



## Chellaston Academy – Yr 12 French

French	Year 12 and 13 Curriculum
<b>Intent</b>	<p>Across the two years of our KS5 curriculum we aim to deliver a programme of study which is accessible to all students achieving a level 6 or above at GCSE. We want students to see the learning of a language as a skill for life but also as a way of 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. 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 our students to be resilient learners who can work independently and are self-motivated to achieve their best possible grade at A-Level</p>
<b>Implementation</b>	<p>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 at KS4 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.</p>
<b>Impact</b>	<p>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.</p>
<b>Links to prior learning</b>	<p>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.</p> <p>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.</p>
<b>Links to future learning</b>	



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

<b>Autumn 1 /2 - La famille en voie de changement</b>			
<p><b>Reading</b> Information Retrieval Translation skills Inference Answering in French Reading for gist</p> <p><b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p><b>Learning content:</b> 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 A-Level course and contains some familiarity for students given that it deals with the topic of family and relationships. This unit covers the past tense in 3 forms (perfect / imperfect and past historic) and therefore challenges the grammar knowledge of students from the start. The MTP details where shared resources can be found.</p>		<p><b>Writing</b> Attention to detail Past tenses Writing in paragraphs Translation skills</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Change of tense Inference Time management</p>	
<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p>			
<p><b>Assessment</b> <b>Reading, writing and listening assessments</b> <b>Speaking – a graded presentation on an aspect of family life in France</b> <b>Mini mock oral exam</b></p>			
<b>Wider curriculum</b>			
<p><b>Literacy</b> Writing and reading skills Oracy Reading for gist</p>	<p><b>Numeracy</b> Analysing figures, pie charts and graphs related to the topic of the changing family</p>	<p><b>British Values</b> Importance of laws relating to family, civil partnerships and divorce.</p>	<p><b>Employability</b> 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 skills Debating skills Summarising</p>



<p><b>SMSC</b> Understanding recent trends in marriage and other forms of partnership</p> <p>Making students aware of the merits and problems of different family structures</p> <p>Considering the relationships between generations and the problems which can arise.</p>	<p><b>Cultural Capital</b> Developing academic language.</p>	<p><b>Character Education</b></p> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Reflection</li> <li>• Responsibility</li> </ul>	<p><b>Personal Development</b> Taking responsibility for learning.</p>
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<p><b>Autumn 1/2 - La cyber- société</b></p> <p><b>Reading</b> Information Retrieval Translation skills Inference Reading for gist Summarising</p> <p><b>Speaking</b> Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Debate cards Oral question preparation</p> <p><b>Learning content:</b> Students follow the Kerboodle textbook supplemented by the teacher's own resources (whether that is content, grammar or skill development) This is the "2<sup>nd</sup>" first topic of the A-Level course (taught by the second teacher) and again contains some familiarity for students given that it deals with the topic of new technology and the cyber society. This unit covers the present tense recapping both regular and irregular patterns as well as looking at infinitive constructions. The MTP details where shared resources can be found.</p>	<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new rules (adjectives / <b>tenses</b>)</p> <p>Written pieces working on developing accuracy.</p> <p>Translation both ways</p> <p>Oral questions</p>
<p><b>Assessment</b> Reading and writing – listening, writing and reading assessments</p>	



**Speaking – Graded presentation on an aspect of cyber society**

**Speaking – mini mock oral**

**Wider curriculum**

<p><b>Literacy</b> Writing and reading Oracy</p>	<p><b>Numeracy</b> Analysing figures, pie charts and graphs related to the topic of new technologies and cyber society.</p>	<p><b>British Values</b> Data protection laws</p>	<p><b>Employability</b> 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 skills Debating skills E safety in the modern world. Summarising</p>
<p><b>SMSC</b> Dangers of digital technology</p>	<p><b>Cultural Capital</b> Developing academic language</p>	<p><b>Character Education</b> Resilience to complete a task Participation Working under pressure Working to achieve a target</p>	<p><b>Personal Development</b> Debating – seeing two sides of an argument. Developing empathy</p>

