

Rationale:

There are 6 Year 12 topics which act as a vehicle for us to improve your overall French competence. We start with topics that will be reasonably familiar to you from GCSE before moving to the trickier topics that require a clearer understanding of language and French society.

Grammar is built up logically over the course of the topics, so that concepts you need to understand in order to master others are taught earlier on.

As the year progresses and your language and skills improve, we are able to complete topics more quickly. As a result, we will be spending longer on the first topic of the year than later ones.

In the final term, we will begin study on the book (*No et moi*) and the film (*La haine*). Initially we focus on understanding plot and character, before starting to analyse themes in Year 13.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	Teacher A: la famille 1.1 La vie de couple: Nouvelles tendances 1.2 Monoparentalité, homoparentalité, familles recomposées. 1.3 Grands-parents, parents et enfants: soucis et problems	Grammar: <ul style="list-style-type: none"> • Present tense: regular & irregular • Present tense: reflexives & negatives • Possessive Adjectives • Future Tense • verbs + nothing / à / de • Emphatic Pronouns • Direct Object Pronouns • qui/que Skills: a) Read / List / Writ Exam : Summaries: Switching from 1st person to 3rd person (singular & plural) b) Speaking Exam : Bullets 2 & 3: Finding topic 'facts'	Grammar Test: multiple choice, gap-fill & sentence translation
	Teacher B: la musique 5.1 La diversité de la musique francophone contemporaine 5.2 Qui écoute et apprécie la musique francophone contemporaine ? 5.3 Comment sauvegarder la musique francophone contemporaine ?	Grammar: <ul style="list-style-type: none"> • Perfect Tense • Imperfect Tense • Perfect vs. Imperfect Tense • Adjectives: order & agreement • Questions • depuis, il y a + time Skills: a) Read / List / Writ Exam : Finding synonyms b) Speaking Exam : Bullet 2: Expressing opinions Bullets 2 & 3: Finding topic 'facts'	Grammar Test: multiple choice, gap-fill & sentence translation
	Half-term		
	Teacher A: la famille 1.1 La vie de couple: Nouvelles tendances 1.2 Monoparentalité, homoparentalité, familles recomposées.	Grammar: <ul style="list-style-type: none"> • Present tense: regular & irregular • Present tense: reflexives & negatives • Possessive Adjectives • Future Tense • verbs + nothing / à / de 	End of topic test on <i>la famille</i> – Reading, Listening, Writing

	<p>1.3 Grands-parents, parents et enfants: soucis et problèmes</p> <p>Teacher B: la musique 5.1 La diversité de la musique francophone contemporaine 5.2 Qui écoute et apprécie la musique francophone contemporaine ? 5.3 Comment sauvegarder la musique francophone contemporaine ?</p>	<ul style="list-style-type: none"> • Emphatic Pronouns • Direct Object Pronouns • qui/que <p>Skills: a) Read / List / Writ Exam : Summaries: Switching from 1st person to 3rd person (singular & plural) b) Speaking Exam : Bullets 2 & 3: Finding topic 'facts'</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Perfect Tense • Imperfect Tense • Perfect vs. Imperfect Tense • Adjectives: order & agreement • Questions • depuis, il y a + time <p>Skills: a) Read / List / Writ Exam : Finding synonyms b) Speaking Exam : Bullet 2: Expressing opinions Bullets 2 & 3: Finding topic 'facts'</p>	<p>End of topic test on <i>la musique</i> – Reading, Listening, Writing</p>
Christmas Holiday			
Spring Term	<p>Teacher A: le patrimoine 5.1 Le patrimoine sur le plan national, régional et local 5.2 Le patrimoine et le tourisme 5.3 Comment le patrimoine reflète la culture</p> <p>Teacher B: le cinéma 5.1 Pourquoi le septième art ? 5.2 Évolution du cinéma: les grandes lignes 5.3 Le cinéma: une passion nationale</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • ce qui / ce que • Pronoun <i>en</i> – il y en a / ils en parlent • dont (dont les français sont fiers) • conditional tense <p>Skills: a) Read / List / Writ Exam : <ul style="list-style-type: none"> • Gap-fills • Summaries: Changing vocab b) Speaking Exam : Bullet 2 & 3: Techniques to help recall topic facts</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Subjunctive Part 1: formation & <i>je ne crois pas que / bien que / pourvu que / pour que / il est possible que / il semble que</i> • Comparatives & Superlatives • Indirect Object Pronouns • <i>venir de</i> <p>Skills: a) Read / List / Writ Exam : Questions needing answers in mini sentences b) Speaking Exam : Asking Questions</p>	<p>Translation Test (based on <i>le patrimoine</i>)</p> <p>End-of-topic test on <i>le cinéma</i> (Listening, Reading & T/lation into French)</p>
	Half-term		
	<p>Teacher A: La cybersociété 2.1 Comment la technologie facilite la vie quotidienne 2.2 Quels dangers la cyber-société pose-t-elle ? 2.3 Qui sont les cybernautes ?</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Order of Pronouns • Subjunctive Part 2: all other subjunctive phrases • Future Perfect <p>Skills: a) Read / List / Writ Exam : Listening - training the ear! b) Speaking Exam: Bullet 2: Personal reactions (including the subjunctive)</p>	<p>End of topic test on La cybersociété - Reading (homework task)</p>

