodation Say what they have done on holiday Describe a mode of transport Talk about the weather Talk about what they would like to do on holiday Say where they would like to go in the future Use phrases like 'I've always wanted to go/try/do'</p>	<p>Refer to their school timetable</p> <p>Give examples of extra-curricular activities</p> <p>Give examples of school rules</p> <p>Describe past events at school</p> <p>Describe future plans in terms of studies</p> <p>Describe future plans in terms of work</p>
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