

Curriculum Plan

Department/subject: French Year 12

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Autumn 1	Autumn 2
Knowledge to be taught	<p>During this time, two learning modules will be learnt side by side:</p> <p><b><u>Learning Module A: Changing trends of family</u></b>            During this time, students will learn how to...</p> <ul style="list-style-type: none"> <li>● describe and discuss trends in marriage and other partnerships</li> <li>● form and use the imperfect tense</li> <li>● skim for gist</li> <li>● consider and discuss the merits and problems of different family structures</li> <li>● form and use the perfect tense</li> <li>● develop translation skills</li> <li>● consider relationships between the generations and discuss problems that can arise</li> <li>● recognise and understand the past historic tense</li> <li>● use a bilingual dictionary effectively</li> </ul> <p><b><u>Learning Module B: Modern technology</u></b>            During this time, students will learn how to...</p> <ul style="list-style-type: none"> <li>● describe and discuss how technology has transformed everyday life</li> <li>● understand and use infinitive constructions</li> <li>● express complex opinions</li> <li>● consider and discuss the dangers of digital technology</li> </ul>	<p>During this time, two learning modules will be learnt side by side:</p> <p><b><u>Learning Module C: Volunteering</u></b>            During this time, students will learn how to...</p> <ul style="list-style-type: none"> <li>● examine the voluntary sector in France and the range of work volunteers provide</li> <li>● use connectives - temporal and causal</li> <li>● interpret and explain figures and statistics</li> <li>● discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</li> <li>● use conditional and si sentences (imperfect and conditional)</li> <li>● summarise from reading and listening</li> <li>● look at the benefits of voluntary work for those that do it and for society as a whole</li> <li>● form and use the future tense</li> <li>● translate effectively into English</li> </ul> <p><b><u>Learning Module D: Cultural heritage</u></b>            During this time, students will learn how to...</p> <ul style="list-style-type: none"> <li>● understand the notion of heritage and heritage preservation on a regional and national scale</li> <li>● use adjective agreements, comparatives and superlatives</li> </ul>

	<ul style="list-style-type: none"> <li>● understand and use object pronouns</li> <li>● use strategies to broaden A level standard vocabulary</li> <li>● consider the different users of digital technology and discuss possible future developments</li> <li>● form the present tense or regular and irregular verbs</li> <li>● answer questions in Q &amp; A format effectively</li> </ul>	<ul style="list-style-type: none"> <li>● develop extended written answers</li> <li>● consider the ways in which some of the country's most famous heritage sites market themselves</li> <li>● use si sentences (present and future)</li> <li>● avoid repetition when giving answers</li> <li>● comprehend how heritage impacts upon and is guided by culture in society</li> <li>● use the subjunctive with expressions of doubt, uncertainty or necessity</li> <li>● interpret pictures</li> </ul>
Keywords	<p>Knowledge &amp; familiarity of key grammatical terminology and how they may be different in French:</p> <ul style="list-style-type: none"> <li>● imperfect tense</li> <li>● perfect tense</li> <li>● past historic tense</li> <li>● infinitive construction</li> <li>● object pronoun</li> <li>● present tense</li> </ul>	<p>Knowledge &amp; familiarity of key grammatical terminology and how they may be different in French:</p> <ul style="list-style-type: none"> <li>● connective</li> <li>● coordinating conjunction</li> <li>● subordinating conjunction</li> <li>● temporal connective</li> <li>● causal connective</li> <li>● conditional tense</li> <li>● future tense</li> <li>● regular adjective</li> <li>● comparative / superlative adjective</li> <li>● si sentence</li> <li>● subjunctive</li> </ul>
Links to prior knowledge	<ul style="list-style-type: none"> <li>● An informal baseline assessment will gauge to what extent key structures need revisiting during the term</li> <li>● Students will use GCSE knowledge of current topics as a starting point to give basic opinions before developing into A level standard opinions (GCSE topics included family, relationships and modern technology)</li> <li>● We will refer back to key vocabulary and structures which run throughout the language</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use GCSE knowledge of current topics as a starting point to give basic opinions before developing into A level standard opinions (GCSE topics included volunteer work)</li> <li>● Students will use their general knowledge of the world as a starting point for their understanding of the notion of heritage</li> <li>● We will refer back to key vocabulary and structures which run throughout the language</li> <li>● We will explicitly point out vocabulary and structures which have been taught at KS4 and expect students to attempt to see such links for themselves</li> </ul>

