

## Curriculum Mapping: French Year 12-13

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12</b>	<i>Unit title/Theme</i>  Teacher A starts Unit 2 : La cybersociété (Technology)  Teacher B starts Unit 1 : La famille en voie de changement	<i>Unit title/Theme</i>  Teacher A finishes Unit 2, then starts Unit 5: La musique francophone contemporaine (music)  Teacher B finishes Unit 1, then starts Unit 3: Le rôle du bénévolat (Volunteering)	<i>Unit title/Theme</i>  Teacher A finishes Unit 5  Teacher B finishes Unit 3	<i>Unit title/Theme</i>  Teacher A starts Unit 6: Cinéma: le septième art  Teacher B starts Unit 4 : Une culture fière de son patrimoine	<i>Unit title/Theme</i>  Teacher A finishes Unit 6, then introduces the film 'La Haine'  Teacher B finishes Unit 4, then introduces the novel, 'Un sac de billes' (tbc)	<i>Unit title/Theme</i>  Teacher A continues film analysis  Teacher B continues novel analysis
	<b>Concepts/Tier 3 vocabulary</b>  Regular and irregular verbs Present tense Simple future and immediate/near future tense Interrogative forms Definite and indefinite articles Reflexive verbs Positioning and agreement of adjectives Perfect tense	<b>Concepts/Tier 3 vocabulary</b>  Continuation of Autumn 1, in addition to: Comparatives Superlatives Imperfect tense Pluperfect tense Direct and indirect object pronouns Imperatives Past historic Present and past participles	<b>Concepts/Tier 3 vocabulary</b>  Continuation of Autumn 2: Comparatives Superlatives Imperfect tense Pluperfect tense Direct and indirect object pronouns Imperatives Past historic Present and past participles	<b>Concepts/Tier 3 vocabulary</b>  Irregular verbs in the perfect tense Negative structures The passive voice and 'on' Infinitive constructions Present subjunctive Conditional mood Adverbs	<b>Concepts/Tier 3 vocabulary</b>  Continuation of Spring 2: Irregular verbs in the perfect tense Negative structures The passive voice and 'on' Infinitive constructions Present subjunctive Conditional mood Adverbs	<b>Concepts/ Tier 3 vocabulary</b>  Synopsis Social, political and historical context Immigration Racism Annexation of France Vichy regime Anti-semitism WW2 in Europe Post-war France
	<b>Justification:</b>  Students build on knowledge from KS4 by discussing family trends and social media preferences in French speaking countries. Present tense is revisited, as well as other key grammar, such as articles and adjectives, to provide students with a solid foundation to the A-Level course.	<b>Justification:</b>  There is a focus on grammar concepts, such as complex tenses, object pronouns and imperatives. This consolidates more complex aspects of French grammar, allowing students to write and speak with more accuracy and fluency. Students are introduced to units on popular music genres and trends as well as voluntary work. Speaking is also a focus this term. Students deliver presentations in French. Pupils will be sitting a speaking exam in Year 13 and thus should build confidence orally.	<b>Justification:</b>  Students continue to study the themes started in Autumn 2, building upon knowledge of vocabulary and grammar. This allows them to give complex opinions about these topics. The past historic is also taught, preparing students for the study of their novel in the summer term. There is a focus on listening and reading summaries this half term – a new skill which students will need to master for assessments.	<b>Justification:</b>  The passive is introduced this term, which is a complex grammar concept. Also, the present subjunctive. Pupils should aim to manipulate these new grammar concepts independently in their exams. Cinema is studied this term which provides students with context for their film analysis in the summer term. The unit on different aspects of French heritage and culture is also taught, introducing areas which could be a point of discussion in their speaking exam.	<b>Justification:</b>  Film and literature is a focus this term, with the introduction of 'Un sac de billes' (tbc) and 'La Haine'. Students are taught how to analyse key themes and relate these to wider historical and social issues. This prepares students for Paper 2, where they are required to produce two analytical essays on the book and film they have studied in class. These are taught alongside core topics in the syllabus.	<b>Justification:</b>  Students continue their in-depth analysis of book and film, chapter-by-chapter, or scene-by-scene. Paper 2 essay style questions are modelled, practised and assessed in lessons and as part of students' independent study. There is also a focus on translations into French and summary tasks, in line with exam requirements at the end of Year 13.
	<b>Assessment:</b> Translations into English Vocabulary test	<b>Assessment:</b> Listening and reading Vocabulary test	<b>Assessment:</b> Summaries Vocabulary test	<b>Assessment:</b> PPE (Paper 1: Listening, reading and writing exam)	<b>Assessment:</b> Translations into English Vocabulary test	<b>Assessment:</b> Translations into French Vocabulary test Paper 2 essay style question
	<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>French short stories for beginners (Lingo Mastery)</li> <li>4-day trip to Paris</li> <li>Discussion of technology preferences and modern family structures in the French-speaking world</li> <li>Book and film analysis, exposure to authentic French literature of historical significance</li> </ul>					

