

<b>Topic/Project:</b>  Identity and culture	<b>Timescale:</b> <u>Term</u> 6				
<b>Learning Intentions/Outcomes</b>	<b>Activities</b>	<b>Resources (including ICT)</b>	<b>Extension Activities / Homework</b>	<b>Assessment for Learning Opportunities</b>	<b>Cross Curricular Links (SMSCD, with other subjects)</b>
To revise basic grammar-present tense verbs, reflexive verbs To be able to speak about family and relationships within the family.	<ol style="list-style-type: none"> <li>1. Bridging unit- revision of main tenses, numbers and questions words Page 10-15</li> <li>2. Page 18-19 1.1F ma famille et mes amis</li> <li>3. Page 20-21 1.1H la famille et l'amitie</li> </ol>	Shared area lessons and Teachit resources-  <a href="#">Family relationships</a>  <a href="#">The Simpsons family: reading and writing</a>  <a href="#">Friendship Photocard: family</a>  <a href="#">Je cherche un correspondant en ligne</a>  <a href="#">Ma routine du week-end dernier</a>  <a href="#">Les verbes réguliers au présent</a> <a href="#">Direct object pronouns</a>	Speaking task on family and relationships- AQA photo card.  Written account - introduction of themselves and account of family.	Written homework End of unit translation and writing assessment	PSHE- family relationships and the study of different types of family.

<p><b>Term 1</b></p> <p>Local, national, international and global areas of interest</p>	<p>1. page 84-85 5.1F des maisons differentes</p> <p>2. p86-87 5.1H ma maison ideale</p> <p>3. p88-89 5.2F trouver ta ville jumelee ideale</p> <p>4. p90-91 5.2H ma region <b>Grammar covered</b></p> <ul style="list-style-type: none"> <li>• il y a</li> <li>• <i>on a</i></li> <li>• <i>c'est</i></li> <li>• prepositions (see <a href="#">Prepositions – directions: Lesson activities</a> and <a href="#">Prepositions – directions: Slides</a>)</li> <li>• plural partitive article and <i>de</i> after negative</li> <li>• <i>pouvoir</i> + infinitive (see <a href="#">Pouvoir: Teaching notes</a> and <a href="#">Pouvoir: Team game</a>)</li> </ul>	<p>See resources:</p> <p><a href="#">Where I live placemat</a></p> <p><a href="#">Ma ville</a></p> <p><a href="#">Ma ville: présent et imparfait</a></p> <p><a href="#">Jobs at home</a></p> <p><a href="#">Le ménage</a></p> <p><a href="#">Adjectifs et pronoms démonstratifs et interrogatifs</a></p>	<p>Speaking and written assessment Translation homework</p>	<p>Written homework End of unit translation and writing assessment</p>	<p>Geography- study of houses and areas in which we live. The concept of twinned towns</p>
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	<ul style="list-style-type: none"> <li>expressions of quantity</li> <li>irregular verbs <i>aller/faire</i> (see <a href="#">Irregular verbs: aller and faire: Teaching notes and Irregular verbs: aller and faire: Presentation</a>)</li> <li><i>ceux qui</i> + verb</li> <li><i>s'intéresser à</i></li> <li>enhancing descriptions using <i>qui/que/dont</i> (see <a href="#">Enhancing descriptions: qui/que/dont: Presentation</a>)</li> </ul> <p>demonstrative adjectives <i>ce, cet, cette, ces</i></p>				
<p><b>Term 2</b> Current and future study and employment</p>	<ol style="list-style-type: none"> <li>p146-147 9.1F la journée scolaire</li> <li>p148-149 9.1H des écoles différentes</li> <li>p48-49 3.1F qu'est-ce que tu as fait ce weekend?</li> <li>p50-51 3.1H le weekend, qu'est-ce que tu fais?</li> </ol> <p><b>Grammar covered</b></p>	<p>see resources: <a href="#">Les matières scolaires</a> <a href="#">Mon établissement scolaire</a> <a href="#">Four in a row: school</a></p>	<p>Speaking and written assessment Translation homework</p>	<p>Written homework End of unit translation and writing assessment</p>	