**Autumn 2 / Spring 1 - Le rôle du bénévolat**

<p><b>Reading</b> Information Retrieval Translation skills Inference Answering in French Reading for gist Summarising</p> <p><b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud</p> <p><b>Writing</b> Grammar exercises Translation skills Summarising Essay writing</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Change of tense Inference Summarising Time management</p>	<p><b>Home Learning</b> Vocab learning  Grammar exercises testing understanding of new and older grammar points  Written pieces working on developing accuracy  Translation both ways</p>
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Debating an argument – learning how to present a point.  <b>Learning content:</b> 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 the volunteer and its importance within society, especially in the Francophone world. This unit covers the conditional and future tenses. The MTP details where shared resources can be found.			Speaking questions
<b>Assessment</b> <b>Reading and listening assessments testing written French as well.</b> <b>Speaking – a graded presentation on an aspect of volunteering</b> <b>Mini mock oral exam</b>			
<b>Wider curriculum</b>			
<b>Literacy</b>  Writing and reading skills Oracy Reading for gist	<b>Numeracy</b>  Analysing figures, pie charts and graphs related to the topic of volunteering and charity work	<b>British Values</b> Importance of rules and law Importance and value of charities in society.	<b>Employability</b>  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 skills  Debating skills – arguing a point  Summarising
<b>SMSC</b> Looking at the role of charity organisations and the benefits of becoming involved in charity work.  Understanding of the situation of those who are less fortunate	<b>Cultural Capital</b> Developing academic language. Developing an understanding of the role charities play around the world	<b>Character Education</b> Resilience to complete a task Working independently Reflection Responsibility	<b>Personal Development</b> Taking responsibility for learning. Speaking one on one with a native speaker. Developing empathy and understanding.



<b>Autumn 2 / Spring 1 - Le patrimoine</b>				
<p><b>Reading</b>            Information Retrieval            Translation skills            Inference            Answering in French            Reading for gist            Summarising</p> <p><b>Speaking</b>            Regular sound patterns            Fluency and intonation            Developing confidence to speak out loud            Debating an argument – learning how to present a point.</p> <p><b>Learning content:</b>            Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)            This topic deals with patriotism within France and its appeal to both the French and the wider world through tourism.            This unit covers the use of adjectives and introduces the subjunctive. The MTP details where shared resources can be found.</p>		<p><b>Writing</b>            Grammar exercises            Translation skills            Summarising            Essay writing</p> <p><b>Listening</b>            Information retrieval            Awareness of different phonics            Change of tense            Inference            Accents from around France            Time management            Summarising</p>		<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p> <p>Summarising</p> <p>Essay writing</p>
<p><b>Assessment</b>            Reading and listening assessments testing written French as well.            Speaking – a graded presentation on an aspect of volunteering            Mini mock oral exam</p>				
<b>Wider curriculum</b>				
<p><b>Literacy</b>            Writing and reading skills            Oracy            Reading for gist</p>	<p><b>Numeracy</b>            Analysing figures, pie charts and graphs related to the topic of volunteering and charity work</p>	<p><b>British Values</b>            Freedom of movement            The importance of culture and heritage in a nation’s history.</p>	<p><b>Employability</b>            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 skills</p>	



			Summarising a document for key points
<b>SMSC</b> Considering other cultures through their heritage	<b>Cultural Capital</b> Developing academic language. Studying art, cuisine and architecture through the use of realia, photos and food tasting.	<b>Character Education</b> Resilience to complete a task Working independently Reflection Responsibility	<b>Personal Development</b> Taking responsibility for learning. Speaking one on one with a native speaker