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<b>Year 13</b>	<i>Unit title/Theme</i>  Teacher A starts Unit 9 : Comment on traite les criminels (French penal system), continues film analysis  Teacher B starts Unit 7 : Les aspects positifs d'une société diverse (Multiculturalism), continues book analysis	<i>Unit title/Theme</i>  Teacher A finishes Unit 9 and starts Unit 10 : Les ados, le droit de vote et l'engagement politique (Youth engagement in politics)  Teacher B finishes Unit 7 and starts Unit 8 : Quelle vie pour les marginalisés ? (Social inclusion/exclusion)	<i>Unit title/Theme</i>  Teacher A finishes Unit 10 and starts Unit 11 : Manifestations et grèves – à qui le pouvoir ? (Protests, strikes & power)  Teacher B finishes Unit 8 and starts Unit 12: La politique et l'immigration (Politics & immigration)	<i>Unit title/Theme</i>  Teacher A finishes Unit 11 Teacher B finishes Unit 12)  Book and film consolidation  Revision of topics.	<i>Unit title/Theme</i>  Teachers A and B teach Unit 13 : Approfondissement (deeper understanding of units 1-6).  Exam practice of all 13 A Level topics.  Book and film consolidation	<i>Unit title/Theme</i>  NA	
	<b>Concepts/Tier 3 vocabulary</b>  Comparatives and superlatives (revisited) Demonstrative adjectives Demonstrative pronouns Possessive adjectives Possessive pronouns Subject – verb inversion Present subjunctive (revisited) Perfect subjunctive	<b>Concepts/Tier 3 vocabulary</b>  Depuis + present tense Venir de + infinitive The passive voice with tenses other than the present Indefinite adjectives and pronouns Quand + future Using multiple tenses in one sentence (si...)	<b>Concepts/Tier 3 vocabulary</b>  Interrogative adjectives Interrogative pronouns Prepositions Past historic forms of irregular verbs Impersonal verbs Dependent infinitives Direct vs indirect speech Imperfect subjunctive	<b>Concepts/Tier 3 vocabulary</b>  Interrogative adjectives Interrogative pronouns Prepositions Past historic forms of irregular verbs Impersonal verbs Dependent infinitives Direct vs indirect speech Imperfect subjunctive Future perfect Conditional perfect	<b>Concepts/Tier 3 vocabulary</b>  All tenses Passive Negative forms Future perfect Conditional perfect Reported speech Si clauses Essay phrases Exam technique (including summaries and translations)	<b>Concepts Tier 3 vocabulary</b>  NA	
	<b>Justification:</b>  Students learn about the French criminal justice system and about diversity in French, and deliver presentations on the topic to encourage independent research and development of speaking skills. Students also learn about using the subjunctive in two tenses as well as revisiting comparatives and superlatives to articulate sophisticated viewpoints on the topics. Students knowledge of 'tricky little words' is built upon this term.	<b>Justification:</b>  With the upcoming PPE exams this term, an emphasis is placed on the skills assessed (speaking, reading, listening, summaries, essay writing, translations). Students also learn about barriers to social inclusion in France and how to interpret statistics. Moreover, youth engagement in politics and voting habits are discussed, and students deliver a debate on the topic.	<b>Justification:</b>  The origins of France's protest and strike movement are introduced this term, as well as France's political landscape and immigration trends. These topics allow students to analyse interviews and reports and summarise information from longer passages, which is a key exam skill. Additionally, knowledge of adjectives, pronouns and complex verb structures are further built upon this term to increase accuracy and sophistication.	<b>Justification:</b>  Due to speaking exams approaching next term, material taught this term aims to improve fluency and build confidence with speaking skills. Complex grammar is also taught, such as conditional perfect and pluperfect tenses. Such complex structures are important for students to use in their speaking exam, as well as in their writing exam.	<b>Justification:</b>  During the final half term, emphasis is placed on consolidating students' knowledge of all tenses and core grammar. Key themes and characters from the book and film are also revisited. Various past papers questions with reading, listening, speaking and writing based tasks are also imbedded as these are the four core skills assessed at KS5.	<b>Justification:</b>  NA	
	<b>Assessment:</b> Writing (essays) Vocabulary test	<b>Assessment:</b> Full PPE (speaking exam, reading, listening and writing exam, literature exam)	<b>Assessment:</b> Translations into French and English Vocabulary test	<b>Assessment:</b> Listening and reading Vocabulary test	<b>Assessment:</b> Past paper Vocabulary test	<b>Assessment:</b> NA	
	<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>French short stories for beginners (Lingo Mastery)</li> <li>Discussion of immigration patterns, racism, and integration barriers in the French speaking world</li> <li>Introduction to French politics and history of protest movement</li> </ul>						