New Line Learning Academy
Believe and Achieve

Y11 GCSE French Curriculum Intent	Year 11

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *about* language and languages, how they work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window out into other ways of seeing the world, and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cultural understanding and solidify their commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning habits and employability skills that will equip them for future study and employment.

In this, their final year of GCSE study, students will continue to progress through a spiral curriculum that interleaves key vocabulary, grammar structures and commonly used verbs to develop and encourage deeper thinking from pupils, and to allow them to retain information in the longer-term. With a solid foundation developed in Year 10, by the end of Year 11 students will be able to apply their knowledge and skills to exam-style real-world contexts in understanding and responding to a range of authentic texts and producing spoken and written language in a variety of forms and for a variety of purposes and audiences.

Term 1 Topic/Theme/Enquiry	**How can I make the world a better place?** **Notre planète**

Big Picture
What are the main ideas and big questions in this topic?

Social issues facing your community & Ways to help the environment
This GCSE topic encourages students to explore social and environmental issues affecting local and global communities. Students develop the language needed to express and justify opinions, discuss challenges, and propose solutions, preparing them to respond confidently to GCSE reading, writing, speaking, and listening tasks on global and social issues.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Key vocabulary
- numbers and percentages
- geography, climate and weather
- Francophone countries
- environmental problems and solutions

Key grammar
- comparative adjectives
- the present and perfect tenses
- using the imperfect to describe
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Key skills
- understanding infographics about the environment
- pronouncing the 'open *o'*
- describing a photo
- extending spoken and written answers
- answering questions using a variety of tenses

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module contains a range of tenses and structures that have been developed throughout Year 10 in the 1st person and now take on renewed importance in the 3rd person. Furthermore, prior knowledge of the moral, social and cultural issues at play must be brought to bear from the Geography, Science, Religious Studies and PSHEE curricula are students' responses are to have meaning and substance beyond the regurgitation of vocabulary and grammatical structures.

Pitch Up
How will we challenge ourselves?

At this level linguistic challenge comes from the proliferation of complex and extended authentic reading and listening texts, and is combined with the cognitive challenge of more intellectually stimulating content. Students are challenged to bring the same level of critical thinking to contentious issues such as climate change, social unrest and racism in the target language that they would in English, structuring and justifying points with evidence and explanation.

As standard, more able, more confident and/or higher tier students are also challenged to:
- Complete more challenging work in the Studio GCSE textbook (higher tier)

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	• Complete more challenging work in the AQA GCSE French higher tier textbook.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Key stage 4 This unit links into Theme 3 of the new GCSE curriculum (Communication and the world around us) and will be recalled during general revision lessons from Year 11 Module 4 onwards.	Students will benefit from an understanding of human rights, particularly the United Nations Convention on the Rights of the Child. This links to their Religious Studies at Key Stage Three, as well as to units on refugees covered within the English curriculum in Years 7 and 8. Environmental issues also relate to the Key Stage Three Geography and Science curricula, and will be mutually beneficial to students' understanding in this area.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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This module connects to important themes within the personal development curriculum, including charitable initiatives relating to volunteering and the whole-school climate action plan. In so doing, it contributes to the students' social and moral development, whilst linking to moral considerations of sustainability and stewardship.

This module will be of particular interest to students considering careers in law, social justice or advocacy, as well as sustainability and environmental sciences. Concrete examples of working conditions around the world can spark interesting discussion of considerations of work-life balance and workers rights that are particularly timely with the advent of hybrid, remote and flexible working.

Students apply **Problem Solving** to interpret environmental infographics, work out unfamiliar vocabulary and evaluate evidence relating to social and environmental issues. Through discussion and solution-focused tasks, students develop **Listening**, **Speaking**, **Creativity** and **Teamwork**, while **Planning** and **Leadership** are strengthened as they organise persuasive responses and propose action; **Adapting** is developed as they respond to alternative viewpoints and refine their conclusions.

