

YEAR 12 FRENCH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Following the AQA specification, Students will develop their linguistic skills alongside their understanding of the culture and society of the countries where French is spoken. Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

	Autumn Term		Spring Term		Summer Term	
	Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1	Teacher 2
Topic	La musique + La cyber-société	La famille + Le septième art	Le bénévolat + Le patrimoine	Le septième art + Le patrimoine	Work of literature – Bonjour Tristesse + aspects positifs d’une société diverse	Revision of all modules + les marginalisés
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Popularity and diversity of music – question forms. Contemporary francophone music fans -using the subjunctive. Threats to francophone music – using the conditional. How technology has transformed every-day life – using infinitive constructions. Dangers of digital technology – using object pronouns. Different users of digital tech – present tense (reg/irreg verbs) 	<ul style="list-style-type: none"> Describe and discuss trends in marriage and other forms of partnership – the imperfect tense. Merits and problems of different family structures – form and use the perfect tense. Relationships between the generations and problems that can arise – past historic. Consider a variety of aspects of French cinema – use infinitive constructions. <p>Start Film study – La Haine.</p>	<ul style="list-style-type: none"> Examine the voluntary sector in France – using connectives Benefits of voluntary work – Use the conditional + <i>Si</i>, forming the future tense. Heritage and how it is marketed – using <i>si (present and future)</i> Heritage and culture – subjunctive with expressions of doubt. 	<ul style="list-style-type: none"> Major developments in French cinema – Using <i>si</i> sentences (pluperfect/past conditional) Continuing popularity of French cinema – connectives followed by the subjunctive. Notion of heritage and heritage preservation on a regional and national scale – adjective agreements, conditional and superlative. 	<ul style="list-style-type: none"> Consider benefits of living in an ethnically diverse society – the present tense consider need for tolerance and respect of diversity – the future tense how we can promote diversity -the conditional. Start work of Literature – Bonjour Tristesse 	<ul style="list-style-type: none"> Examine different groups who are socially marginalised – form and use the imperfect tense. Discuss measures used to help those who are marginalised – the perfect tense contrasting attitudes to those who are marginalised – the pluperfect tense.

Why this learning now?	<p>KS4 topics of family and music help to aid transition on to A Level course. Recall and extension of tenses and core grammar from KS4.</p> <p>Familiar topics from KS4 – complexity built with more in-depth understanding of case system. Film study introduced in Autumn term 2 – developing analytical skills and in conjunction with topic on cinema.</p>	<p>Continuity of cinema topic and film study from Autumn term 2. Volunteer and Heritage modules move away from KS4 topics – added level of challenge and more demanding grammar structures used.</p>	<p>Start of Literature study – Paper 2 essay and essay writing structures – further developing analytical and evaluation skills. Review of Y12 modules and final two modules of the year review core grammar structures which need to be fully embedded for Y13 study.</p>
Assessment Opportunities:	<ul style="list-style-type: none"> Recall strategies used in all lessons, AfL & directed questioning Phonics + application continues to be revisited during course to aid fluency and pronunciation. Vocabulary testing and low-stakes assessments Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course. Y12 mock exam in Summer term – Full suite of papers including mock speaking exam 		
Learning at Home	<ul style="list-style-type: none"> Range of activities to support in-class work and which cover all four modalities (Listening, Speaking, Reading and Writing). Use of Quizlet to support vocabulary learning as well as vocabulary from course book. Interactive activities – Kerboodle to consolidate class-work. Students have the opportunity to purchase Grammar/Translation and Topic workbooks to support their learning at home and exam preparation. 		
Key Vocabulary	<p>Pupils are provided with a textbook which contains core vocabulary lists for each module. Additional use of mot a mot and Quizlet to extend vocabulary throughout the course.</p>		
Spiritual, Moral, Social and Cultural concepts covered	<p>The nature of the course means that spiritual, moral, social and cultural concepts are covered throughout each module of the course.</p> <p>Autumn Term- looking at different family forms in francophone countries, benefits and dangers of using the internet, the role of cinema in French culture.</p> <p>Spring term – the importance of voluntary work and French heritage.</p> <p>Summer term - The importance of diversity and promoting tolerance.</p> <p>Throughout Y12, pupils are encouraged to access the French news on a weekly basis and reflect upon current issues affecting the country.</p>		
Links to careers and the world of work	<p>Throughout the course links are made to the benefits of languages in the workplace and in real-life. We also offer pupils the opportunity to take part in work-experience abroad.</p>		

