



Chellaston Academy – Yr 13 French

French	Year 12 and 13 Curriculum
Intent	<p>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.</p> <p>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>
Implementation	<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 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.</p>
Impact	<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>
Links to prior learning	<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>

**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

Autumn 1 /2 - Les aspects positifs d'une société diverse			
<p>Reading Information Retrieval Translation skills Inference Answering in French Reading for gist</p> <p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point with evidence.</p> <p>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.</p>		<p>Writing Attention to detail Tenses (present / future / conditional) Translation skills Developing arguments and providing evidence.</p> <p>Listening Information retrieval Awareness of different phonics Inference Time management</p>	
<p>Home Learning</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 - preparation of oral card</p> <p>Essay writing</p>			
<p>Assessment Reading and listening assessments Speaking – a graded presentation on an aspect of diversity Mini mock oral exam</p>			
Wider curriculum			
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills • Oracy • Reading for gist 	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of diversity</p>	<p>British Values</p> <ul style="list-style-type: none"> • Importance of equality. • Respect of other cultures 	<p>Employability</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</p> <p>Summarising</p>



			Learning about tolerance and equality
SMSC Understanding the different aspects of multicultural French speaking societies. Making students aware of the merits and problems of diversity Considering 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 task Working independently Reflection Responsibility	Personal Development Taking responsibility for learning.

<p>Autumn 1/2 – Quelle vie pour les marginalisés ?</p> <p>Reading Information Retrieval Translation skills Inference Reading for gist Summarising</p> <p>Speaking Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Debate cards Oral question preparation</p> <p>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 excluded This unit covers the past tenses (perfect / imperfect and pluperfect) recapping both regular and irregular patterns. The MTP details where shared resources can be found.</p>	<p>Writing Attention to detail Tenses – perfect / imperfect / pluperfect Translation Grammar exercises Summarising</p> <p>Listening Information retrieval when language is near normal speed. Awareness of different phonics Tense recognition Time management</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new rules (adjectives / tenses)</p> <p>Written pieces working on developing accuracy.</p> <p>Translation both ways</p> <p>Oral questions</p> <p>Essay writing</p>
<p>Assessment Reading and writing – listening and reading assessments Speaking – Graded presentation on an aspect of social exclusion</p>		



Speaking – mini mock oral			
Wider curriculum			
Literacy Writing and reading Oracy / debating Summarizing 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 skills Debating skills Summarising Accepting 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 language Seeing 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 task Participation Working under pressure Working to achieve a target	Personal Development Debating – seeing two sides of an argument. Developing empathy

Autumn 2 / Spring 1 - Manifestations, grèves à qui le pouvoir ?		
Reading Information Retrieval Translation skills Inference Answering in French	Writing Grammar exercises (the use of pronouns – subject / object / direct) Translation skills Summarising	Home Learning Vocab learning Grammar exercises testing understanding



<p>Reading for gist Summarising</p> <p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p>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.</p>	<p>Essay writing</p> <p>Listening Information retrieval Awareness of different phonics Change of tense Inference Time management</p>	<p>of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions / oral cards</p> <p>Essay writing skills</p>	
<p>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</p>			
<p>Wider curriculum</p>			
<p>Literacy Writing and reading skills Oracy Reading for gist</p>	<p>Numeracy Analysing figures, pie charts and graphs related to the topic of strikes and protests</p>	<p>British Values Importance of rules and laws – workers’ rights</p>	<p>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 skills Debating skills Summarising Knowing your rights as a worker</p>
<p>SMSC</p>	<p>Cultural Capital</p>	<p>Character Education</p>	



Looking at the importance of unions and strikes and protests as a way of bringing about change	Developing academic language. How different countries view striking -Germinal/ clips from Made in Dagenham /Pride/news clips and articles on Gilets Jaunes and Mai 68	Resilience to complete a task Working independently Reflection Responsibility	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			
<p>Reading Information Retrieval Translation skills Inference Answering in French Reading for gist Summarising</p> <p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p>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.</p>	<p>Writing Grammar exercises (past historic and the use of different tenses with ‘si’) Translation skills Summarising Essay writing</p> <p>Listening Information retrieval Awareness of different phonics Change of tense Inference Accents from around France Time management</p>	<p>Home Learning Vocab learning Grammar exercises testing understanding of new and older grammar points Written pieces working on developing accuracy Translation both ways Speaking questions / oral cards Summarising Essay writing</p>	
<p>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</p>			
Wider curriculum			
<p>Literacy Writing and reading skills Oracy Reading for gist</p>	<p>Numeracy Analysing figures, pie charts and graphs related to the topic of crime.</p>	<p>British Values Human rights Democracy and the right to a fair trial</p>	<p>Employability Verbal communication with a native speaker in a one to one conversation.</p>



