

Year 11

Scheme of Learning 2025 - 2026

French

Subject leader: N Rubio-Gavilán

Topic overview for Year 11					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>My hobbies</u></p> <ol style="list-style-type: none"> 1. My life online - Technology 2. An active life - Sport 3. TV and Cinema 	<p><u>My town</u></p> <ol style="list-style-type: none"> 4. Where I live 5. Shopping 6. Where I would like to live 	<p><u>Revision:</u> <u>School and my future</u></p> <ol style="list-style-type: none"> 7. School in the present 8. School in the past 9. Plans after the exams 	<p><u>Revision:</u> <u>My life and identity</u></p> <ol style="list-style-type: none"> 10. Your identity 11. Your well-being 	<p><u>Revision</u></p> <p>Start of GCSE Exams</p>	N/A
Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
<ul style="list-style-type: none"> - Using regular and irregular verbs in the present tense - Giving opinions - Using time phrases 	<ul style="list-style-type: none"> - Prepositions and places in town vocabulary - Use of "il y a" and "il n'y a pas" - Giving opinions - Using the conditional "I would like to" 	<ul style="list-style-type: none"> - School-related vocabulary (subjects, teachers, uniform, rules). - Using the three key tenses: present, past, future. - Giving opinions 	<ul style="list-style-type: none"> - Vocabulary to describe personality, family, friend and relationships - Vocabulary to talk about habits and lifestyle - Vocabulary to talk about sports - Using the three key tenses 	<ul style="list-style-type: none"> - All specification vocabulary and grammatical structures. 	N/A

Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
<p>Offers insight into the thematic contexts of Lifestyle and Wellbeing and Media and Technology. Consolidates free-time topics familiar from KS3. Provides opportunities to practise all three time frames with opinions in preparation for writing and speaking exams. Reinforces transactional language skills in preparation for the listening and speaking exams.</p>	<p>Introduces the thematic context of My neighbourhood, with focus on subtopics such as shopping. Builds on free-time activities and town vocabulary already used in the previous term. Consolidates familiar KS3 content on where I live by adding extension and complexity. Enables practice of transactional role-play language in the context of shopping.</p>	<p>Revisits the thematic contexts of Studying and my future and Travel and tourism. Consolidates use of three time frames and opinions in extended writing. Reinforces transactional vocabulary needed for speaking (role plays). Provides focused preparation for upcoming exams. Fits into a spiral curriculum by revisiting and extending prior subtopics.</p>	<p>Revisits the thematic contexts of My personal world and Lifestyle and wellbeing. Strengthens students' ability to talk about themselves and others in all three tenses. Provides additional practice in expressing opinions. Facilitates a spiral curriculum by consolidating topics and recycling key skills.</p>	<p>Exam practice focused to consolidate all topics and practice exam skills.</p>	<p>N/A</p>

Term 1: My hobbies

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 1: My life online				
<p>BQ: Que fais-tu en ligne?</p> <p><i>BQ: What do you do online?</i></p>	<p>To be able to talk about what you do online with vocabulary for internet based free activities</p> <ul style="list-style-type: none"> - Use of regular –er verbs to talk about online activities in the present - Use of time expression to extend and add detail - Use of opinions on activities 	<p>Each lesson should start with a retrieval-based starter. Questions will retrieve information from Last lesson, Last week, Last term, Last year.</p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 	<p>Term 1 KO</p> <p>Pearson GCSE Pg. 8</p>	<p>Social – explore how internet help us communicating with others</p> <p>Spiritual – express different ideas of how to spend free time and hobbies</p>
<p>BQ: Qu'est-ce que tu vas faire en ligne demain?</p> <p><i>BQ: What are you going to do online tomorrow?</i></p>	<p>To be able to talk about what activities you will do with technology in the future</p> <ul style="list-style-type: none"> - Revise future time expressions - Use of the near future tense and time expressions <p>To practice 40-50 words writing (Q2 F Paper 4)</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 1 KO</p> <p>Pearson GCSE Pg.9</p>	<p>Cultural – understanding the popularity of different online activities in different countries</p>