YEAR 13 FRENCH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Following the AQA specification, Students will develop their linguistic skills alongside their understanding of the culture and society of the countries where French is spoken. Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

	Autumn Term		Autumn Term		Spring Term	
	Teacher 1		Teacher 2		Teacher 1	Teacher 2
Topic	Aspects positifs d'une société diverse	La politique et l'immigration	Les marginalisés	Comment on traite les criminels	Les ados, le droit de vote et l'engagement politique	Manifestations, grèves – à qui le pouvoir?
	Continue work of literature- Bonjour Tristesse. IRP prep.		Continue Film study – La Haine		Work of literature	Film study
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Consider benefits of living in an ethnically diverse society – the present tense consider need for tolerance and respect of diversity – the future tense how we can promote diversity -the conditional. 	<ul style="list-style-type: none"> Political issues concerning immigration in francophone countries – forming combination tenses – perfect and imperfect. Consider viewpoints of political parties regarding immigration – form and use the future perfect and the conditional perfect. Consider immigration from the standpoint of immigrants as well as aspects of racism – using tenses accurately. 	<ul style="list-style-type: none"> Examine different groups who are socially marginalised – form and use the imperfect tense. Discuss measures used to help those who are marginalised – the perfect tense Consider contrasting attitudes to those who are marginalised – the pluperfect tense. 	<ul style="list-style-type: none"> Examine different attitudes to crime – recognise and understand the past historic tense. Discuss prison and its merits and problems – use different tenses with <i>si</i> Consider different forms of punishment – use infinitive constructions. 	<ul style="list-style-type: none"> Discuss arguments relating to the vote and examine the French political system and its evolution – Form and use the passive voice. Discuss engagement levels of young people and their influence on politics – Form and use the subjunctive mood. Discuss the future of politics and political engagement – Using the subjunctive mood. 	<ul style="list-style-type: none"> Understand the important role of unions – subject and object pronouns. Talk about strikes and protests and consider different methods of protesting – using relative pronouns. Discuss different attitudes towards strikes, protests and other political tensions – demonstrative adjectives and pronouns.

Why this learning now?	<p>First unit of Autumn term leads on from Summer term of Y12. Topics in Autumn term all lead on from each other in terms of looking at the positives of a diverse society as well as the pressures and issues that arise.</p> <p>Grammar structures at the start of Autumn term are mainly recall and developing understanding of core tenses so that these are embedded. In the second half term structures gain in complexity.</p> <p>Continuation of work on literature and film study from Y12 and introduction to IRP, which will be worked on throughout Y13.</p>	<p>Final two modules of Y13 – are linked in terms of looking at political engagement and tensions. Grammar structures are more complex – subjunctive as well as recall.</p>
Assessment Opportunities:	<ul style="list-style-type: none"> Recall strategies used in all lessons, AfL & directed questioning Phonics + application continues to be revisited during course to aid fluency and pronunciation. Vocabulary testing and low-stakes assessments Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course. Y13 mock exam in Autumn ½ term 1 full AS paper 1, Mocks 1+2 – full suite of A Level papers. 	
Learning at Home	<ul style="list-style-type: none"> Range of activities to support in-class work and which cover all four modalities (Listening, Speaking, Reading and Writing). Use of Quizlet to support vocabulary learning as well as vocabulary from course book. Interactive activities – Kerboodle to consolidate class-work. Students have the opportunity to purchase Grammar/Translation and Topic workbooks to support their learning at home and exam preparation. 	
Key Vocabulary	<p>Pupils are provided with a textbook which contains core vocabulary lists for each module. Additional use of mot a mot and Quizlet to extend vocabulary throughout the course.</p>	
Spiritual, Moral, Social and Cultural concepts covered	<p>The nature of the course means that spiritual, moral, social and cultural concepts are covered throughout each module of the course.</p> <p>Autumn Term- the benefits and challenges of a diverse society, crime and punishment, immigration and racism.</p> <p>Spring term – political engagement and the merits/pitfalls of protests and strikes.</p> <p>Throughout Y13, pupils are encouraged to access the French news on a weekly basis and reflect upon current issues affecting the country.</p>	
Links to careers and the world of work	<p>Throughout the course links are made to the benefits of languages in the workplace and in real-life. We also offer pupils the opportunity to take part in work-experience abroad.</p>	