	<p>Teacher B: le bénévolat 3.1 Qui sont et que font les bénévoles ? 3.2 Le bénévolat: quelle valeur pour ceux qui sont aidés ? 3.3 Le bénévolat: quelle valeur pour ceux qui aident ?</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Conditional • si clauses • passive voice (<i>un hôpital a été construit</i>) • y – <i>je m’y intéresse / j’y participe</i> <p>Personne ne ...</p> <p>Skills:</p> <p>a) Read / List / Writ Exam: Summaries – changing from active to passive, or passive to active.</p> <p>b) Speaking Exam: Putting it all together - writing perfect answer to a full card</p>	<p>End-of-topic test on le bénévolat – Listening (homework task)</p>
Easter Holiday			
Summer Term	<p>Teacher A: <i>No et moi</i> Reading, understanding and analysing character & plot.</p>	<p>Grammar: qui / que vs. ce qui / ce que</p> <p>Skills: Essay Exam: evidencing your statements.</p>	<p>Written Mock Exam (AS Paper 1)</p>
	<p>Teacher B: <i>La haine</i> Watching and initial analysis of plot and character</p>	<p>Skills:</p> <p>a) Essay Exam: Evidencing your statements</p> <p>b) Speaking Exam: 5 mins’ preparation – using the time effectively</p>	<p>Written Mock Exam (AS Paper 1)</p>
	Half-term		
	<p>Teacher A: <i>No et moi (cont’d)</i> Reading, understanding and analysing character & plot.</p>	<p>Grammar: qui / que vs. ce qui / ce que</p> <p>Skills: Essay Exam: evidencing your statements.</p>	<p>Grammar Assessment – multiple choice, gap-fill & sentence translation</p>
	<p>Teacher B: <i>La haine (cont’d)</i> Watching and initial analysis of plot and character</p>	<p>Skills:</p> <p>a) Essay Exam: Evidencing your statements</p> <p>b) Speaking Exam: 5 mins’ preparation – using the time effectively</p>	<p>Mock Speaking Exam – 1 stimulus card from a choice of 2.</p>



