


Year: 12 Subject: French	Curriculum Intent: <ul style="list-style-type: none"> • SOW covers the vocabulary, grammar and skills required to allow students to fulfil their potential in A-level exams at the end of Year 13. • Students gain a deeper knowledge and understanding of the language, using and understanding more complex grammar, vocabulary and language structures. • Students develop independence in speaking and writing and are expected to communicate in the target language wherever possible. • Students develop independent research, critical thinking and analysis skills and have the potential to develop a deep knowledge in the target language of a topic of their choice. • Students gain a more complex cultural understanding through the study of a film and novel, and through an in-depth study of topics relating to the target language country. 					
	Term 1 (Year 1 course) Unit 1 – La famille en voie de changement Unit 2 – La « cyber-société » Unit 3 – Le rôle du bénévolat Cultural Topic: La Haine	Term 2 (Year 1 course) Cultural Topic: La Haine Unit 4 – Une culture fière de son patrimoine Unit 5 – La musique francophone contemporaine Unit 6 – Le septième art	Term 3 (Year 2 course) Revision for PPEs Unit 1 – Les aspects positifs d’une société diverse Unit 2 – Quelle vie pour les marginalisés?			
Topic Titles	1.1 La vie de couple: nouvelles tendances. Describe and discuss trends in marriage and other forms of partnership	2.1 Comment la technologie facilite la vie quotidienne. Describe and discuss how technology	4.1 Le patrimoine sur le plan national, régional et local. Understand the notion of heritage and heritage preservation on a	La Haine 6.1 Pourquoi le septième art? Consider a variety	1.1 L’enrichissement dû à la mixité ethnique. Consider the benefits of living in an ethnically diverse society.	2.1 Qui sont les marginalisés? Examine different groups who are socially marginalised.

	<p>1.2 Monoparentalité, homoparentalité, familles recomposées Consider and discuss the merits and problems of different family structures</p> <p>1.3 Grands-parents, parents et enfants: soucis et problèmes Consider relationships between the generations and discuss problems that can arise</p> <p>3.1 Qui sont et que font les bénévoles? Examine the voluntary sector in France and the range of work volunteers provide</p> <p>3.2 Le bénévolat: quelle valeur pour ceux qui sont aidés? Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</p> <p>3.3 Le bénévolat: quelle valeur pour ceux qui aident? Look</p>	<p>has transformed everyday life</p> <p>2.2 Quels dangers la cyber-société pose-t-elle? Consider and discuss the dangers of digital technology</p> <p>2.3 Qui sont les cybernautes? Consider the different users of digital technology and discuss possible future developments</p> <p>Film La Haine</p>	<p>regional and national scale</p> <p>4.2 Le patrimoine et le tourisme. Consider the ways in which some of the country's most famous heritage sites market themselves</p> <p>4.3 Comment le patrimoine reflète la culture. Comprehend how heritage impacts upon and is guided by culture in society</p> <p>5.1 La diversité de la musique francophone contemporaine. Consider the popularity of contemporary francophone music and its diversity of genre and style</p> <p>5.2 Qui écoute et apprécie la musique francophone contemporaine? Consider who listens to contemporary francophone music, how often and by what means.</p>	<p>of aspects of French cinema</p> <p>6.2 Evolution du cinéma: les grandes lignes. Consider the major developments in the evolution of French cinema from its beginnings until the present day</p> <p>6.3 Le cinéma: une passion nationale. Consider the continuing popularity of French cinema and film festivals</p>	<p>1.2 Diversité, tolérance et respect. Consider the need for tolerance and respect of diversity.</p> <p>1.3 Diversité – un apprentissage pour la vie. Consider how we can promote diversity to create a richer world</p>	<p>2.2 Quelle aide pour les marginalisés? Discuss measures to help those who are marginalised.</p> <p>2.3 Quelles attitudes envers les marginalisés? Consider contrasting attitudes to people who are marginalised.</p>
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	at the benefits of voluntary work for those that do it and for society as a whole		5.3 Comment sauvegarder la musique francophone contemporaine? Consider and discuss the threats to contemporary francophone music and how it might be safeguarded.			
Key knowledge / Grammar	<p>Form and use the imperfect tense.</p> <p>Form and use the perfect tense</p> <p>Recognise and understand the past historic tense</p> <p>Use connectives – temporal and causal</p> <p>Use conditional and <i>si</i> sentences (Imperfect and conditional)</p> <p>Form and use the future tense</p>	<p>Understand and use infinitive constructions</p> <p>Understand and use object pronouns</p> <p>Form the present tense of regular and irregular verbs</p> <p>Discussing theme, character, social and cultural context in film;</p> <p>case study of a film; cinematographic techniques</p>	<p>Use adjective agreements, comparatives and superlatives</p> <p>Use <i>si</i> sentences (present and future)</p> <p>Use the subjunctive with expressions of doubt, uncertainty or necessity</p> <p>Use question forms and command forms</p> <p>Use the subjunctive to suggest possibility with verbs of wishing</p>	<p>Discussing theme, character, social and cultural context in film;</p> <p>case study of a film; cinematographic techniques</p> <p>Use infinitive constructions</p> <p>Use <i>si</i> sentences (Pluperfect/ Past Conditional)</p> <p>Use connectives followed by the subjunctive</p>	<p>Form and use the present tense.</p> <p>Form and use the future tense.</p> <p>Form and use the conditional.</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>

			and emotional reaction Use the conditional			
Key skills	<p>Skim texts for gist</p> <p>Translate into French</p> <p>Use a bilingual dictionary</p> <p>Interpret and explain figures and statistics</p> <p>Summarise from reading and listening</p> <p>Translate into English</p>	<p>Express opinions</p> <p>Use strategies to broaden range of vocabulary</p> <p>Answer questions in French</p> <p>Writing an essay about a film</p>	<p>Develop extended answers</p> <p>Avoid repetition</p> <p>Interpret pictures</p> <p>Listen for detail</p> <p>Justify opinions</p> <p>Justify opinions</p>	<p>Writing an essay about a film</p> <p>Summarise from listening</p> <p>Use persuasive language</p> <p>Write with a purpose</p>	<p>Use dictionary skills.</p> <p>Use strategies for gist comprehension.</p> <p>Pronounce loanwords.</p> <p>Checking your work.</p>	<p>Respond to a stimulus.</p> <p>Express approval and disapproval.</p> <p>Vary vocabulary by using synonyms.</p> <p>Tackling gap-fill tasks.</p>
	L:\Staff\MFL\Kerboodle A	L:\Staff\MFL\Kerboodle A Level\French\Year	L:\Staff\MFL\Kerboodle A Level\French\Year	L:\Staff\MFL\Kerboodle A Level\French\Year		

Vocab	Level\French\Year 1 AS\1. La Famille en voie de changement\Vocabulaire L:\Staff\MFL\Kerboodle A Level\French\Year 1 AS\3. Le role du benevolat\Vocabulaire	1 AS\2. La 'cyber-societe'\Vocabulaire	1 AS\4. Une culture fiere de son patrimoine\Vocabulaire L:\Staff\MFL\Kerboodle A Level\French\Year 1 AS\5. La musique francophone contemporaine\Vocabulaire	1 AS\6. Le septieme art		
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