

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Modern Foreign Languages

Year 11

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. We aim to create language learners who are: • enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not; • resilient, independent and intellectually curious; • confident enough to communicate in the Target Language; • aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own; • used to learning through the study of authentic materials; • confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English; • able to apply language in new contexts; • ready and able to progress to the next stage of their language learning; • proud of their linguistic achievements. / Key Stage 4 Curriculum Summary.

During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage, and in preparation for their Listening, Speaking, Reading and Writing exams at the end of the year.

Autumn Term

Topic/Unit	Local, national, international and global areas of interest	Local, national, international and global areas of interest	Local, national, international and global areas of interest	Local, national, international and global areas of interest	Identity and culture	Identity and culture
Knowledge (Content covered)	Social issues <ul style="list-style-type: none"> ● Healthy/unhealthy living 	Social issues <ul style="list-style-type: none"> ● Charity/voluntary work 	Global issues <ul style="list-style-type: none"> ● The environment 	Global issues <ul style="list-style-type: none"> ● Poverty/homelessness 	Me, my family and friends <ul style="list-style-type: none"> ● Relationships with family and friends 	Technology in everyday life <ul style="list-style-type: none"> ● Social media ● Mobile technology

<p>Skills</p>	<ul style="list-style-type: none"> • partitive articles with food items • recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative • <i>il vaut mieux / il vaudrait mieux</i> • negative <i>ne...jamais</i> 	<ul style="list-style-type: none"> • <i>vouloir</i> + infinitive • <i>vouloir que</i> + subjunctive <i>il est possible que</i> + subjunctive 	<ul style="list-style-type: none"> • modal verbs linked to behaviours (must do/can do/should do/could do etc) • past tense for effects of behaviours on environment • <i>si</i> sentences revised for outlining 	<ul style="list-style-type: none"> • <i>si j'étais</i> ... • <i>à la place de</i> ... with conditional completions • <i>il faut</i> + infinitive and <i>il faut que</i> + subjunctive 	<ul style="list-style-type: none"> • avoir and être present tense • possessive adjectives • adjective agreement rules • reflexive verbs • <i>se disputer / se fâcher/s'entendre avec</i> • comparatives <i>plus que/moins que</i> 	<ul style="list-style-type: none"> • revision of past tenses to recount how social media have been used; or life before technology • <i>grâce à/sans/avec</i> • enhanced statements of possibility including <i>permettre de</i>
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Spring Term 1

Topic/Unit	Identity and culture	Identity and culture	Local, national, international and global areas of interest	REVISION	MOCK EXAMS	REVIEW OF MOCK EXAMS
Knowledge (Content covered)	Me, my family and friends <ul style="list-style-type: none"> ● Marriage/ partnership 	Free-time activities <ul style="list-style-type: none"> ● Music ● Cinema and TV ● Food and eating out ● Sport 	Travel and tourism + Transport	Revision of theme and content so far	Summative Assessment of themes and content so far	Reflection & DIRT Time

<p>Skills</p>	<ul style="list-style-type: none"> • revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions • <i>en</i> + present participle • revision of future tense to outline future plans 	<ul style="list-style-type: none"> • consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> • extend range of two verbs together • future tense introduced for eg weekend plans • adverbs such as <i>d'habitu</i> 	<ul style="list-style-type: none"> • consolidation of perfect and imperfect tenses • sequencing words, expressions and phrases • <i>avant de/après avoir etc/pendant que/depuis/venir de</i> • developing greater comple 	<p>All skills - Listening, Speaking, Reading & Writing</p>	<p>All skills - Listening, Speaking, Reading & Writing</p>	<p>All skills - Listening, Speaking, Reading & Writing</p>
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	<ul style="list-style-type: none"> • direct and indirect object pronouns 	<i>de/normalement</i> <ul style="list-style-type: none"> • clauses introduced by <i>quand/lorsque</i> and <i>si</i> 	xity in spoken and written accounts of past events or experiences <ul style="list-style-type: none"> • weather expressions with <i>faire</i> 			
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)

