

Year 13 French Curriculum Rationale

To provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the French speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>Les aspects positifs d'une société divers</p> <p>- L'enrichissement dû à la mixité ethnique</p> <p>-Diversité, tolérance et respect</p> <p>-Diversité – un apprentissage pour la vie</p>	<ul style="list-style-type: none"> • Consider the benefits of living in an ethnically diverse society • Consider the need for tolerance and respect of diversity • Consider how we can promote diversity to create a richer world 	<p>Grammar</p> <p>Consider how we can promote diversity to create a richer world</p> <p>Form and use the future tense</p> <p>Form and use the conditional</p> <p>Skills</p> <p>Use dictionary skill</p> <p>Use strategies for gist comprehension</p> <p>Pronounce loanwords</p>	<p>Kerboodle End of Unit Test</p> <p>Vocab tests</p> <p>Grammar tests</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – immigration</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

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					Agile by adapting new knowledge to new contexts	
<p>Les ados, le droit de vote et l'engagement politique</p> <p>-Pour ou contre le droit de vote?</p> <p>-Les ados et l'engagement politique – motivés ou démotivés?</p> <p>-Quel avenir pour la politique?</p>	<ul style="list-style-type: none"> • Discuss arguments relating to the vote and examine the French political system and its evolution • Discuss engagement levels of young people and their influence on politics • Discuss the future of politics and political engagement 	<p>Grammar</p> <p>Form and use the passive voice</p> <p>Form and use the subjunctive mood</p> <p>Use the subjunctive mood</p> <p>Skills</p> <p>Avoid the passive</p> <p>Talk about data and trends</p> <p>Express doubt and uncertainty</p>	<p>Kerboodle End of Unit Test</p> <p>Vocab tests</p> <p>Grammar tests</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – Different systems of government</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

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<p>Quelle vie pour les marginalisés?</p> <p>-Qui sont les marginalisés?</p> <p>-Quelle aide pour les marginalisés?</p> <p>-Quelles attitudes envers les marginalisés?</p>	<ul style="list-style-type: none"> • Examine different groups who are socially marginalised • Discuss measures to help those who are marginalised • Consider contrasting attitudes to people who are marginalised 	<p>Grammar</p> <p>Form and use the imperfect tense</p> <p>Form and use the perfect tense</p> <p>Form and use the pluperfect tense</p> <p>Skills</p> <p>Respond to a stimulus</p> <p>Express approval and disapproval</p> <p>Vary vocabulary by using synonyms</p>	<p>Kerboodle End of Unit Test</p> <p>Vocab tests</p> <p>Grammar tests</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – the role of race accepted = tolerance</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	<p>Vocabulary learning</p> <p>Text book activities</p>
<p>La Haine</p> <p>-Watch the film</p>	<ul style="list-style-type: none"> • To develop understanding of key events in the plot 	<p>Skills</p> <p>Develop understanding of</p>	<p>Essay Question</p>	<p>Grammar terminology.</p>	<p>Connection finding between TL & French.</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>-Discussion of key themes</p> <p>- Discussion of key characters</p> <p>- Discussion of techniques</p>	<ul style="list-style-type: none"> • To develop understanding of the key themes & characters • To be able to analyse a themes raised from the film • To be able to describe and analyse filming techniques used 	<p>historical, social and cultural contexts</p> <p>Develop ability to analyse messages being conveyed</p> <p>Develop essay writing skill</p>		<p>discussion of the world around us – stereotypes</p>	<p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>L'Etranger</p> <p>-Read the book</p>	<ul style="list-style-type: none"> • To develop understanding of key events in the plot 	<p>Skills</p> <p>Develop understanding of historical, social</p>	<p>Essay Question</p>	<p>Grammar terminology.</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

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<p>-Discussion of key themes</p> <p>- Discussion of key characters</p> <p>- Discussion of literary devices</p>	<ul style="list-style-type: none"> • To develop understanding of the key themes & characters • To be able to analyse a themes raised from the film • To be able to describe and analyse filming techniques used • 	<p>and cultural contexts</p> <p>Develop ability to analyse messages being conveyed</p> <p>Develop essay writing skill</p>		<p>discussion of the world around us – feminism</p>	<p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Manifestations, grèves – à qui le pouvoir?</p> <p>-Le pouvoir des syndicats</p>	<ul style="list-style-type: none"> • Understand the important role of unions • Talk about strikes and protests and consider different methods of protesting 	<p>Grammar</p> <p>Understand and use subject and object pronouns</p> <p>Understand and use relative pronouns</p>	<p>Kerboodle End of Unit Test</p> <p>Vocab tests</p> <p>Grammar tests</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – tolerance and equality</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

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<p>-Manifestations et grèves – sont-elles efficaces?</p> <p>-Attitudes différentes envers ces tensions politiques</p>	<ul style="list-style-type: none"> Discuss different attitudes towards strikes, protests and other political tensions 	<p>Understand and use demonstrative adjectives and pronouns</p> <p>Skills Translate the English gerund into French</p> <p>Use language to promote a cause</p> <p>Talk about priorities</p>			<p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>La politique et l’immigratio</p> <p>- Solutions politiques à la question de l’immigration</p>	<ul style="list-style-type: none"> Discuss some of the political issues concerning immigration in francophone countries Consider the viewpoints of political parties regarding immigration 	<p>Grammar Form and use combination tenses: imperfect and perfect</p> <p>Form and use the future perfect and the conditional perfect</p>	<p>Kerboodle End of Unit Test</p> <p>Vocab tests</p> <p>Grammar tests</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – different cultures</p> <p>celebrate festivals in different ways</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

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<p>-L’immigration et les partis politiques</p> <p>- L’engagement politique chez les immigrés</p>	<ul style="list-style-type: none"> Consider immigration from the standpoint of immigrants, as well as aspects of racism 	<p>Choose the right tenses</p> <p>Skills Use language for describing change</p> <p>Summarise from listening</p> <p>Disagree tactfully</p>		<p>and their own celebrations. Tolerance of different cultures and the validity of all cultures and traditions.</p>	<p>learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Comment on traite les criminels</p> <p>-Quelles attitudes envers la criminalité?</p> <p>-La prison – échec ou succès?</p> <p>-D’autres sanctions</p>	<ul style="list-style-type: none"> Examine different attitudes to crime Discuss prison and its merits and problems Consider alternative forms of punishment 	<p>Grammar Recognise and understand the past historic tense</p> <p>Use different tenses with si</p> <p>Use infinitive constructions</p> <p>Skills</p>	<p>Kerboodle End of Unit Test</p> <p>Vocab tests</p> <p>Grammar tests</p>	<p>Grammar terminology.</p> <p>discussion of the world around us –</p>	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p>	<p>Vocabulary learning</p> <p>Text book activities</p>

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		<p>Express obligation</p> <p>Ask questions and create a dialogue</p> <p>Summarise a reading text</p>			<p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	