<p>Summarizing longer passages</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</p> <p>Summarising</p> <p>Empathy</p>
<p>SMSC</p> <p>Looking at the causes and consequences of crime.</p> <p>Looking at the advantages and disadvantages of different kinds of punishments.</p> <p>Looking at differing attitudes to crime.</p>	<p>Cultural Capital</p> <p>Developing academic language.</p> <p>How punishment varies from country to country using extracts from Un Prophète / Claude Gueux</p>	<p>Character Education</p> <p>Resilience to complete a task</p> <p>Working independently</p> <p>Reflection</p> <p>Responsibility</p>	<p>Personal Development</p> <p>Taking responsibility for learning.</p> <p>Speaking one on one with a native speaker</p>

<p>Spring 2 / Summer 1 - Les ados, le droit de vote et l'engagement politique.</p>		
<p>Reading</p> <p>Information Retrieval</p> <p>Translation skills</p> <p>Inference</p> <p>Answering in French</p> <p>Reading for gist</p> <p>Summarising</p> <p>Speaking</p> <p>Regular sound patterns</p> <p>Fluency and intonation</p>	<p>Writing</p> <p>Grammar exercises – use of the passive and subjunctive</p> <p>Translation skills</p> <p>Summarising</p> <p>Essay writing</p> <p>Listening</p> <p>Information retrieval</p> <p>Awareness of different phonics</p> <p>Change of tense</p> <p>Inference</p>	<p>Home Learning</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>



Developing confidence to speak out loud Debating an argument – learning how to present a point.		Accents from around France Time management		Speaking questions Summarising Essay writing Revision techniques
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.				
Assessment A-Level exam preparation				
Wider curriculum				
Literacy Writing and reading skills Oracy Reading for gist Writing longer written pieces.	Numeracy Analysing figures, pie charts and graphs related to the topic of political engagement	British Values Right to vote Importance 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 skills Debating skills Summarising	
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 task Working independently Reflection Responsibility	Personal Development Taking responsibility for learning. Speaking one on one with a native speaker Revising / Preparing for exams	



<p>Reading Information Retrieval Translation skills Inference Answering in French Reading for gist Summarising</p> <p>Speaking Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point. Answering unprepared questions</p> <p>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 immigrants This unit covers the use of the conditional and future perfect. The MTP details where shared resources can be found.</p>		<p>Writing Grammar exercises (future perfect and conditional perfect) Translation skills Summarising Essay writing</p> <p>Listening Information retrieval Awareness of different phonics Change of tense Inference Accents from around France Time management</p>	<p>Home Learning</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>Revision skills</p>
<p>Assessment YEAR 13 A-LEVELS</p>			
<p>Wider curriculum</p>			
<p>Literacy Writing and reading skills Oracy Reading for gist</p>	<p>Numeracy Analysing figures, pie charts and graphs related to the topic of immigration</p>	<p>British Values Freedom of movement / expression Tolerance of others</p>	<p>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 skills Debating skills Summarising</p>



<p>SMSC Understanding political issues relating to immigration.</p> <p>Understanding the viewpoints of political parties regarding immigration.</p> <p>Understanding immigration from an immigrant viewpoint (racism and discrimination)</p>	<p>Cultural Capital Developing academic language.</p> <p>Understanding the plight of others around the world</p>	<p>Character Education Resilience to complete a task Working independently Reflection Responsibility</p>	<p>Personal Development Taking responsibility for learning. Speaking one on one with a native speaker Coping with exam pressure.</p>
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<p>ACROSS THE WHOLE YEAR - LA HAINE/ AU REVOIR LES ENFANTS / NO ET MOI</p>				
<p>Reading Information Retrieval Comprehension Translation skills Inference Summarising</p> <p>Speaking Developing confidence to speak out loud Debating an argument – learning how to present a point Answering unprepared questions</p> <p>Learning content: Students study the film and novels across the course of Year 13 and even towards the back end of Year 12 This 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.</p>		<p>Writing Essay writing skills Translation skills Summarising Evaluation and analysis</p> <p>Listening Understanding questions on the novel and film</p>		<p>Home Learning Vocab learning Written pieces working on developing accuracy Translation both ways Summarising Essay writing Revision skills</p>
<p>Assessment YEAR 13 A-LEVELS</p>				
<p>Wider curriculum</p>				
<p>Literacy</p>	<p>Numeracy N/A</p>	<p>British Values Tolerance</p>	<p>Employability Verbal communication with a native speaker</p>	



<p>Writing and reading skills Oracy Reading for gist</p>		<p>Equality</p>	<p>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>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)</p>	<p>Cultural Capital Developing academic language – essay writing language Studying contemporary literature and film</p>	<p>Character Education Resilience to complete a task Working independently Reflection Responsibility</p>	<p>Personal Development Taking responsibility for learning. Speaking one on one with a native speaker Coping with exam pressure.</p>