<b>Spring 2 / Summer 1 - La musique francophone et contemporaine</b>		<b>Home Learning</b>
<b>Reading</b> Information Retrieval Translation skills Inference Answering in French Reading for gist Summarising	<b>Writing</b> Grammar exercises Translation skills Summarising Essay writing	Vocab learning  Grammar exercises testing understanding of new and older grammar points  Written pieces working on developing accuracy  Translation both ways  Speaking questions  Summarising  Essay writing
<b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.	<b>Listening</b> Information retrieval Awareness of different phonics Change of tense Inference Accents from around France Time management	
<b>Learning content:</b>		





<p>Students follow the Kerboodle textbook supplemented by the teacher's own resources (whether that is content, grammar or skill development)</p> <p>This topic deals with music within France and Francophonie and its importance within a country's culture. This unit covers the use of commands and recaps on the subjunctive and the conditional. The MTP details where shared resources can be found.</p>	Revision techniques
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**Assessment**

**End of Year 12 exams**

**Wider curriculum**

<p><b>Literacy</b></p> <p>Writing and reading skills Oracy Reading for gist</p>	<p><b>Numeracy</b></p> <p>Analysing figures, pie charts and graphs related to the topic of music work</p>	<p><b>British Values</b></p> <p>Tolerance of others and their musical tastes Understanding the importance of music in one's own culture</p>	<p><b>Employability</b></p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Developing cultural understanding.</p> <p>Clearly presenting orally and in writing your findings (research and oral cards)</p> <p>Thinking creatively 'out of the box'</p> <p>Organisation skills</p> <p>Debating skills – arguing a point</p> <p>Communication skills</p> <p>Summarising a document for key points</p>
<p><b>SMSC</b></p> <p>Considering other cultures through their music</p>	<p><b>Cultural Capital</b></p> <p>Developing academic language.</p> <p>Studying music and the history of music through exposure to Francophone artists</p>	<p><b>Character Education</b></p> <p>Resilience to complete a task Working independently Reflection Responsibility</p>	<p><b>Personal Development</b></p> <p>Taking responsibility for learning. Speaking one on one with a native speaker</p>

**Spring 1 / Summer 1 - Le cinéma**

	<b>Home Learning</b>
	Vocab learning



<p><b>Reading</b>          Information Retrieval          Translation skills          Inference          Answering in French          Reading for gist          Summarising</p> <p><b>Speaking</b>          Fluency and intonation          Developing confidence to speak out loud          Debating an argument – learning how to present a point.          Answering unprepared questions</p> <p><b>Learning content:</b>          Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)          This topic deals with cinema, its appeal and importance within France and how well French film is received around the world.          This unit covers the use of infinitive constructions and which connectives take the subjunctive. The MTP details where shared resources can be found.</p>		<p><b>Writing</b>          Grammar exercises          Translation skills          Summarising          Essay writing</p> <p><b>Listening</b>          Information retrieval          Awareness of different phonics          Change of tense          Inference          Accents from around France          Time management</p>		<p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p> <p>Summarising</p> <p>Essay writing</p>
<p><b>Assessment</b>  <b>End of Year 12 assessment</b></p>				
<p><b>Wider curriculum</b></p>				
<p><b>Literacy</b>          Writing and reading skills          Oracy          Reading for gist          Planning and writing essays</p>	<p><b>Numeracy</b>          Analysing figures, pie charts and graphs related to the topic of cinema.</p>	<p><b>British Values</b>          Understanding the importance of films in representing a</p>	<p><b>Employability</b>          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 skills          Debating skills – arguing a point          Communication skills</p>	



			Summarising a document for key points
<b>SMSC</b> Understanding French culture via the medium of the cinema. Understanding the concept of persecution (ARLE)/ life in the suburbs for those living on the edges of society (La Haine)	<b>Cultural Capital</b> Developing academic language.  Studying film using clips and feature length films in the TL.	<b>Character Education</b>  Resilience to complete a task Working independently Reflection Responsibility	<b>Personal Development</b> Taking responsibility for learning. Speaking one on one with a native speaker Coping with exam pressure.