<p>BQ: Quels sont les avantages et les inconvénients de l'Internet?</p> <p><i>BQ: What are the advantages and disadvantages of the internet?</i></p>	<p>To talk be able to express pros and cons of the internet</p> <ul style="list-style-type: none"> - Use of a range of opinions including the opinions of other people 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 1 KO</p> <p>Pearson GCSE Pg.9</p>	<p>PSHE Links to internet safety and being responsible online</p> <p>Reflecting how online activities might affect mental and physical health</p> <p>Recognising the risks online</p>
<p>Mid Term Assessment</p>	<p>Q1: Describe a photo: X4 sentences (8 marks)</p> <p>Q2: Writing Assessment: 40-50 words (14 marks)</p> <ul style="list-style-type: none"> - How do you normally use technology - Your opinion on the internet with reasons - What you will use technology for in the future 			
<p>PIT</p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p>Topic 2: An active life</p>				
<p>BQ: Que fais-tu sans la technologie?</p> <p><i>BQ: What do you do without technology?</i></p>	<p>To talk about activities that don't involve technology in the present tense</p> <ul style="list-style-type: none"> - Revision of the topic music using the verb "faire" - Revision of the topic sport using the verb "jouer" - Revise time expressions - Revise the preposition "de" and à 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 1 KO</p> <p>Pearson GCSE Pg. 10-11</p>	<p>Social: talking about quality time with friends and family in person</p>
<p>BQ : Où vas-tu le week-end ?</p> <p><i>BQ: Where do you go at the weekend?</i></p>	<p>To be able to talk about plans in the future</p> <ul style="list-style-type: none"> - Revision of the verb 'aller' - Revision of places in town vocabulary - Revision of the preposition à 			<p>PSHE- Recognising the value of an active life.</p>

				Social - understanding the importance of doing activities with other people
Topic 3: TV and Cinema				
BQ : Qu'est-ce que tu regardes? <i>BQ: What do you watch?</i>	To be able to talk about what type of shows you watch - Revising types of TV shows and films - Giving a range of justified opinions - Giving extended information about TV an film: location, times, who with	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 1 KO Pearson GCSE Pg. 12-13	Spiritual – reflecting on personal taste and likes Moral – what is appropriate PSHE- how TV shows the way we see life
BQ : Vous voulez combien de billets ? <i>BQ : How many tickets would you like?</i>	To practice conversation vocabulary in the context of buying a cinema ticket <ul style="list-style-type: none"> -Forming and asking questions To practice the Role Play task in a cinema based situation (Q2 Paper 1)			Cultural – understanding a transactional interaction in another country

Term 2: My town				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
November Mocks – Paper 2, 3 and 4 assessed				
PIT : Students to work on EBI provided from Mock Exams				
Topic 4: Where I live				

<p>BQ: Where do you live?</p> <p><i>BQ: Où habites tu?</i></p>	<p>To be able to describe where you live</p> <ul style="list-style-type: none"> - Use of “depuis” - Use of compass points - Giving opinions - The pronoun ‘y’ 	<p>Each lesson should start with a retrieval based starter. Questions will retrieve information from Last lesson, Last week, Last term, Last year.</p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 	<p>Term 2 MFL KO</p> <p>Pearson GCSE Pg. 160 - 161</p>	<p>Moral: respect for your community and surroundings</p> <p>BV: respect of your community</p> <p>Cultural: understanding geographical differences</p>
<p>BQ: What is your town like?</p> <p><i>BQ: C'est comment, ta ville?</i></p>	<p>To be able to describe your house</p> <ul style="list-style-type: none"> - Use of ‘il y a’ and ‘il n’y a pas de’ 		<p>Term 2 MFL KO</p> <p>Pearson GCSE Pg. 160-161</p>	<p>Spiritual: reflection on personal opinions</p> <p>BV: respect for the area where you live</p>
<p>BQ: What are the disadvantages of your town?</p> <p><i>BQ: Quels sont les inconvénients de ta ville?</i></p>	<p>To be able to give pros and cons of your town</p> <ul style="list-style-type: none"> - Using negatives 		<p>Term 2 MFL KO</p>	<p>Spiritual: reflection on areas for improvement</p> <p>Moral: considering social issues and responsibility to where you live</p> <p>Cultural: understanding differences linked to where people live</p>
<p>Topic 5: Shopping</p>				
<p>BQ: What do you buy?</p> <p><i>BQ: Qu'est-ce que tu achètes?</i></p>	<p>To be able to talk about what you buy</p> <ul style="list-style-type: none"> - Using items of clothing - Revising adjectival agreement - Use of demonstrative adjectives 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 2 MFL KO</p> <p>Pearson GCSE Pg 90-93</p>	<p>Moral: considering ethical buying</p> <p>Cultural: understanding differences in</p>

