

Key Stage 5: Year 12 French (with 2 teachers)

Overall Curriculum Goals

- To develop mastery of the French language: powerful knowledge of grammar, vocabulary and phonics is becoming automatised, so that communication is more spontaneous and fluent. All students can express themselves with purpose in a wide range of contexts and understand a broader range of information in the target language.
- To develop powerful knowledge of French-speaking culture and systems; the school values of Faith, Vision and Nurture are apparent within topics such as citizenship, family structures, marriage and partnership, historical areas of interest and customs and traditions.
- To further develop literacy via the study of a French film involving thematic study, character study, and interpretation of style and structure, being able to develop balanced arguments at length in essay form in the target language.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Being a young person in French-speaking Society: <ul style="list-style-type: none"> • Families & citizenship • Youth trends & personal identity 	Being a young person in French-speaking Society: <ul style="list-style-type: none"> • Families & citizenship • Youth trends & personal identity Film study: Intouchables	Film study: Intouchables Understanding the French-speaking World: <ul style="list-style-type: none"> • Regional culture & heritage Being a young person in French-speaking Society: <ul style="list-style-type: none"> • Education & employment opportunities 	Understanding the French-speaking World: <ul style="list-style-type: none"> • Regional culture & heritage • Media, art, film and music 	Understanding the French-speaking World: Media, art, film and music	Revision before Finals After Finals: Introduce Independent Research task Literary study: Introduce No et Moi
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<ul style="list-style-type: none"> • <i>changing family structures</i> • <i>the changing nature of marriage and partnership</i> • <i>trends in fashion</i> • <i>how young people respond to modern technology</i> • Grammar: Nouns: Gender Singular and plural forms	<ul style="list-style-type: none"> • <i>Intouchables content study</i> • <i>relationships with others and peer pressure</i> • <i>being a good citizen</i> • grammar: Expression of time and date Adverbs: Formation of adverbs in -ment, Comparative and superlative, Interrogative (including combien (de),	<ul style="list-style-type: none"> • <i>Intouchables theme study</i> • <i>festivals</i> • <i>customs and traditions</i> • <i>the education system and student issues</i> • <i>work and travel opportunities and the changing work scene</i> • Grammar: Verbs: Perfect infinitive	<ul style="list-style-type: none"> • <i>museums and galleries</i> • <i>trends in media and art</i> • <i>music in the lives of young people</i> • <i>historical sites/heritage</i> • <i>film in the lives of young people</i> • Grammar: Verbs: Future perfect Conditional perfect Pluperfect Past historic (R)	<ul style="list-style-type: none"> • <i>Film & music in the lives of young people (finish)</i> All topics revisited: <ul style="list-style-type: none"> • Families & citizenship • Youth trends and personal identity • Education & employment • Regional culture and heritage • Intouchables 	

<p>Articles: Definite, indefinite and partitive Numerals: Cardinal (e.g. un, deux) Ordinal (e.g. premier, deuxième) Adjectives: Agreement, Position, Comparative and superlative, Use of adjectives as nouns (e.g. le vieux, les Anglais), Demonstrative (ce, cet, cette, ces), Indefinite (including autre, chaque, même, quelque) Possessive (mon, ma, mes, etc.), Interrogative and exclamatory (quel, quelle, quels, quelles) Verbs: Present tense conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs, Impersonal verbs Agreement of verb and subject</p>	<p>comment, où, pourquoi, quand) Quantifiers/intensifiers (including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop) Pronouns: Personal: subject, including on, Object: direct and indirect Disjunctive/emphatic personal, as subject and object: moi/moi-même, etc., Position and order, Reflexive, Relative (including qui, que, dont, lequel etc., auquel etc., ce qui, ce que), Demonstrative (celui, celle, ceux, celles; and celui-ci/celui-là etc.), Indefinite (including quelqu'un, quelque chose), Possessive (le mien etc.), Interrogative (including qui, que, quoi) Use of y, en Verbs: followed by an infinitive (with or without a preposition), Dependent infinitives (faire réparer) (R) Perfect tense (including agreement of past participle)</p>	<p>Interrogative forms Use of tenses: Imperfect Future Conditional Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as bien que) Prepositions: All prepositions, both simple (e.g. sous) and complex (e.g. au-delà de) Negation: Use of negative particles (e.g. ne...pas, ne...personne, ne...que) Use of ne with negative subjects (e.g. Personne n'est venu) Questions: Word order, Inversion after speech Time expressions with depuis and il y a Indirect speech</p>	<p>Use of present participle (e.g. en arrivant) Verbal paraphrases and their uses (including aller + infinitive, venir de + infinitive) Passive voice: Present tense Other tenses (R) Commands</p>		
<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>	<p>CIAG</p>

European Week of Languages		Oxford University Flash Fiction competition	Anthea Bell Oxford University Translation Competition		
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Key Stage 5: Year 13 French (with 2 teachers)

Overall Curriculum Goals					
<ul style="list-style-type: none"> To develop mastery of the French language: powerful knowledge of grammar, vocabulary and phonics is automatised, so that communication is spontaneous and fluent. All students can express themselves with purpose in a wide range of contexts and understand a broad range of information in the target language. To develop powerful knowledge of French-speaking culture and systems; the school values of Faith, Vision and Nurture are apparent within Y12 topics and further areas of study including immigration, integration, marginalisation and France in the Occupation and post-war years. To further develop literacy via the study of a French film and piece of literature involving thematic study, character study, and interpretation of style and structure, being able to develop balanced arguments at length in essay form in the target language. 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Diversity & Difference: Migration and integration Cultural identity and marginalisation Literature Study: No et Moi	France 1940-1950: The Occupation and post-war years: June 1940–May 1945 Literature Study: No et Moi	France 1940-1950: The Occupation and post-war years: The cultural dimension in occupied France Diversity & Difference: Cultural enrichment and celebrating difference Discrimination and diversity	France 1940-1950: The Occupation and post-war years: 1945-1950 Diversity & Difference: Discrimination and diversity Revision	France 1940-1950: The Occupation and post-war years: 1945-1950 (finish) Revision of all topics	N/A
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<i>Reasons for migration; factors which make migration/integration easy/difficult</i> <i>Reasons for marginalisation; ways to eliminate marginalisation</i> <i>No et Moi content study</i>	<i>Life in occupied France; the French Resistance</i> <i>No et Moi theme study</i>	<i>The political context of theatre and cinema productions</i> <i>The positive aspects of a diverse society</i> <i>Life for those who are discriminated against</i>	<i>Rebuilding and restructuring society in post-war years</i> <i>Life for those who are discriminated against</i>	<i>Rebuilding and restructuring society in post-war years</i> <i>Revision of Y12 topics</i>	
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG

European Week of Languages Creative writing national competition		Oxford University Flash Fiction competition	Anthea Bell Oxford University Translation Competition		
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