<table>
<tr><th>Y11 Module 6</th><th colspan="2">Title: Notre planète</th></tr>
<tr><td>Why are you teaching it?</td><td>This module allows students to discuss important and relevant global issues for their generation, such as the environment and climate change. It builds on previous learning by integrating new grammar points like the imperfect tense to talk about the past and the near future to discuss the future. The topic of the planet is very current and provides a practical context for applying and expanding vocabulary and grammar skills at a higher level, preparing them for GCSE-style tasks.</td><td><u>Misconceptions</u>
Lots of the words used are cognates - they must be pronounced accurately.
Be aware of false friends.
Be aware of silent letters and verb endings when completing dictations.</td></tr>
<tr><td>Why are you teaching it now?
What prior learning do students have?</td><td colspan="2">This module is typically introduced later in the GCSE course, as it requires a solid grammatical foundation to discuss complex issues. The topic is engaging and provides an excellent vehicle for consolidating and practicing more complex grammatical structures, including using different tenses to compare the past, present, and future.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn’t do at the start</td><td>E/D: To be able to give a limited description of environmental problems, using a few key expressions and simple sentences in the present tense. They will be able to use the near future tense with some support.

S: To be able to describe environmental problems and explain what they do daily to help the environment, using a variety of vocabulary and switching between the present and near future tenses. They can give simple opinions.

M: To be able to give a detailed, opinion-based description of environmental issues, confidently switching between the present, imperfect, and near future tenses. They can handle independent tasks with minimal support and demonstrate a strong understanding of the different tenses.</td><td><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>

Pronunciation of key vocabulary

Reading through texts quickly to get the gist

Picking out keywords from a text

Reading aloud

Dictations and French spelling

Phonics

<u>Learning outcomes</u>
Students will be able to:
Give and justify opinions on the environment using a range of verbs in the past, present and future tenses.
Work with authentic texts and engage in GCSE-style photo card and writing tasks.</td></tr>
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	Oracy - Students will be completing oracy activities, Scaffolded support will be available for students who need it. Teaching styles will include: Choral repetition, choral reading, ghost reading, reading aloud, pair-work, basic role-play conversations, cross-class questioning - teacher>student,student>student and dictations. Interview tasks: Students conduct and respond to interviews about their personal world, including their likes and dislikes, after-school activities, and past birthday celebrations. Descriptive tasks: Learner's practice describing people and pictures - A key example is the GCSE-style photo card task. **SEND -** Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.	<u>Key Vocabulary</u>: Environmental problems (pollution, deforestation, global warming), actions to help (to recycle waste, to take public transport), and geography (the forest, the mountain, the country). <u>Grammar Focus:</u> Present Tense: To describe what one does for the environment. Imperfect Tense: To talk about what one used to do when they were younger. Near Future: To describe what one is going to do to protect the planet. Comparisons: To compare the size or length of different things (bigger than, less long than). <u>Vocabulary - Environment</u> l'extinction (des espèces): extinction (of species) l'organisation: the organization la pollution: pollution la population: the population la protection: protection la solution: the solution la déforestation: deforestation les effets du changement climatique: the effects of climate change l'utilisation des ressources naturelles: the use of natural resources Weather & Climate en automne: in autumn en été: in summer en hiver: in winter

		au printemps: in spring il fait beau: it's nice out il fait chaud: it's hot il fait froid: it's cold il pleut: it's raining il neige: it's snowing Il va faire beau / chaud / froid / mauvais: It's going to be nice / hot / cold / bad weather Il y aura du soleil / du vent / du brouillard: There will be sun / wind / fog Le temps: the weather Actions & Solutions arrêter de fabriquer des produits en plastique: to stop manufacturing plastic products être bénévole pour des projets verts: to volunteer for green projects respecter la nature: to respect nature travailler ensemble: to work together j'achète du papier recyclé: I buy recycled paper je prends les transports publics: I take public transport je ne mange pas de viande: I don't eat meat je recycle les déchets: I recycle waste je vais en ville à vélo: I go to town by bike

		je n’utilise pas de produits en plastique: I don't use plastic products faire pousser nos propres légumes: to grow our own vegetables faire du compost: to make compost interdire les sacs en plastique: to ban plastic bags sauver les habitats des animaux: to save animal habitats limiter le réchauffement de la planète: to limit global warming Opinion & Verbs À mon avis, c’est...: In my opinion, it is... Je pense / crois que...: I think / believe that... Je trouve que...: I find that... être concerné(e): to be concerned Je m’intéresse à: I'm interested in... J’admire: I admire Il faut + infinitive: It is necessary to... / One must... On va + infinitive: We are going to... Comparatives plus long(ue) que: longer than moins grand(e) que: less big than aussi... que: as... as le/la plus...: the most... plus haut(e) que: higher than

		plus froid(e) que: colder than Numbers & Percentages pour cent: percent mille: thousand vingt-deux pour cent: twenty-two percent cent: hundred Time Phrases Quand tu étais plus jeune: When you were younger Maintenant: now À l'avenir: in the future chaque jour: every day souvent: often parfois: sometimes rarement: rarely Quand j'étais jeune: When I was young récemment: recently le mois dernier: last month le week-end dernier: last weekend
Assessment	End of Unit 6 assessment – Assessment will be ongoing throughout the module, with continuous formative checks using mini-whiteboards,peer-assessment activities, and key questions. The module will culminate in a formal end-of-unit	

	assessment, which will include a Listening, Reading, Speaking and Writing task requiring students to discuss the environment using different tenses.	
What amendments are you going to make following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	