	<ul style="list-style-type: none"> <li>● We will explicitly point out vocabulary and structures which have been taught at KS4 and expect students to attempt to see such links for themselves</li> <li>● Subsequent links between items taught at KS5 will be explicitly pointed out</li> <li>● Vocabulary/translation tests will also include some element of recurring grammar revision to aid long term development</li> </ul>	<ul style="list-style-type: none"> <li>● Subsequent links between items taught at KS5 will be explicitly pointed out</li> <li>● Vocabulary/translation tests will also include some element of recurring grammar revision to aid long term development</li> </ul>
How knowledge is assessed	<ul style="list-style-type: none"> <li>● During the topic, work will be marked frequently and tasks will include reading comprehensions, short essays, translations and summary tasks</li> <li>● Frequent mini-translation tasks will assess knowledge of specific topic areas as well as general grammatical proficiency</li> <li>● In class speaking will be assessed informally and also through the regular practice of speaking stimulus cards</li> <li>● Continual feedback in lesson will be done in dialogue between student and teacher via a range of assessment for learning strategies</li> <li>● Green pens are used for self and peer assessment to build up students' ability to critically evaluate their own work</li> <li>● Homework tasks via Show My Homework will show accumulation of vocabulary and independence over time</li> <li>● End of unit tests will assess listening, reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>● During the topic, work will be marked frequently and tasks will include reading comprehensions, short essays, translations and summary tasks</li> <li>● Frequent mini-translation tasks will assess knowledge of specific topic areas as well as general grammatical proficiency</li> <li>● In class speaking will be assessed informally and also through the regular practice of speaking stimulus cards</li> <li>● Continual feedback in lesson will be done in dialogue between student and teacher via a range of assessment for learning strategies</li> <li>● Green pens are used for self and peer assessment to build up students' ability to critically evaluate their own work</li> <li>● Homework tasks via Show My Homework will show accumulation of vocabulary and independence over time</li> <li>● End of unit tests will assess listening, reading and writing</li> <li>● A mock exam will take place in December</li> </ul>
How gaps will be addressed	<ul style="list-style-type: none"> <li>● Gaps in knowledge will be identified by any of the strategies above</li> <li>● Lesson starter activities will be adapted to target gaps in knowledge from the previous lesson(s)</li> <li>● Formally marked work will require a Medal &amp; Mission response from the student and subsequent work in lesson will be adapted accordingly</li> <li>● End of unit test feedback to require one lesson dedicated to addressing gaps in knowledge and exam skills</li> </ul>	<ul style="list-style-type: none"> <li>● Gaps in knowledge will be identified by any of the strategies above</li> <li>● Lesson starter activities will be adapted to target gaps in knowledge from the previous lesson(s)</li> <li>● Formally marked work will require a Medal &amp; Mission response from the student and subsequent work in lesson will be adapted accordingly</li> <li>● End of unit test feedback to require one lesson dedicated to addressing gaps in knowledge and exam skills</li> </ul>



<p>Cultural capital lessons</p>	<p>Cultural capital will be accumulated throughout these topics. Cultural knowledge during these topics will include:</p> <ul style="list-style-type: none"><li>● French values regarding marriage</li><li>● How French law has evolved over time regarding marriage and family issues</li><li>● Changing attitudes within French society</li><li>● How France has developed technologically and its contribution to the modern world</li><li>● French approaches and values to the dangers technology and social media pose</li></ul>	<p>Cultural capital will be accumulated throughout these topics. Cultural knowledge during these topics will include:</p> <ul style="list-style-type: none"><li>● French involvement in the voluntary sector and real life examples of the biggest charities</li><li>● French values towards charitable giving and how to help people in need</li><li>● French values towards the preservation of heritage sites</li><li>● The relationship France has to its past and its cultural diversity</li></ul>
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