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
	AQA GCSE French (Foundation and Higher) textbook, Pearson The Paris Agreement | UNFCCC Wordwall Live worksheets		Students will sit a speaking assessment. This will consist of a • read-aloud (5 marks) • photo card (5 marks) • role play (10 marks) Students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication and development, as well as their pronunciation and intonation. The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment in Year 10. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

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Term 2 Topic/Theme/Enquiry		**What does it mean to be a member of my local community?** **Mon petit monde à moi**

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to describe and evaluate their local area, homes and recent visits to towns or cities. Students learn to discuss facilities, give directions, manage shopping interactions and express ideas about their ideal place to live, while applying increasingly accurate grammatical structures in practical, real-life contexts.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- describing your town or village
- directions
- shopping for clothes
- ideal home
- a recent visit to another town or city

Key grammar

- demonstrative adjectives (*ce, cet, cette, ces*)
- indefinite adjectives (*chaque, tous, tout(e)(s))*
- prepositions for 'in'
- using *à* and *de* with the definite article
- the *de* of possession
- the placement of adjectives
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Key skills

- understanding adverts

- using negatives
- practising role-plays
- using *si* clauses
- translating questions in different tenses
- recognising different tenses

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
	The focus on adjectives and prepositions here pre-supposes a secure understanding of those basic forms studied in Key Stage Three. Topic specific structures that have been covered at Key Stage Three including the description of the local area and using demonstratives. .		This module requires a level of grammatical accuracy and understanding of the idiosyncrasies of French syntax and preposition use. Being able to produce examples of these structures in written/spoken will provide those pushing for the highest marks at foundation tier to give examples of complex language, as well as helping them on the way to using the complex language required to achieve good results in the higher tier at GCSE. More able, more confident and/or higher tier students can also complete more challenging work or additional activities in the higher tier textbooks available to them. This module requires a level of grammatical accuracy and understanding of the idiosyncrasies of French syntax and preposition use. Being able to produce examples of these structures in written/spoken will provide those pushing for the highest marks at foundation tier to give examples of complex language, as well as helping them on the way to using the complex language required to achieve good results in the higher tier at GCSE. More able, more confident and/or higher tier students can also complete more challenging work or additional activities in the higher tier textbooks available to them.

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Wider Framework
How does this learning connect to future topics and bigger goals?

This unit links into the following topics and themes of the new GCSE curriculum:

- Theme 3 Topic 3 (Environment and where people live)

These topics will be revisited from Year 11 Module 4 onwards as part of general revision topics.
In terms of skills, giving directions and talking about shopping also provide key structures and skills for the role play section of the speaking examination.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap. Activities related to the asking for and giving of directions also build on the life skill of orienteering, as also related to the study of Geography and Physical Education.
Students will also benefit from an understanding of different human societies as linked to Key Stage 3 Geography modules. An understanding of push and pull factors behind rural-urban migration and the cycle of development will also contribute towards the expression of informed opinions about their own local area in comparison to other places to live across the world.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Discussions around infrastructure and facilities in students' local area will be linked to local labour market information regarding job opportunities and key sectors for growth. Being able to use the future tense will also then facilitate discussion in future years of future plans, including careers and further education.

Exploring where they live, both in terms of the local area and their own homes and bedrooms, also contributes towards reflection and introspection on the part of students, in terms of the rights and privileges they enjoy as compared to others in society and around the world, fostering a sense of social and moral responsibility. Cultural understanding will also be deepened by exploration of different styles of housing in different parts of the world, and the ways in which this both reflects and informs differences in lifestyles and values.

Students apply **Problem Solving** when interpreting adverts, giving directions, recognising different tenses and selecting accurate prepositions and adjective forms. **Creativity** and **Planning** are developed as they design and justify an ideal home or local area, while role-plays and collaborative decision-making strengthen **Listening**, **Speaking**, **Leadership** and **Teamwork**; **Adapting** is practised when students respond to unfamiliar questions, changing directions or practical constraints.

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Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
AQA GCSE French (Foundation and Higher) textbook, Pearson Wordwall Live worksheets	Students will complete their first set of Year 11 mock examinations to include listening, reading and writing papers, mirroring the full range of GCSE questions. Writing (Foundation) • description of the photo (10 marks) • translation into French (10 marks) • 50-word writing task (10 marks) • gap-fill grammar task (5 marks) • 90-word writing task (15 marks) Writing (Higher) • translation into French (10 marks) • 90-word writing task (15 marks) • 150-word writing task (25 marks) Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English This is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given

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	to students and work given to students to address the gaps in their knowledge.

