

Subject French

Year 12						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives) What do Yr12/13 need to know and be able to do by the time they leave TENC? How do you sequence the teaching? How do you revisit, revise and reinforce?		New Skill = NS Revisit = R Revision = RV	<u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?)	<u>CIEAG/Extension</u> <u>Enrichment</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge, skills & experience across 3 schools link to and support KS5 new knowledge and skills? This needs to show how you build links across the experiences of the different schools
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature		
	<u>Transition Task</u> Research on the topics which students will study during the course. Worksheet with the basic AS level grammar to complete over the summer.	AO1-4	R			Knowledge and application of grammar (le passé composé, imparfait, présent, future proche, future simple, conditional, + relative pronouns and usage of higher level sentence structures).
Term 1	Review of the basic verbs and grammar 1. La famille en voie de changement – different forms of partnership and families a. Uses and structure of imperfect tense	AO1-4	1. RV & NS 2. RV & NS 3. NS	Points 1-4 Students to learn how to express their	Students are given the opportunity to take part in a variety of trips	1. The awareness of PACS as well as of different family structures;

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	<ul style="list-style-type: none"> b. Uses and structure of perfect tense c. Understanding of past historic d. Translation into French <p>2. La « cyber-société » - facilitator and threat</p> <ul style="list-style-type: none"> a. Infinitive constructions b. Object pronouns c. Review of irregular verbs d. Answering questions in French e. Expressing opinions <p>3. Le rôle du bénévolat</p> <ul style="list-style-type: none"> a. Interpret and explain figures and statistics b. How to write a summary of spoken and written texts. c. Structures expressing future. d. 3 conditional structures e. Translation into English <p>4. Une culture fière de son patrimoine – culture and its impact on society</p> <ul style="list-style-type: none"> a. Understanding the use of 'Si' clauses b. Use and function of subjunctive c. Widening the range of vocabulary <p>5. Etude du film « Au revoir les enfants » Louis Mall.</p> <ul style="list-style-type: none"> a. Historical background b. Themes c. Characters d. Directors technics e. Analysis of selected scenes 		<p>4. NS</p> <p>5. NS</p>	<p>opinions on relevant subject and support them with deep knowledge evidence to defend their points of view. They need to find interesting facts about the topics.</p> <p>Translation tasks of different level – use of Kerboodle materials and authentic documents/ articles.</p> <p>Listening and reading of authentic material on current affairs</p>	<p>and events organised by universities and other institutions with a view to develop fluency, cultural knowledge as well as to have a better understanding of the role of languages in the workplace.</p> <p>Students have the opportunity to have a session with local professionals who use languages in their workplace.</p>	<p>uses of the past perfect and imperfect; recognition of past historic.</p> <p>2. Understanding of online activities; expressing simple and higher level opinions; answering simple questions in French; more common infinitive structures;</p> <p>3. Vocabulary in relation to voluntary work and charity events; the first conditional</p> <p>4. the basic phrases introducing subjunctive;</p> <p>5. WW2 and antisemitism.</p>
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Term 2	<ol style="list-style-type: none"> Etude du film « Au revoir les enfants » Louis Mall - continué. <ol style="list-style-type: none"> Analysis of sample essays Essay writing MOCK Exams (As Paper 1 ; A level P2 – writing about a film only; A level P3 – on topics that we would have covered) La musique francophone contemporaine – la diversité, appréciation et sauvegarde. <ol style="list-style-type: none"> Listening for details Uses of subjunctive Le septième art – évolution du cinéma <ol style="list-style-type: none"> Le cinéma français Spontaneous speaking 	AO1-4	<ol style="list-style-type: none"> RV & NS R RV & NS NS 	<p>related to the topics being studied such as news articles, televised news and programmes as well as music.</p> <p>Students to use statistics and expert research knowledge from further reading in</p>		<ol style="list-style-type: none"> As above Types of music and festivals; strategies in listening for details. Knowing different types of films of on-screen productions and basic terminology that relates to it.
Term 3	<ol style="list-style-type: none"> Independent research project – preparation and practice. Les aspects positifs d'une société diverse <ol style="list-style-type: none"> Tolerance and diversity Reviewing and using grammar learnt in previous units (present, future tenses and conditional) Debate techniques, defending one's point of view Quelle vie pour les marginalisés ? <ol style="list-style-type: none"> Review of past perfect, imperfect and pluperfect. Varying the range of vocabulary Comment on traite les criminels 	AO1-4	<ol style="list-style-type: none"> NS RV & NS RV & NS NS R 			<ol style="list-style-type: none"> present tense of regular and some irregular verbs; understanding and using future tenses and conditional; expressing opinions; agreeing and disagreeing.

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	<ul style="list-style-type: none">a. Analysis to different attitudes to crimeb. Review of past historicc. Alternative forms of punishment <p>5. MOCK Exams (A Level Paper 1 ; A level P2 – writing about a film only; A level P3 – on topics that we would have covered)</p>					
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Year 13							
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New Skill = NS Revisit = R Revision = RV	<u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?)	<u>CIEAG/Extension</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge support new skills & knowledge	<u>IDENTIFY LINKS</u> How will you link learning between schools? What common threads do you have?
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature			
	<u>Transition Task</u> To read the literary text and make notes. To complete a past paper. To make research on topics to be covered in Year 13		RV & NS	Students to learn how to express their opinions on relevant subject and support them with deep knowledge evidence to defend their points of view.			
Term 1	1. Literary text a. Social and historical background b. Reading of the text and chapter summaries c. Themes d. Characters e. Writer's methods	AO1-4	1. RV & NS 2. RV & NS 3. NS		Students are given the opportunity to take part in a variety of trips and events organised by universities and	Text comprehension developed by completing reading tasks based on literary texts	Heads of Languages and Language teachers in all schools involved to be consulted and

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	f. Analysis of sample essays and essay writing 2. Les ados, le droit de vote et l'engagement politique 3. Manifestations, grèves – à qui le pouvoir ?			Translation tasks of different level – use of Kerboodle materials and authentic documents/articles.	other institutions with a view to develop fluency, cultural knowledge as well as to have a better understanding of the role of languages in the workplace.		informed about the curriculum plans and progress of students on regular basis throughout the year.
Term 2	1. La politique et l'immigration 2. Revisions for exams <ul style="list-style-type: none"> a. review of all the topics b. focus on speaking tasks c. practice of essay writing on both film and literary text d. translation skills e. Listening and reading skills f. Writing a summary to listening and reading tasks. 	AO1-4	1. RV & NS 2. RV	Listening and reading of authentic material on current affairs related to the topics being studied such as news articles, televised news and programmes as well as music.	Students have the opportunity to have a session with local professionals who use languages in their workplace.		

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				Students to analyse and evaluate statistics and expert research from further reading in their own speaking and writing to support and expand on their own points of view.			
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