

Planning: Year 11 - Cycle 1 – Local, national, international and global areas of interest - Unit 2.3

Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
<div data-bbox="92 597 121 927" data-label="Text"> <p>Key topic: The environment</p> </div> <p>In this cycle, students will revise and / or learn to:</p> <ul style="list-style-type: none"> - discuss a range of environmental issues; - explain what they do and did recently to help / protect the environment; -use time expressions and adverbs; -use the structure en ... + present participle to say "by + ing"; -discuss which actions are beneficial or harmful for the environment (bon, mauvais; polluant, peu polluant, pas polluant, bénéfique, nuisible, néfaste); -discuss what you could do to protect the environment using the conditional tense of modal verbs, including the impersonal verb: falloir (il faudrait / il ne faudrait pas ...). 	<p>This topic is fairly new to students and contains a range of new vocabulary. They came across words such as le réchauffement de la terre & la déforestation in Endangered animals (Year 7).</p> <p>Across KS3 and KS4, they have learnt:</p> <ul style="list-style-type: none"> -to make reference to past, present and future events, using the modal verbs : could & should (je devrais & je pourrais + infinitive) and the impersonal verb "falloir" (il faut / il ne faut pas + infinitive) in Healthy lifestyles; Healthy and unhealthy living ; -to use time expressions and adverbs; -to use the structure en ...+ present participle in Daily routine; -to use the pronoun "on" to refer to people ; -to say whether something is good or bad (bon / mauvais). 	<p>This cycle includes a key linguistic objective, which they will revisit and develop at a later date:</p> <ul style="list-style-type: none"> -a range of modal verbs to discuss the idea of permission and interdiction. <p>Links to other AQA GCSE themes: Unit 3.2 – Life at school (School rules).</p>	<p>Modal verbs + INFINITIVE.</p> <p>Key words, which students may find difficult to memorise.</p>	<p>Use modal verb grid to come up with 6 rules.</p> <p>Find the link between selected words: e.g. incendie / feux de forêt / brûler = FIRE canicule/ sécheresse / chaleur = HEAT</p> <div data-bbox="1671 570 2005 740" data-label="Diagram"> </div> <p>Video: Mon guide pour sauver le monde (BBC – Shorts) & accompanying booklet.</p>

Definitions:

Main idea/concept/knowledge – This is the knowledge you want the students to learn.

Prior knowledge – This is the prior knowledge students need to know to make sense of the main idea. This information should make up part of the recap questions.

Future knowledge – This is what the main idea is going to lead to in the future (this can be months and years rather than next lesson).

Misconceptions – What wrong ideas might the students have?

Representation: image, model, metaphor – These are the variety of representations we can use to explain an idea: the images, the stories, the examples and metaphors which will help clarify complicated concepts for students.