	<ul style="list-style-type: none"> <li>• <i>devoir</i> + infinitive (see <a href="#">Mes études: Teaching notes</a> and <a href="#">Mes études: Presentation</a>)</li> <li>• <i>il faut</i> + infinitive (compulsory subjects)</li> <li>• <i>parce que/car</i> to express reasons</li> <li>• perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) (see <a href="#">Mes options: Teaching notes</a> and <a href="#">Mes options: Presentation slides 4-5</a>)</li> <li>• two verbs together eg <i>aimer/aimer mieux/préférer</i></li> <li>• comparative and superlative in expressing opinions about subjects (see <a href="#">Mes options: Teaching notes</a> and <a href="#">Mes options: Presentation slides 6-8</a>)</li> </ul> <p>use of <i>tu</i> and <i>vous</i> in informal/formal exchanges</p>				
<p><b>Term 3</b> Identity and culture</p>	<ol style="list-style-type: none"> <li>1. p64-65 4.1F La fete chez nous</li> <li>2. p66-67 4.1H la fete c'est quoi pour toi</li> <li>3. p68-69 la fete pour tout le monde</li> </ol> <p>p70-71 les fetes en famille, tu aimes?</p> <p><u>Grammar covered</u></p> <ul style="list-style-type: none"> <li>• perfect of verbs with <i>être</i> + agreement rules (see <a href="#">Perfect tense (être)-revision: Worksheet</a>)</li> <li>• reflexive verbs in perfect; perfect and imperfect tenses together describing a past event/festival; actions</li> </ul>	<p>see resources:</p> <p><a href="#">Les festivités</a></p> <p><a href="#">A tradition in Guadeloupe</a></p> <p><a href="#">Food in Guadeloupe and England</a></p>	<p>Speaking and written assessment Translation homework</p>	<p>Written homework End of unit translation and writing assessment</p>	<p>PSHE- celebrations around the world, customs and traditions</p>

	<p>and opinions (see <a href="#">Le Festival de Sakifo: Worksheet and Teaching notes</a>)</p>				
<p><b>Term 4</b> Local, national, international and global areas of interest <b>AND</b>  Current and future study and employment</p>	<p>1. p100-101 6.2F mon mode de vie avant et maintenant</p> <p>2. p102-103 6.2H operation 'remise en forme</p> <p>3. p150-151 10.1F le reglement scolaire p152-153 10.1H ameliorer son ecole</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>• transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see <a href="#">Le règlement: Worksheet and Teaching notes</a>)</li> <li>• <i>si</i> clauses using imperfect and conditional</li> <li>• quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</li> </ul> <p>perfect tense with avoir using regular and common irregular verbs (<i>ce que j'ai fait comme devoirs</i>) (see <a href="#">Perfect tense (avoir) – revision: Worksheet</a>)</p>	<ul style="list-style-type: none"> <li>• transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see <a href="#">Le règlement: Worksheet and Teaching notes</a>)</li> <li>• <i>si</i> clauses using imperfect and conditional</li> <li>• quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</li> </ul> <p>perfect tense with avoir using regular and common irregular verbs (<i>ce que j'ai</i></p>	<p>Speaking and written assessment Translation homework</p>	<p>Written homework End of unit translation and writing assessment</p>	<p>Biology- healthy living, lifestyle choices and their impacts.</p> <p>PSHE</p>

		<i>fait comme devoirs</i> ) (see <a href="#">Perfect tense (avoir) – revision: Worksheet</a>			
<b>Term 5</b> Identity and culture	<p>1. p52-53 3.2F qu'est-ce que tu aimes manger?</p> <p>2. P54-55 3.2H que mange-t-on dans le monde?</p> <p>3. P56-57 3.3F le sport, c'est ma passion</p> <p>4. P58-59 3.3H les sports extremes</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see <a href="#">Present tense revision: Worksheet</a>)</li> <li>extend range of two verbs together</li> <li>future tense introduced for eg weekend plans</li> <li>adverbs such as <i>d'habitude/normalement</i></li> </ul> <p>clauses introduced by <i>quand/lorsque</i> and <i>si</i></p>	<p>1. Food and eating out</p> <p>2. Sport</p> <p>See resources:</p> <p><a href="#">My favourite hobbies</a></p> <p><a href="#">My hobbies placemat</a></p> <p><a href="#">Un portrait de Vanessa Paradis</a></p> <p><a href="#">Critiques des internautes</a></p> <p><a href="#">Les Minions: bande-annonce</a></p> <p><a href="#">Voir, regarder, aller, aimer</a></p> <p><a href="#">Au restaurant et au snack: pair work</a></p> <p><a href="#">Un portrait de Didier Drogba</a></p> <p><a href="#">Alain Robert</a></p> <p><a href="#">Grammar in focus: negatives</a></p> <p><a href="#">Revision of future tenses</a></p>	Speaking and written assessment Translation homework	Written homework End of unit translation and writing assessment	<b>PE, biology and PSHE</b>