Term 3 Topic/Theme/Enquiry		**How does studying a language prepare me for the world of work?** **Mes projets d'avenir**

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to discuss future plans, personal ambitions and professional aspirations. Students learn to explain what they intend to do after school, describe the qualities and pathways needed for different careers, and evaluate the influence of media, reality television and online personalities on young people's ambitions.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- summer plans
- professional and personal aspirations
- reality TV and influencers

Key grammar

- using a range of structures followed by the infinitive
- verbs that take *être* in the perfect
- verbs followed by *à* and *de*

Key skills

- using different tenses to express the future
- using sequencers
- forming feminine nouns
- dictionary skills
- translating into French using a range of time frames

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Healthy daily routines & Illnesses and injuries
This GCSE topic develops students' ability to communicate about health, wellbeing, and lifestyle choices. Students learn to describe healthy habits, daily routines, common illnesses, and injuries while giving advice and discussing health-related issues, supporting their understanding of a key GCSE theme.

Reflexive verbs
This grammar-focused topic consolidates students' understanding of reflexive verbs, enabling them to describe daily routines, personal care, and lifestyle habits with greater accuracy. Mastery of this structure strengthens students' ability to communicate across all GCSE skill areas and supports success in both speaking and writing assessments.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module links closely to Year 9 module 'The world of work' in terms of both vocabulary and structures. It also builds on discussions of positive role-models from Year 10 Module 2. Pre-requisite knowledge therefore also comes from the Key Stage Three Careers and PSHEE curricula, as well as the Work Experience that students will have undertaken prior to the study of this module.

Pitch Up
How will we challenge ourselves?

Aspiration in the context of this module refers not only to linguistic complexity and accuracy, but also to the use of authentic texts for job adverts, reality TV, etc. and the range of aspirational career pathways discussed. Students are challenged to 'think big' not just in terms of how they express their ambitions, but how 'ambitious' those ambitions truly are! Furthermore, in this final module of the GCSE, the most meaningful challenge will come in the form of GCSE style questions (listening, reading, translation, speaking and writing) with the support of checklists for content, language and skill to ensure that students are deploying at all times their full arsenal of knowledge and understanding, whilst practising the application of these to real exam scenarios. Where applicable, cross-over exercises with A level topics/texts can be used to add additional cultural, cognitive or linguistic challenge.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key stage 4
This unit links into the following topics and themes of the new GCSE curriculum:

- Theme 1 Topic 3 (Education and work)
- Them 2 Topic 3 (Celebrity Culture)

These topics will be recalled in Year 11 Module 4 onwards as part of general revision topics.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of the job requirements and expectations of a range of different job roles, as linking to the Careers curriculum across Key Stage Three. Students may have real-world knowledge of some of the careers discussed through their work experience or through familial/social connections, but this is not a requirement.

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Beyond the GCSE, this unit also supports students in making future plans as they prepare to leave school.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This module makes explicit links to and is an integral part of the Careers curriculum at Key Stage Four, exploring the nature and requirements of different jobs, employability skills and characteristics, and looking at job adverts. It also equips students with the language required to describe themselves in the target language for the purpose of job applications and interview, and touches on aspects of artificial intelligence that link with online safety issues covered in PSHEE and Digital Literacy (Key Stage Three).

Discussion of careers also links to students' social and cultural awareness, as well as encouraging self-reflection and planning for the future as part of students' personal development. Students will also be educated on the careers context within which language learning sits in Britain: dedicated activities in class will explore the skills gap and shortage in the current workforce; the employability skills and lifetime earnings difference of multilingual individuals; and the range of market sectors in which knowledge of a second language is particularly prized.
Students develop **Planning** by identifying future goals, evaluating pathways and preparing detailed responses about education, employment and personal aspirations. **Listening**, **Speaking** and **Problem Solving** are strengthened through interpreting authentic career and media texts, using dictionaries and translating across different time frames, while **Creativity**, **Adapting**, **Leadership** and **Teamwork** are developed as students present their strengths, respond to questions and support one another in interview-style tasks.

