**Chellaston Academy – Yr 13 French**

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| **French**  | **Year 12 and 13 Curriculum** |
| **Intent**Across the second year of our KS5 curriculum we aim to deliver a programme of study which prepares our students for the demands of the A-Level exams. However, we also want to see our students developing additional life skills. We want to instil a love of the French language and culture and hope that our students will continue their learning at a higher level (be it at university or within the jobs that they get) Just as at KS3 and KS4 we will continue to develop an awareness of other cultures celebrating the similarities and differences that exist, allowing our students to pick an element of French culture that appeals to them. Our KS5 students will study both film and literature in depth during Year 13 which should both prepare them for the exams they will face but also develop their analytical skills. KS5 language students need to build on their language learning skills and through clear feedback and self-reflection, they will recognise and build on their own personal strengths and work on areas for improvement. Students will cover grammatical elements, higher level academic vocabulary and exam techniques. All of which will prepare them thoroughly for the exams at the end of Year 13. We want out students to be resilient learners who can work independently and are self-motivated to achieve their best possible grade at A-Level |
| **Implementation**We want to develop resilient, independent learners ready to take on the challenge of the A-Level exams. Throughout the course students will practise the types of assessment they will experience at the end of Year 13. Students will continue to develop the life skills that language learning brings. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to recap and revisit some of the work done in year 12 as well as having contact with our language assistant facilitating regular oral practice. Accuracy, organisation and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching (9 lessons a fortnight) which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers. In return we expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner.  |
| **Impact**Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the French curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place throughout the course to make sure they are well prepared for the A-Level exams, hopefully continuing the positive trend of KS5 results in French. The assessments will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will end Year 13 as more confident linguists who have hopefully made good progress towards their academic targets, knowing more about elements of French culture.  |
| **Links to prior learning** The KS5 curriculum builds on the language skills, grammar and vocab learnt at KS4 by both consolidating and reinforcing the vocab and skills that they have covered but then also stretching students to go into more depth. Although students have covered some of the cultural elements of France at KS4, the curriculum at KS5 has a clear emphasis on the issues affecting France and its people. |
| **Links to future learning**The KS5 Curriculum covers all of the grammar points which underpin the French language and provide students with the grounding to become confident, fluent French speakers should students so wish. An A-level qualification will provide evidence of certain skills that will be required in the world of work and the cultural elements that the KS5 curriculum covers are also important in developing students’ global awareness of the world outside of the UK.  |
| **Links to other subjects and the wider curriculum**The KS5 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students’ oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work isn’t immediately understandable, is another skill that can help students across the wider Chellaston curriculum |

**Topics**

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| **Autumn 1 /2 - Les aspects positifs d’une société diverse** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in FrenchReading for gist**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point with evidence. | **Writing**Attention to detailTenses (present / future / conditional)Translation skills Developing arguments and providing evidence.**Listening**Information retrievalAwareness of different phonicsInferenceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This is the first topic of the Year 13 A-Level course and deals with benefits of living in an ethnically diverse society, the need for tolerance and respect, the promotion of diversity to create a richer world. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking - preparation of oral cardEssay writing |
| **Assessment** **Reading and listening assessments** **Speaking – a graded presentation on an aspect of diversity****Mini mock oral exam**   |
| **Wider curriculum**  |
| **Literacy** * Writing and reading skills
* Oracy
* Reading for gist
 | **Numeracy**Analysing figures, pie charts and graphs related to the topic of diversity | **British Values** * Importance of equality.
* Respect of other cultures
 | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarisingLearning about tolerance and equality |
| **SMSC**Understanding the different aspects of multicultural French speaking societies.Making students aware of the merits and problems of diversityConsidering how we can promote diversity to create a richer world | **Cultural Capital**Developing academic language.Awareness of other cultures and religions through newspaper articles, films and documentaries.La Haine, Les Intouchables. | **Character Education**Resilience to complete a taskWorking independentlyReflectionResponsibility | **Personal Development**Taking responsibility for learning. |
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|  **Autumn 1/2 – Quelle vie pour les marginilisés ?**