<b>Term 6</b> <b>Travel and tourism</b>	1. p126-127.1F moi, je prefere 2. p128-129 quelles vacances! 3. 158-15 11.1F L'orientation  P160-161 11.1H universite ou apprentissage Grammar	Education post-16  See resource: <a href="#">Les expressions idiomatiques</a>	<b>End of year examination - listening, speaking, reading and writing</b>		
<b>Term 1 yr 11</b> <b>Identity and culture</b>	1. page 22-23 1.2F tu aimerais te marier?  Page 24-25 1.2H seul ou en couple? Grammar <ul style="list-style-type: none"> <li>• revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions</li> <li>• <i>en</i> + present participle</li> <li>• revision of future tense to outline future plans</li> </ul> direct and indirect object pronouns	Transition to Year 2: Me, my family and friends <ul style="list-style-type: none"> <li>• Marriage/ partnershi p</li> </ul> See resources: <a href="#">Je voudrais me marier</a> <a href="#">Le courrier du cœur</a> <a href="#">Revision of future tenses</a> <a href="#">Direct object pronouns</a> <a href="#">Indirect object pronouns</a>	<b>Speaking and written assessment Translation homework</b>	Written homework End of unit translation and writing assessment	
<b>Term 1 yr 11</b> <b>Identity and culture</b>	1. page 114-115 7.1F les problemes de l'environnement  2. page 116-117 7.1H planete en danger	Global issues <ul style="list-style-type: none"> <li>• The environme nt</li> </ul>	<b>Speaking and written assessment Translation homework</b>	Written homework End of unit translation and writing	

	<p>Grammar</p> <ul style="list-style-type: none"> <li>• behaviours (must do/can do/should do/could do etc)</li> <li>• past tense for effects of behaviours on environment</li> <li>• <i>si</i> sentences revised for outlining consequences of actions</li> </ul> <p>pluperfect tense perspective</p>	<p>See resources:</p> <p><a href="#">Environment: last one standing</a></p> <p><a href="#">Environment: read and draw</a></p> <p><a href="#">Des gestes pour sauver la planète</a></p>		assessment	
<p><b>Term 2</b> Local, national, international and global areas of interest</p>	<p>1. page 96-97 6.1F mon travail benevole</p> <p>2. page 98-99 6.1H pourquoi a-t-on besoin d'associations? Grammar</p> <ul style="list-style-type: none"> <li>• <i>vouloir</i> + infinitive</li> <li>• <i>vouloir que</i> + subjunctive</li> </ul> <p><i>il est possible que</i> + subjunctive (see <a href="#">Travailler comme bénévole: Worksheet and Teaching notes</a>)</p>		<p><b>Mock examination- listening, speaking, reading and writing</b></p>		
<p><b>Term 2 continued</b> Local, national, international and global areas of interest</p>	<p>1. p162-136 12.1F comment obtenir un employ</p> <p>4. p164-165 12.1H métiers- les avantages et les inconvenients</p> <p>enhanced statements of possibility including <i>permettre de</i></p>	<p>Career choices and ambitions</p> <p>See resources:</p> <p><a href="#">Starter on jobs</a></p> <p><a href="#">Les emplois</a></p> <p><a href="#">Work experience: last one standing</a></p> <p><a href="#">Mon stage en entreprise</a></p> <p><a href="#">Encore une fois:</a></p>	<p><b>Mock examination- listening, speaking, reading and writing</b></p>		



		<a href="#">mon stage en entreprise</a>			
Term 3 Identity and culture	<p>1. page 30-31 2.1F les reseaux sociaux</p> <p>2. page 32-33 2.1H avantages et inconvenients des reseaux sociaux</p> <p>3. page 34-35 2.2F tu t'en sers souvent?</p> <p>4. page 36-37 2.2H bienfaits et dangers Grammar</p> <ul style="list-style-type: none"> <li>• revision of past tenses to recount how social media have been used; or life before technology</li> <li>• <i>grâce à/sans/avec</i></li> <li>• enhanced statements of possibility including <i>permettre de</i></li> </ul> <p><i>il est possible que</i> + subjunctive</p>	<p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <p>See resource: <a href="#">Talking about the technology we use</a></p>	<p>Speaking and written assessment Translation homework</p>	<p>Written homework End of unit translation and writing assessment</p>	
Term 4 Preparation for examinations	<p>1. Page 118-119 7.2F les inegalites</p> <p>2. page 120-121 7.2H la pauvrete</p> <p>Prep for oral examination</p>		<p>Speaking and written assessment Translation homework</p>	<p>Written homework End of unit translation and writing assessment</p>	