

SUBJECT

FRENCH

Year

13

SUMMARY CURRICULUM PLAN

Subject content ( What will be covered)	As a result, what students should know /understand	What students should be able to do	How students will be assessed	By when ( Half term 1 > 6)
<b>Individual Research Project</b>	Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken	Select relevant information in French from a range of sources including the internet. Develop research skills. Demonstrate ability to initiate and conduct individual research by analysing and summarising their findings Present and discuss findings in a Speaking assessment	Regular updates on Independent research project  Speaking assessment.	Ongoing
<b>A French-speaking author and book</b> : Joseph Joffo and Un sac de billes	The French historical context behind the book The main and secondary characters The main themes of the book How organise ideas in their written work	Describe and analyse characters Analyse themes Plan/write an essay	Timed essay	HT1
<b>A Francophone Film:</b> La Haine <i>Mathieu Kassovitz (1995)</i>	The French social context behind the film The main and secondary characters The main themes of the film How to organise ideas in their written work How to write analytically and concisely	Describe and analyse characters Analyse themes Plan/write an essay	Timed essay	HT3

<b>Aspects of French-speaking society: current issues</b>	<ul style="list-style-type: none"> <li>• Positive features of a diverse society (Les aspects positifs d'une société diverse)</li> <li>• Life for the marginalised (Quelle vie pour les marginalisés ?)</li> <li>• How criminals are treated (Comment on traite les criminels)</li> </ul>	<p>Adapt texts for own use</p> <p>Extract and summarise information from longer passages</p> <p>Listen to and understand spoken French on radio, TV, Youtube and respond to questions</p> <p>Consider different opinions and draw informed conclusions</p>	<p>Extended writing (some of which will be timed)</p> <p>Speaking card</p> <p>Additional timed task (e.g. summaries / translations/ listening/ reading)</p>	<p>HT1 - 2</p>
<b>Aspects of political life in the French-speaking world</b>	<ul style="list-style-type: none"> <li>• Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</li> <li>• Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)</li> <li>• Politics and immigration (La politique et l'immigration)</li> </ul>	<p>Vary language using idioms and synonyms</p> <p>Translate: Fr-Eng/Eng-Fr</p> <p>Summarise information in target language</p> <p>Respond to questions in English and TL on written text</p>	<p>Extended writing (some of which will be timed)</p> <p>Speaking card</p> <p>Additional timed task (e.g. summaries / translations/ listening/ reading)</p>	<p>HT3-4</p>
<b>Revisit of Themes 1 &amp; 2 (AS)</b>	<ul style="list-style-type: none"> <li>• Aspects of family life and adoption</li> <li>• How social media can be used to criminal ends</li> <li>• How voluntary organisations work</li> </ul>	<p>Respond to questions in English and TL on written text</p>		<p>HT 3-4</p>

Exam preparation		Past Papers and Revision	HT5
CEIAG	<p>Be self-aware</p> <ul style="list-style-type: none"> <li>○ Be responsible for own actions</li> </ul> <p>Be receptive</p> <ul style="list-style-type: none"> <li>○ Try new things</li> <li>○ Take feedback and advice</li> </ul> <p>Be self-assured</p> <ul style="list-style-type: none"> <li>○ Ask questions</li> <li>○ Seek advice</li> <li>○ Work without direction</li> </ul> <p>Be resilient</p> <ul style="list-style-type: none"> <li>○ Accept criticism</li> <li>○ Be determined to overcome obstacles</li> <li>○ Stay calm under pressure</li> </ul> <p>Decision-making</p> <ul style="list-style-type: none"> <li>○ Set small and bigger goals</li> <li>○ Take all information into account</li> </ul> <p>Drive</p> <ul style="list-style-type: none"> <li>○ See a job through to its completion</li> </ul>		