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| **Reading**Information Retrieval  Translation skillsInferenceReading for gistSummarising**Speaking**Regular sound patternsDeveloping confidence to speak out loudSpeaking in different tensesQuestion recognitionDebate cardsOral question preparation | **Writing**Attention to detailTenses – perfect / imperfect / pluperfectTranslation Grammar exercisesSummarising**Listening**Information retrieval when language is near normal speed.Awareness of different phonicsTense recognitionTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This is the ‘’2nd’’ first topic of the Year 13 A-Level course (taught by the second teacher) It covers groups who are socially excluded, measures to help those who are marginalised and differing attitudes to those who are socially excludedThis unit covers the past tenses (perfect / imperfect and pluperfect) recapping both regular and irregular patterns. The MTP details where shared resources can be found. |

 | **Home Learning**  Vocab learningGrammar exercises testing understanding of new rules (adjectives / **tenses)**Written pieces working on developing accuracy.Translation both waysOral questionsEssay writing  |
| **Assessment** **Reading and writing – listening and reading assessments****Speaking – Graded presentation on an aspect of social exclusion****Speaking – mini mock oral** |
| **Wider curriculum** |
| **Literacy**Writing and readingOracy / debatingSummarizing key points.Structuring longer written pieces | **Numeracy**Analysing figures, pie charts and graphs related to the topic of exclusion | **British Values**Tolerance and acceptance of others.Equality of choice | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarisingAccepting other opinions / religions / cultures ( relevant skills for the work place)  |
| **SMSC**Understanding how people in the French speaking world become marginalised. Understanding what help is available for those living on the edge of society.Understanding the views of others towards those who are excluded. | **Cultural Capital**Developing academic languageSeeing the treatment of those excluded from society (drawing especially from films and novels – No et Moi/ Les Misérables and Ly’s 2020 film Les Misérables  | **Character Education**Resilience to complete a taskParticipationWorking under pressureWorking to achieve a target | **Personal Development**Debating – seeing two sides of an argument.Developing empathy |

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| **Autumn 2 / Spring 1 - Manifestations, grèves à qui le pouvoir ?** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in FrenchReading for gistSummarising**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Grammar exercises (the use of pronouns – subject / object / direct)Translation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with the role of unions in France, strikes and protests, attitudes towards strikes and protests in the French speaking world)This unit covers the use of pronouns in the French language. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questions / oral cardsEssay writing skills |
| **Assessment** **Reading and listening assessments testing written French as well.****Speaking – a graded presentation on an aspect of strikes and protests in the French speaking world****Mini mock oral exam**  MOCK EXAMS  |
| **Wider curriculum**  |
| **Literacy** Writing and reading skillsOracyReading for gist | **Numeracy**Analysing figures, pie charts and graphs related to the topic of strikes and protests | **British Values** Importance of rules and laws – workers’ rights | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarisingKnowing your rights as a worker |
| **SMSC**Looking at the importance of unions and strikes and protests as a way of bringing about change | **Cultural Capital**Developing academic language.How different countries view striking -Germinal/ clips from Made in Dagenham /Pride/news clips and articles onGilets Jaunes and Mai 68 | **Character Education**Resilience to complete a taskWorking independentlyReflectionResponsibility | **Personal Development**Taking responsibility for learning.Speaking one on one with a native speaker |

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| **Autumn 2 / Spring 1 - Comment on traite les criminels** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in FrenchReading for gistSummarising**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Grammar exercises (past historic and the use of different tenses with ‘si’)Translation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceAccents from around FranceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with how criminals are treated, how they should be treated and alternative methods. This unit covers the use of the past historic and the use of ‘si’ clauses. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questions / oral cardsSummarisingEssay writing |
| **Assessment** **Reading and listening assessments testing written French as well.****Speaking – a graded presentation on an aspect of crime and punishment****Mini mock oral exam** MOCK EXAMS  |
| **Wider curriculum**  |
| **Literacy** Writing and reading skillsOracyReading for gistSummarizing longer passages | **Numeracy**Analysing figures, pie charts and graphs related to the topic of crime. | **British Values** Human rightsDemocracy and the right to a fair trial | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarisingEmpathy |
| **SMSC**Looking at the causes and consequences of crime.Looking at the advantages and disadvantages of different kinds of punishments.Looking at differing attitudes to crime. | **Cultural Capital**Developing academic language.How punishment varies from country to country using extracts fromUn Prophète / Claude Gueux | **Character Education**Resilience to complete a taskWorking independentlyReflectionResponsibility | **Personal Development**Taking responsibility for learning.Speaking one on one with a native speaker |