		Weekly homework task on www.sentencebuilders.com		shopping in different countries PSHE: reflect on financial issues with shopping
BQ: Can I help you? <i>BQ: Je peux vous aider?</i>	To be able to talk about issues with clothes To practise a shop-based role play (Q1 Paper 4)		Term 2 MFL KO Pearson GCSE Pg 164-165	Cultural: understand the cultural differences in a shop-based scenario BV: respect towards people working in retail
BQ: Where do you prefer to go shopping? <i>BQ: Où préfères-tu faire les magasins?</i>	To talk be able to talk about types of shops To be able to talk about young people shopping habits		Term 2 MFL KO Pearson GCSE Pg 164-165	Spiritual: reflect on personal values and preferences BV: respect other's choices and points of view
Topic 6: Where would you like to live				
BQ: Where would you like to live? <i>Bq : Où est-ce que tu voudrais habiter?</i>	To be able to talk about your preferences on where to live in the future <ul style="list-style-type: none"> – Revise the conditional to talk about future plan – Embed vocabulary from topic "town" 	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 2 MFL KO Pearson GCSE Pg 166-167	Spiritual: reflect on aspirations Cultural: appreciating the differences and challenges of living abroad
BQ: What is your dream house like? <i>BQ: C'est comment la maison de tes rêves?</i>	To be able to describe what your dream house would be like <ul style="list-style-type: none"> – Revise vocabulary to describe the house – Practice of picture description for Speaking Q3 and Writing Q1 (F) 	Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 2 MFL KO Pearson GCSE Pg 166-167	Spiritual: express creativity and imagination PSHE: lifestyle planning

Term 3: Revision: School and my future

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
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January Mocks – Paper 2, 3 and 4 assessed

PIT : Students to work on EBI provided from Mock Exams

Topic 7: School in the present

<p>BQ: What's your school like?</p> <p><i>BQ: C'est comment, ton collègue?</i></p>	<p>To revise vocabulary about school facilities, school subjects and school day</p> <ul style="list-style-type: none"> - Use of the present tense to talk about school routine - Use adjectives and intensifiers to add extra details <p>-</p>	<p>Each lesson should start with a retrieval-based starter. Questions will retrieve information from Last lesson, Last week, Last term, Last year.</p> <p>The different type of questions are:</p>	<p>Term 3 MFL KO</p> <p>Pearson GCSE Pg 60-61</p>	<p>Moral and BV: Respect for environment and school community</p> <p>PSHE: Planning skills and engagement in education</p>
<p>BQ: What do you think of school rules?</p> <p><i>BQ: Qu'est-ce que tu en penses du règlement scolaire?</i></p>	<p>To revise giving complex opinions about school rules</p> <ul style="list-style-type: none"> - Embed vocabulary about school rules, uniform and teacher's description 	<ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on www.sentencebuilders.com</p>	<p>Term 3 MFL KO</p> <p>Pearson GCSE Pg 62-63</p>	<p>Moral: understanding the importance of rules and behaviour choices</p> <p>Spiritual: reflect on fairness</p> <p>Cultural: compare differences with school in French speaking countries</p> <p>BV: Rule of Lay, mutual respect, responsibility</p>