Course Outline: French

Year 13

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	<p>Teacher A: <i>No et moi</i> (~4 wks) then "Quelle vie pour les marginalisés ?"</p> <p><i>No et moi</i> : plot & character 8.1 Qui sont les marginalisés ?</p>	<p>Grammar: New:</p> <ul style="list-style-type: none"> Translating this / these / those – ce/cette/ces, ceci, ceux / celles Relative Pronouns with prepositions e.g. auquel / avec lequel etc. <p>Recapping:</p> <ul style="list-style-type: none"> Conditional & <i>si</i> clauses Reflexive Verbs <p>Skills: Listening summaries</p>	<p>Piece of writing (~200 words) on <i>No et moi</i>.</p>
	<p>Teacher B : Les aspects positifs d'une société diverse / Au revoir les enfants / IRP</p> <p>7.1 L'enrichissement dû à la mixité éthique 7.2 Diversité, tolérance et respect 7.3 Diversité : un apprentissage pour la vie</p>	<p>Grammar: New:</p> <ul style="list-style-type: none"> Dependent Infinitive <p>Recapping:</p> <ul style="list-style-type: none"> Perfect vs imperfect 	<p>End of topic assessment- Les aspects positifs d'une société diverse (L, R, W)</p>
	Half-term		
Autumn Term	<p>Teacher A: Quelle vie pour les marginalisés ? / No et moi</p> <p>8.2 Quelle aide pour les marginalisés ? 8.3 Quelles attitudes envers les marginalisés ?</p>	<p>Grammar: New:</p> <ul style="list-style-type: none"> Translating this / these / those – ce/cette/ces, ceci, ceux / celles Relative Pronouns with prepositions e.g. auquel / avec lequel etc. <p>Recapping:</p> <ul style="list-style-type: none"> Conditional & <i>si</i> clauses Reflexive Verbs <p>Skills: Listening Summaries</p>	<p>Mock Exams: 1) Unit 1 Past-Paper 2) Choice of 1 essay from 4 titles 3) Speaking Exam – card</p>
	<p>Teacher B: Les ados, le droit de vote et l'engagement politique / Au revoir les enfants / IRP</p> <p>10.1 Pour ou contre le droit de vote ? 10.2 Les ados et l'engagement politique – motivés ou démotivés ? 10.3 Quel avenir pour la politique ?</p>	<p>Grammar: New:</p> <ul style="list-style-type: none"> inversion of adverbs (sans doute / peut-être / à peine) Perfect subjunctive <p>Recapping:</p> <ul style="list-style-type: none"> Present subjunctive <p>Skills: Essay paragraph structure</p>	<p>Mock Exams: 1) Unit 1 Past-Paper 2) Choice of 1 essay from 4 titles 3) Speaking Exam - card</p>
Christmas Holiday			
Spring Term	<p>Teacher A: Comment on traite les criminels / No et moi</p> <p>9.1 Quelles attitudes envers la criminalité ? 9.2 La prison – échec ou succès ? 9.3 D'autres sanctions</p>	<p>Grammar: New:</p> <ul style="list-style-type: none"> il faut and en Direct vs Indirect Objects <p>Recapping:</p> <ul style="list-style-type: none"> Verbs – all forms <p>Skills: IRP Presentations - content</p>	

	<p>Teacher B: Manifestations, grèves – à qui le pouvoir? / Au revoir les enfants / IRP</p> <p>3.1 Qui sont et que font les bénévoles ?</p> <p>3.2 Le bénévolat: quelle valeur pour ceux qui sont aidés ?</p> <p>3.3 Le bénévolat: quelle valeur pour ceux qui aident ?</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Conditional • si clauses • passive voice (<i>un hôpital a été construit</i>) • y – <i>je m’y intéresse / j’y participe</i> • Personne ne ... <p>Skills:</p> <p>a) Read / List / Writ Exam: Summaries – changing from active to passive, or passive to active.</p> <p>b) Speaking Exam:</p> <ul style="list-style-type: none"> • Putting it all together - writing perfect answer to a full card 	<p>Combined end-of-topic assessment: Comment on traite les criminels & Manifestations, grèves – à qui le pouvoir ?</p>
Half-term			
	<p>Teacher A: La politique et l’immigration</p> <p>6.1 Solutions politiques à la question de l’immigration</p> <p>6.2 L’immigration et les partis politiques</p> <p>6.3 L’engagement politique chez les immigrés</p>	<p>Grammar:</p> <p>New:</p> <ul style="list-style-type: none"> • Conditional perfect • si clauses – pluperfect & conditional perfect • Journalistic conditional (= apparently / reportedly ...) <p>Skills:</p> <p>Translation into French</p>	<p>Timed <i>No et moi</i> essay</p>
	<p>Teacher B: Topic Revision / Speaking Exam Preparation / Au revoir les enfants</p>	<p>Grammar:</p> <p>Recapping all grammar from across the course.</p>	<p><i>Mock speaking exam II & Final Speaking Exam</i></p> <p>Speaking Cards</p> <ul style="list-style-type: none"> • Effective use of preparation time • Bullet Point 1 • Bullets 2 & 3
Easter Holiday			
Summer Term	Teachers A & B: Revision on demand	<p>Grammar:</p> <p>Targeted grammar practice</p> <p>Skills:</p> <p>Past-paper practice</p> <p>Essay planning</p>	Final Exams
	Half-term		