Resources

What books, websites, videos and materials will support our learning?

AQA GCSE French (Foundation and Higher) textbook, Pearson
Accueil | Ministère du Travail et des Solidarités
Unifrog

Assessment

How will we show what we know, remember and can apply?

Students will sit a full mock speaking assessment.
This will consist of a

- read-aloud (5 marks) and follow-up questions (10 marks)
- photo card (5 marks) and follow-up questions (15 marks)
- role play (10 marks)
-

Students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication and development, as well as their pronunciation and intonation.

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	The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment at the end of Year 11 Module 1. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Terms 4 and 5 Topic/Theme/Enquiry		***Am I ready?*** ***Revision and preparation for final GCSE exams***

Big Picture
What are the main ideas and big questions in this topic?

Speaking examination preparation, Listening skills, Reading and translation & Extended writing
This topic prepares students for the GCSE French examinations by consolidating language knowledge and developing effective examination strategies. Students refine their speaking, listening, reading, translation, and extended writing skills while improving accuracy, fluency, and confidence across the full GCSE specification.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Revision and preparation for final exams: speaking, listening, reading and writing
Revise commonly used vocabulary (adjectives, intensifiers, verbs, topic-based nouns).
Revise and recycle complex phrases for writing and speaking assessments.
Revise key tenses, including common phrases like je suis allé(e)/c'était, je voudrais + infinitive and 1st person regular present tense verbs.
Ongoing practice and QLA of exam-style questions across the skills
Planning will respond to the needs of individuals and groups of students following on from formative assessment and question level analysis in each lesson

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Revision and exam practice lessons and activities will draw on and bring together all previous learning with an emphasis on gaps and misconceptions identified from mock examination and in-class assessment for learning.

Pitch Up
How will we challenge ourselves?

The most meaningful challenge in the run-up to the GCSE examinations comes in the form of GCSE style questions (listening, reading, translation, speaking and writing) with the support of checklists for content, language and skill to ensure that students are deploying at all times their full arsenal of

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	knowledge and understanding, whilst practising the application of these to real exam scenarios. Where applicable, cross-over exercises with A level topics/texts can be used to add additional cultural, cognitive or linguistic challenge.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Key Stage 4 This unit consolidates the full range of GCSE themes, vocabulary, grammatical structures and examination skills studied throughout Key Stage Four. Students will make connections across topics and time frames, identifying recurring language patterns and transferring knowledge between listening, speaking, reading, translation and writing tasks. **Beyond Key Stage 4** Students will benefit from understanding that examination preparation involves more than recalling vocabulary: it requires strategic revision, independent reflection and the ability to select and apply knowledge in unfamiliar contexts. These transferable study skills will support future learning at sixth form, college, university and in the workplace, while continued engagement with authentic Spanish-language material will provide a foundation for further study at AS or A Level and for using languages in real-world contexts.	Students will benefit from understanding how memory, retrieval and cognitive load affect learning. Knowledge of strategies such as spaced practice, interleaving and regular low-stakes recall will help them recognise why effective revision is more successful when it is planned over time rather than concentrated immediately before an examination. Students will also deepen their understanding of examination performance by exploring the relationship between stress, concentration and confidence. This includes recognising how sleep, routine, preparation and positive self-regulation can support recall and decision-making under pressure, helping students approach their final examinations with greater independence and resilience.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

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Students use **Planning** to organise revision, prioritise gaps in their knowledge and select appropriate strategies for each examination component. **Problem Solving** and **Adapting** are developed through responding to unfamiliar questions, correcting misconceptions and modifying approaches after question-level analysis, while collaborative rehearsal builds **Listening**, **Speaking** and **Teamwork**; **Leadership** and **Creativity** are strengthened as students take responsibility for their progress and apply language flexibly across different tasks and contexts.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
AQA GCSE French (Foundation and Higher) textbook, Pearson Exampro	Students will complete their final GCSE exams at the end of this part of the course. We follow the AQA GCSE qualification in French: **FRENCH** –GCSE French 8652 | Specification | AQA