

Planning: Year 11 - Cycle 2 – Local, national, international and global areas of interest - Unit 2.4

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: Travel and tourism	<p>In this cycle, students will revise and / or learn to:</p> <ul style="list-style-type: none"> - discuss their preferred holiday destination, including different types of accommodation; -use a range of time expressions to narrate what you normally do or like doing there. -give an account of what they did on holiday; -describe different holiday locations and find out more about famous French resorts, e.g. La Baule & Annecy; -discuss the pros and cons of different holiday destinations, including what the weather was like. -describe your future holiday plans / *a dream holiday. 	<p>Across KS3 and KS4, students have learnt:</p> <ul style="list-style-type: none"> -the verb aller in a range of tenses; -countries (Year 8, Food and drink; Year 9, Holidays); -transport (Year 9, Holidays; Y11, the environment); -to use the pronoun "y" to avoid repetition (Year 9, Holidays, Year 10, Home & Where I live); -time expressions; -to use the perfect tense of avoir & être verbs (Dr&MrsVandertramp); -to give opinions and express their preferences; -to justify opinions; -the weather; -to say what you can / cannot do in the area (Year 10, My local area); -use the future and conditional tense; -to use a range of connectives. 	<p>This cycle provides a number of key linguistic objectives, which they will revisit and develop at a later date:</p> <ul style="list-style-type: none"> -giving an account and using narration techniques (my school day and a school visit); -making references to future events (Education post 16, career choices and ambitions). <p>Links to other AQA GCSE themes: Unit 3.2 – Life at school; Unit 3.3 – Education post 16 & Unit 3.4 – Jobs, career choices and ambitions.</p>	<p>Pronunciation: Je préfère Right: prayfair; Wrong: prayfayray.</p> <p>Forgetting the auxiliary verb when using the perfect tense: e.g on a visité, on est allés - Recap.</p> <p>Être verbs (Perfect tense) - Recap.</p> <p>Using the conditional to describe a dream holiday.</p>	<p>Lots of repetition and correction.</p> <p>Recap question to focus on the verbs avoir & être. Check by counting how many parts the verb contains. There should be three. Number each one, e.g. On est allés 1 2 3 Mini whiteboard practice.</p> <p>Use the following acronym: Dr&MrsVandertramp to help them remember the verbs that take être in the perfect tense: Devenir, Revenir, Monter, Rester, Sortir, Venir, Aller, Naître, Descendre, Entrer, Rentrer, Tomber, Retourner, Arriver, Mourir & Partir.</p> <p>Trapdoor - Mes vacances de rêve.</p>

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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.