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| **Spring 2 / Summer 1 - Les ados, le droit de vote et l’engagement politique.** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in FrenchReading for gistSummarising**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Grammar exercises – use of the passive and subjunctiveTranslation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceAccents from around FranceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with the French political system and its evolution, engagement levels amongst young people and their influence on politics, the future of politics and political engagement. This unit covers the use of the passive and the subjunctive. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questionsSummarisingEssay writingRevision techniques |
| **Assessment** **A-Level exam preparation**  |
| **Wider curriculum**  |
| **Literacy** Writing and reading skillsOracyReading for gistWriting longer written pieces. | **Numeracy**Analysing figures, pie charts and graphs related to the topic of political engagement | **British Values** Right to voteImportance of democracy | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarising |
| **SMSC**Discussing the French political system.Looking at the right to vote below the age of 16.Looking at the levels of interest in politics amongst young people and how to fuel interest. | **Cultural Capital**Developing academic language.Developing an awareness of politics, including an understanding of the UK system. | **Character Education**Resilience to complete a taskWorking independentlyReflectionResponsibility | **Personal Development**Taking responsibility for learning.Speaking one on one with a native speakerRevising / Preparing for exams |

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| **Spring 1 / Summer 1 - La politique et l’immigration** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in FrenchReading for gistSummarising**Speaking**Fluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point.Answering unprepared questions | **Writing**Grammar exercises (future perfect and conditional perfect)Translation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceAccents from around FranceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with political issues concerning immigration in francophone countries, the view- points of political parties relating to immigration, immigration from an immigrant standpoint, racism towards immigrantsThis unit covers the use of the conditional and future perfect. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questionsSummarisingEssay writingRevision skills |
| **Assessment** **YEAR 13 A-LEVELS**  |
| **Wider curriculum**  |
| **Literacy** Writing and reading skillsOracyReading for gist | **Numeracy**Analysing figures, pie charts and graphs related to the topic of immigration | **British Values** Freedom of movement / expressionTolerance of others | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarising |
| **SMSC**Understanding political issues relating to immigration. Understanding the viewpoints of political parties regarding immigration.Understanding immigration from an immigrant viewpoint (racism and discrimination) | **Cultural Capital**Developing academic language.Understanding the plight of others around the world | **Character Education**Resilience to complete a taskWorking independentlyReflectionResponsibility | **Personal Development**Taking responsibility for learning.Speaking one on one with a native speakerCoping with exam pressure. |

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| **ACROSS THE WHOLE YEAR - LA HAINE/ AU REVOIR LES ENFANTS /** **NO ET MOI** |  |
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| **Reading**Information Retrieval ComprehensionTranslation skillsInferenceSummarising**Speaking**Developing confidence to speak out loudDebating an argument – learning how to present a pointAnswering unprepared questions | **Writing**Essay writing skillsTranslation skillsSummarising Evaluation and analysis**Listening**Understanding questions on the novel and film |
| **Learning content:** Students study the film and novels across the course of Year 13 and even towards the back end of Year 12This compulsory aspect of the course develops the students’ analytical skills as well as their essay writing. It allows them to study historical and social issues from the French viewpoint. They will also look at the work of the authors and director and discover what they were trying to achieve in their work and decide for themselves how successful they were. |

 | **Home Learning** Vocab learningWritten pieces working on developing accuracyTranslation both waysSummarisingEssay writingRevision skills |
| **Assessment** **YEAR 13 A-LEVELS**  |
| **Wider curriculum**  |
| **Literacy** Writing and reading skillsOracyReading for gist | **Numeracy**N/A | **British Values** ToleranceEquality | **Employability**Verbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarising |
| **SMSC**Understanding issues faced by those living outside the norms of society (SDF / criminals/ immigrants) Homelessness, immigration, justice. ( No et Moi/ La Haine)Understanding the persecution of minority groups and those living through war ( ARLES) | **Cultural Capital**Developing academic language – essay writing languageStudying contemporary literature and film | **Character Education**Resilience to complete a taskWorking independentlyReflectionResponsibility | **Personal Development**Taking responsibility for learning.Speaking one on one with a native speakerCoping with exam pressure. |