Topic 8: School in the past

<p>BQ : What did you do in school last week?</p> <p><i>BQ : Qu'est-ce que tu as fait au collège la semaine dernière?</i></p>	<p>To be able to talk about school in the past</p> <ul style="list-style-type: none"> - Revise the preterite tense - Revise for Q3 (F) and Q1 (H) of the writing paper. 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 3 MFL KO</p> <p>Pearson GCSE Pg 63-64</p>	<p>Social: reflecting on team work and school community</p> <p>Cultural: appreciating different activities in subjects</p> <p>PSHE: talking about achievements</p>
<p>Topic 9: Plans after the exams</p>				
<p>BQ: What are you going to do after your exams?</p> <p><i>BQ: Qu'est-ce que tu vas faire après les examens?</i></p>	<p>To be able to talk about your future plans after finishing school</p> <ul style="list-style-type: none"> - Use of the future tense and time expressions 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 3 MFL KO</p> <p>Pearson GCSE Pg 182-185</p>	<p>PSHE: talking about goals</p> <p>Spiritual: reflection about goals and ambitions</p>
<p>BQ: Where are you going?</p> <p><i>BQ: Vous allez où?</i></p>	<p>To be able to talk about where you would like to go in the future</p> <ul style="list-style-type: none"> - Revise Q2 Role play of the speaking exams - Practise vocabulary to buy a train ticket 	<p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 3 KO</p> <p>Pearson GCSE Pg 186-187</p>	<p>Spiritual: reflecting on personal choices</p>
<p>BQ: How can I help you?</p> <p><i>BQ: Est-ce que je peux vous aider?</i></p>	<p>To be able to practice a conversation in a hotel-based situation.</p> <ul style="list-style-type: none"> - Revise vocabulary about accommodation - Revise Q2 Role play of the speaking exam 		<p>Term 3 KO</p> <p>Pearson GCSE Pg 114-115</p>	<p>BV: respect people working in services</p> <p>Cultural: learning about challenges in a different language real situation</p>

<p>BQ: Where did you stay?</p> <p><i>BQ: Où est ce que tu est logé ?</i></p>	<p>To be able to describe accommodation in the past</p> <ul style="list-style-type: none"> - To give opinions in the past - To revise vocabulary about accommodation - Use of the imperfect tense for description in the past 		<p>Term 3 KO</p> <p>Pearson GCSE Pg 114-115</p>	<p>Moral: respecting property</p> <p>Cultural: understanding different types of accommodations in French speaking regions</p>
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Term 4: Revision: My life and my identity				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Mid Term Assessment – Speaking Mock				
PIT : Students to work on EBI provided from Speaking Mock				
Topic 10: My identity				

<p>BQ: What is important to you?</p> <p><i>BQ: Qu'est-ce que c'est important pour toi?</i></p>	<p>To revise how to talk about yourself and your interests</p> <ul style="list-style-type: none"> - Use of vocabulary to say what is important to you - Use of vocabulary to talk about equality 	<p>Each lesson should start with a retrieval-based starter. Questions will retrieve information from Last lesson, Last week, Last term, Last year.</p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 4 KO</p> <p>Pearson GCSE Pg 32-33</p> <p>Pearson GCSE Pg 86-87</p>	<p>Spiritual: reflecting on beliefs and values</p> <p>BV: individual liberty, mutual respect, tolerance</p>
<p>Topic 11: My well-being</p>				
<p>BQ: How do you feel?</p> <p><i>BQ: Comment tu te sens?</i></p>	<p>To revise how to talk about how you are feeling</p> <ul style="list-style-type: none"> - Use of of "je me sens" - Use of vocabulary to talk about things that worry you 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 4 KO</p>	<p>Social: communication skills</p> <p>PSHE: importance of physical and mental wellbeing</p>

<p>BQ: What do you do to stay healthy?</p> <p><i>BQ: Qu'est-ce que tu fais pour être en forme?</i></p>	<p>To be able to talk about what you do to stay healthy</p> <ul style="list-style-type: none"> - Revise vocabulary of sports 	<p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>	<p>Term 4 KO</p> <p>Pearson GCSE Pg 86-87</p>	<p>PSHE: making responsible choices</p>
<p>BQ: What are you going to change in your life?</p> <p><i>BQ: Qu'est-ce que tu vas changer dans ta vie?</i></p>	<p>To talk about what you are going to change in your life style</p> <ul style="list-style-type: none"> - Revise the future tense to talk about changes - Revise vocabulary about healthy habits 		<p>Term 4 KO</p> <p>Pearson GCSE Pg 90-93</p>	<p>Spiritual: reflecting on self-improvement and growth</p> <p>PSHE: personal development</p>
<p>Speaking Exam Revision:</p> <p>Note that revision Lessons for speaking to prep students for GCSE Speaking NEA to be sat after the Easter Holidays will be incorporated throughout the term.</p>				

A note on Term 5:

Students will start formal exams during this term. This term will be bespoke revision focusing on exam prep and practise. This will be reactive to the needs of the individual class and therefore open to frequent change and adaptation. French exams are some of the earliest in the exam season.