<p>Gatsby 4 (Linking curriculum learning to careers) <u>GATSBY BENCHMARK 4</u></p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>
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Spring Term 2

Topic/Unit	Current and future study and employment	Current and future study and employment	Current and future study and employment	Current and future study and employment	REVISION	SPEAKING EXAM FOCUS
Knowledge (Content covered)	My studies	Life at school/ college	Education post-16	Career choices and ambitions	Revision of theme and content so far	Revision of theme and content so far
Skills	<ul style="list-style-type: none"> • <i>devoir</i> + infinitive • <i>il faut</i> + infinitive (compulsory subjects) • <i>parce que/car</i> to express reasons 	<ul style="list-style-type: none"> • transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context • <i>si</i> clauses using imperfect and 	<ul style="list-style-type: none"> • <i>ce qui/ce que ... c'est...</i> sentence pattern • building on <i>si</i> clauses with present and future 	<ul style="list-style-type: none"> • enhanced statements of possibility including <i>permettre de</i> 	All skills - Listening, Speaking, Reading & Writing All skills - Listening, Speaking, Reading & Writing	Speaking Conversation Questions

	<ul style="list-style-type: none"> • perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) • two verbs together eg <i>aimer/aimer mieux/préférer</i> • comparative and superlative in expressing opinions about subjects • use of <i>tu</i> and <i>vous</i> in 	<p>conditional</p> <ul style="list-style-type: none"> • quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals) • perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait comme devoirs</i>) 	<ul style="list-style-type: none"> • more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>) 			
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	informal/formal exchanges					
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how

	now can benefit all no matter what their future pathway	language study now can benefit all no matter what their future pathway	language study now can benefit all no matter what their future pathway	now can benefit all no matter what their future pathway	studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	language study now can benefit all no matter what their future pathway
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Summer Term

Topic/Unit	Revision & Exam Preparation	Revision & Exam Preparation	Revision & Exam Preparation	Revision & Exam Preparation	Revision & Exam Preparation	Assessment
Knowledge (Content covered)	Consolidation of tenses and key grammatical structures. Consolidation of vocabulary on	Consolidation of tenses and key grammatical structures. Consolidation of vocabulary on	Consolidation of tenses and key grammatical structures. Consolidation	Consolidation of tenses and key grammatical structures. Consolidation of vocabulary on	Consolidation of tenses and key grammatical structures. Consolidation of vocabulary on	Speaking Exams - All topics of Eduqas themes

	the following themes: 1. Identity and Culture 2. Local, international and global areas of interest 3. Current and future study and employment	the following themes: 1. Identity and Culture 2. Local, international and global areas of interest 3. Current and future study and employment	of vocabulary on the following themes: 1. Identity and Culture 2. Local, international and global areas of interest 3. Current and future study and employment	the following themes: 1. Identity and Culture 2. Local, international and global areas of interest 3. Current and future study and employment	the following themes: 1. Identity and Culture 2. Local, international and global areas of interest 3. Current and future study and employment	
Skills	Listening, Reading, Writing, & Speaking - photo task, role play, conversation Translation into English Translation into French	Listening, Reading, Writing, & Speaking - photo task, role play, conversation Translation into English Translation into French	Listening, Reading, Writing, & Speaking - photo task, role play, conversation Translation into English Translation into French	Listening, Reading, Writing, & Speaking - photo task, role play, conversation Translation into English Translation into French	Listening, Reading, Writing, & Speaking - photo task, role play, conversation Translation into English Translation into French	Speaking
Assessment	Exam past papers (Reading/Speaking/Listening/Writing) and Knowledge Quiz	Exam past papers (Reading/Speaking/Listening/Writing) and Knowledge Quiz	Exam past papers (Reading/Speaking/Listening/Writing) and Knowledge	Exam past papers (Reading/Speaking/Listening/Writing) and Knowledge Quiz	Exam past papers (Reading/Speaking/Listening/Writing) and Knowledge Quiz	Speaking Exams

			Quiz			
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills	

Summer Term 2

Topic/Unit	GCSE Exams
Knowledge (Content covered)	All content of course
Skills	Listening, Reading & Writing
Assessment	GCSE Exams
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	