

Barnsley Academy – Year 11 French Curriculum
Scheme of Work – 2023-24

Term 1 – Week 1		
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Lesson Focus	Theme 4: Future aspirations, study and work Work Jobs and Careers.	
Prerequisite Knowledge	Job vocabulary – including masculine and feminine ending difference. Key verbs and tense knowledge Opinions	
Core Knowledge	Page 20 of vocabulary booklet. KS4 French Vocabulary Booklet GRAMMAR: masculine and feminine noun endings	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge, model Q2 P4 for Foundation / P2 Photo card for higher. Pupils to complete independently and offer live class marking. Reteach where necessary.
Independent Practice	Reading and listening activities. Applying masculine and feminine endings to the correct noun.	Foundation = P4 Q2 Higher = P2 Photo Card
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 132 / Higher Page 140) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 7, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 2		
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Lesson Focus	Theme 4: Future aspirations, study and work Work How you earn money – part time work and help at home	
Prerequisite Knowledge	ACOINS Present and past tense formation	
Core Knowledge	Vocabulary booklet Page 20 KS4 French Vocabulary Booklet GRAMMAR: past and present tense	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge, complete a translation into French. Go through the speaking booklet questions on work.
Independent Practice	Reading and listening activities. Conjugating present and past tense verbs correctly.	Speaking booklet – Theme 4 questions in the present tense.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 140) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser Speaking – Hear pupils practice together and offer feedback.
Resources	Previous lessons, GCSE Active Teach module 7, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed.

	Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 3		
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Lesson Focus	Theme 4: Future aspirations, study and work Work Work experience	
Prerequisite Knowledge	How to form the past tense ACOINS Jobs, careers Opinions	
Core Knowledge	Vocabulary booklet page 21 KS4 French Vocabulary Booklet GRAMMAR: words followed by de or à	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge and forming the past tense. Build up to two paragraphs from 80-90/130-150 on work experience or past work as well as a present tense / opinion bullet point.
Independent Practice	Reading and listening activities. Conjugating verbs with de or à correctly.	Complete two bullet points from an extended writing on Paper 4.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 142) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser Speaking – Hear pupils practice together and offer feedback.
Resources	Previous lessons, GCSE Active Teach module 7, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 4		
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Lesson Focus	Theme 4: Future aspirations, study and work Work Future wishes – further study, volunteering and training.	
Prerequisite Knowledge	Near future = Foundation / higher Simple Future = Higher How to express hopes and desires.	
Core Knowledge	Vocabulary booklet page 21 KS4 French Vocabulary Booklet GRAMMAR: Foundation – the simple future / higher – the subjunctive	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review infinitive constructions, translate into French to build up to writing.
Independent Practice	Reading and listening activities. Applying the grammar concepts correctly.	Foundation - look at Q2 P4 Higher – focus on Paper 4 Q2.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 136 / higher Page 144) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 7, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	

Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 5		
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Lesson Focus	Theme 4: Future aspirations, study and work Work Importance of languages	
Prerequisite Knowledge	ACOINS Different languages Time markers	
Core Knowledge	Vocabulary booklet page 21 KS4 French Vocabulary Booklet GRAMMAR: adverbs	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge, higher pupils to tackle the longest questions on this topic, foundation to look at photo card and Q3 bullet points on this theme.
Independent Practice	Reading and listening activities. Applying adverbs correctly to sentences.	Foundation – Photo card bullet points, P4 Q3 bullet points Higher – focus on Paper 4 Q3 on this Theme.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 138 / higher Page 146) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 7, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 6		
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Lesson Focus	Theme 4: Future aspirations, study and work Work Consolidation – Listening and Reading focus	
Prerequisite Knowledge	Theme 4	
Core Knowledge	ACOINS Past, present and future tenses.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Complete the end of module listening and reading questions to spot the gaps in knowledge.	Model a writing question (pick verbs as a class and discuss orally). Pupils to write a full answer to a P4 question.
Independent Practice	The listening and Reading assessment.	Foundation – complete end of module writing – translation and P4 Q2. Higher – Complete end of module writing – P4 Q3.
Assessment (Informal/Formal)	Review the answers and close the gap as we run through the paper.	Mark live under the visualiser. Close the gaps on understanding as you mark through the paper.
Resources	End of module 7 assessments, vocabulary booklet	

Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 7		
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Lesson Focus	Theme 4: Future aspirations, study and work Work Consolidation – Writing and Speaking focus	
Prerequisite Knowledge	Theme 4 ACOINS	
Core Knowledge	ACOINS Past, present and future tenses.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Pupils will prepare the remainder of Theme 4 questions. We guide and model on the board and pupils are given a set time to write their own answers. Once they have finished we can practice preparing and saying the answers.	Complete a photocard run through. Ensure you talk through the steps and model answers.
Independent Practice	Writing their answers to the set questions.	Pupils complete their own photo card using a different paper.
Assessment (Informal/Formal)	Marking of the questions. Live marking. Circulation to hear the speaking.	Live marking. Marking as you circulate.
Resources	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans. Targeted questioning.	Monitor noise levels. Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs.
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 8		
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Lesson Focus	Theme 5: International and global dimensions Environmental Issues Being 'green'	
Prerequisite Knowledge	Environmental issues	
Core Knowledge	Vocabulary booklet page 22 KS4 French Vocabulary Booklet GRAMMAR: superlatives	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge, Complete translations into and out of French.
Independent Practice	Reading and listening activities. Identifying the superlatives .	Completing the translations.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 154 / higher Page 162) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser

