



# YEAR 11 French AUT TERM

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Social Issues (voluntary work)

### Global Issues and Travel and Tourism



Curriculum Intent	In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:	
Skills/Assessment Objective Links	Listening and speaking	Reading and writing
	<ul style="list-style-type: none"><li>• demonstrate general and specific understanding of different types of spoken language</li><li>• follow and understand clear standard speech using familiar language across a range of specified contexts</li><li>• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events</li><li>• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</li><li>• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</li><li>• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts</li><li>• take part in a short conversation, asking and answering questions, and exchanging opinions</li><li>• convey information and narrate events coherently and confidently, using and adapting language for new purposes</li><li>• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</li><li>• initiate and develop conversations and discussion, producing extended sequences of speech</li><li>• make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events</li><li>• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view</li></ul>	<ul style="list-style-type: none"><li>• understand and respond to different types of written language</li><li>• understand general and specific details within texts using high frequency familiar language across a range of contexts identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events</li><li>• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</li><li>• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</li><li>• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</li><li>• translate a short passage from the assessed language into English</li><li>• communicate effectively in writing for a variety of purposes across a range of specified contexts</li><li>• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li><li>• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li><li>• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</li><li>• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li></ul>

	<ul style="list-style-type: none"> <li>use accurate pronunciation and intonation such as to be understood by a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</li> <li>translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Learning how to express yourself and respect other peoples' views/culture.</p> <p><b>PSHE/British Values:</b> Learn about how voluntary work can have a positive impact on society, the problems people living in poverty/homelessness face and how to look after our world and prevent ecological disasters</p> <p><b>Skills Builder:</b> Opportunities for practicing listening, speaking and teamwork</p>	
<b>Numeracy</b>	Numbers, dates and percentages	
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> See knowledge organiser booklet for GCSE specification vocabulary for these topics</p> <p><b>Vocabulary Tier 3:</b> Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structure, justification.</p> <p><b>Reading:</b> Regular reading activities (every other lesson minimum) – reciprocal strategies used, such as prediction, draw a picture, create a heading, reading bingo, two truths and a lie.</p> <p><b>Writing:</b> 40- and 90-word essay writing non-negotiables, answers to be typed to general conversation questions, translations.</p> <p><b>Oracy:</b> Think, pair, share opportunities in every lesson, reading aloud activities as a whole class/group/pair (popcorn, ping pong reading, 1,2,3,4 game), opportunities for discussion on what makes a good piece of writing/speaking. etc, paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz, trade .etc.)</p>	
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Consider skills, qualities and interests to work in the voluntary, environmental and travel and hospitality sectors	
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:	
<b>QFT/SEND Provision</b>	<p><b>By product:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By resource:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p>Social Issues – voluntary work</p> <ul style="list-style-type: none"> <li>Know vocab and structures to describe French charities and the social issues they help</li> <li>Understand what people do to help charities</li> <li>Say what I would like to do to help charities</li> <li>Describe charity organisations</li> </ul> <p>Global Issues</p> <ul style="list-style-type: none"> <li>Discuss global poverty</li> <li>Describe environmental problems</li> <li>Say what they must do to eliminate environmental problems</li> </ul> <p>Travel and Tourism</p> <ul style="list-style-type: none"> <li>Say where they go on holiday and who with</li> <li>Say where I stay on holiday and for how long</li> <li>Say what transport I use whilst on holiday</li> <li>Develop strategies for completing a transactional role play on Travel and Tourism</li> <li>Say what I do on holiday and narrate events with sequencers</li> </ul>	
<b>Learning Outcomes (Most powerful knowledge)</b>		

	<ul style="list-style-type: none"> <li>• Describe the weather</li> <li>• Develop strategies for completing a written photo card</li> <li>• Use the imperfect tense to describe a disastrous holiday</li> <li>• Understand descriptions of holidays in 3 tenses</li> <li>• Describe their holiday this and last year</li> <li>• Describe their dream holiday</li> <li>• Use si clauses to say what they would do on holiday if...</li> <li>• Develop strategies for completing English answer listening questions</li> <li>• Develop strategies for writing a 150 word cross-context essay/40 and 90 word</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>.All topics to be recapped throughout the rest of the course. All grammar and skills to be recapped throughout the GCSE course.</p>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.