Resources	Previous lessons, GCSE Active Teach module 8, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 9		
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Lesson Focus	Theme 5: International and global dimensions Bringing the world together. Environmental solutions	
Prerequisite Knowledge	Modal verbs	
Core Knowledge	Vocabulary Booklet page 23 KS4 French Vocabulary Booklet GRAMMAR: Modals in the conditional, present participle	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge, Complete translations into and out of French.
Independent Practice	Reading and listening activities. Identifying the modals in context and translating the present participle.	Completing the translations.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 156 / higher Page 164) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 8, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	Exam Wizard
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 10		
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Lesson Focus	Theme 5: International and global dimensions Bringing the world together. Fair trade	
Prerequisite Knowledge	ACOINS	
Core Knowledge	Vocabulary Booklet page 23 KS4 French Vocabulary Booklet GRAMMAR: The Passive Voice	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge and the passive voice.
Independent Practice	Reading and listening activities. Identification and formation of the passive voice.	Higher: Paper 4 Q3 Theme 5 question Foundation: Paper 2 Theme 5 Photo card
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 154 / higher Page 166) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 8, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	Exam Wizard, EoM Assessments.

Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 11		
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Lesson Focus	Theme 5: International and global dimensions Bringing the world together. Volunteering	
Prerequisite Knowledge	ACOINS	
Core Knowledge	Vocabulary Booklet page 24	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4 GRAMMAR: Indirect object pronouns higher / emphatic pronouns foundation	Review core knowledge and the grammar points.
Independent Practice	Reading and listening activities. Activities to check understanding of indirect object pronouns/ emphatic pronouns.	Writing a paragraph about volunteering work. Filling in the speaking booklet on Theme 5.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 160 / higher Page 168) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 8, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	Exam Wizard, EoM Assessments.
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 12		
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Lesson Focus	Theme 5: International and global dimensions Bringing the world together. Big Events	
Prerequisite Knowledge	ACOINS	
Core Knowledge	Vocabulary Booklet page 24 GRAMMAR: Indirect object pronouns higher / emphatic pronouns foundation	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Introduce the vocabulary and use it in reading and listening contexts. Lesson Structure - KS4	Review core knowledge and the grammar points.
Independent Practice	Reading and listening activities. Activities to check understanding of indirect object pronouns/ emphatic pronouns.	Writing a paragraph about volunteering work. Filling in the speaking booklet on Theme 5.
Assessment (Informal/Formal)	White board checks of key vocabulary Reading and listening tasks (Foundation Page 162 / higher Page 170) Past Exam questions from Exam Wizard.	White board checks Writing – Live marking on the visualiser
Resources	Previous lessons, GCSE Active Teach module 8, lesson ideas PowerPoint, GCSE Vocabulary Booklet, Exam Wizard	Exam Wizard, EoM Assessments.

Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 13		
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Lesson Focus	Review – Writing	
Prerequisite Knowledge	ACOINS Tense formation	
Core Knowledge	How to answer the questions on Paper 4.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Guide the pupils through the 80–90-word question. This needs to be from a topic in Y10.	Foundation: Guide pupils through Paper 4 Q1&2 Higher: Guide pupils through Paper 4 Q2
Independent Practice	Pupils write their own on a different question.	Pupils write their own on a different question.
Assessment (Informal/Formal)	Live marking and circulation of the teacher.	Live marking and circulation of the teacher.
Resources	Exam Wizard, End of Module / Year assessments.	Exam Wizard, End of Module / Year assessments.
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 14		
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Lesson Focus	Exam Practice -Speaking	
Prerequisite Knowledge	ACOINS Tense formation	
Core Knowledge	How the speaking exam is structured and how to answer the questions.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Guide the pupils through the role plays and photo cards.	Pupils are to write and practice some general conversation questions. Pupils have time to ensure they have a written answer, time to practice, then time to work in pairs to say their answer.
Independent Practice	Pupils write their own on a different question.	Pupils produce their own answers and practice saying them.
Assessment (Informal/Formal)	Live marking and circulation of the teacher.	Circulation, hearing the spoken French.
Resources	Exam Wizard, End of Module / Year assessments.	Speaking booklet, vocabulary booklet.

Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Term 1 – Week 15		
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Lesson Focus	Exam Practice – Listening and Reading	
Prerequisite Knowledge	Themes 1-5	
Core Knowledge	How to answer the listening tricky questions.	How to answer the challenging reading questions.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Focus on the listening questions pupils find hard (into French, the box questions etc)	Focus on the authentic texts, words in the box questions as well as French to French and Theme 5 questions.
Independent Practice	Pupils apply their skills to a bank of these questions.	Pupils complete reading tasks.
Assessment (Informal/Formal)	Listening tasks.	Feedback from the reading tasks.
Resources	Exam Wizard.	Exam Wizard
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics