

	Year 12	Year 13
<b>Autumn</b>	<p><b>La famille en voie de changement:</b> Describe and discuss trends in marriage and other forms of partnership. Consider and discuss the merits and problems of different family structures. Consider relationships between the generations and discuss problems that can arise.</p> <p><b>La cybersociété:</b> Describe and discuss how technology has transformed everyday life. Consider and discuss the dangers of digital technology. Consider the different users of digital technology and discuss possible future developments.</p> <p><b>Le rôle du bénévolat:</b> Examine the voluntary sector in France and the range of work volunteers provide. Discuss the benefits of voluntary work. Look at the benefits of voluntary work for those that do it and for society as a whole.</p>	<p><b>Les aspects positifs d'une société diverse:</b> Consider the benefits of living in an ethnically diverse society. Consider the need for tolerance and respect of diversity. Consider how we can promote diversity to create a richer world.</p> <p><b>Quelle vie pour les marginalisés?:</b> Examine different groups who are socially marginalised. Discuss measures to help those who are marginalised. Consider contrasting attitudes to people who are marginalised.</p> <p><b>Comment on traite les criminels:</b> Examine different attitudes to crime. Discuss prison and its merits and problems. Consider alternative forms of punishment.</p> <p><b>Novel study—No et moi</b> Read of the novel 'No et moi' and introduction to the themes of the novel.</p>
<b>Spring</b>	<p><b>Une culture fière de son patrimoine:</b> Understand the notion of heritage and heritage preservation on a regional and national scale. Consider the ways in which some of the country's most famous heritage sites market themselves. Comprehend how heritage impacts upon and is guided by culture in society.</p> <p><b>Film study - La haine:</b> Discover the themes of the film 'la haine'.</p> <p><b>La musique francophone contemporaine:</b> Consider the popularity of contemporary francophone music its diversity of genre and style. Consider who listens to contemporary francophone music, how often and by what means. Consider and discuss the threats to contemporary francophone music and how it might be safeguarded.</p>	<p><b>Les ados, le droit de vote et l'engagement politique:</b> Discuss arguments relating to the vote and examine the French political system and its evolution. Discuss engagement levels of young people and their influence on politics. Discuss the future of politics and political engagement.</p> <p><b>Manifestations, grèves—à qui le pouvoir?</b> Understand the important role of unions. Talk about strikes and protests and consider different methods of protesting. Discuss different attitudes towards strikes, protests and other political tensions.</p> <p><b>La politique et l'immigration</b> Discuss some of the political issues concerning immigration in francophone countries. Consider the viewpoints of political parties regarding immigration. Consider immigration from the standpoint of immigrants, as well as aspects of racism.</p> <p><b>Novel study—No et moi</b> Critical and analytic analyses of the the novel 'No et moi' .</p>
<b>Summer</b>	<p><b>Le septième art:</b> Consider a variety of aspects of French cinema.. Consider the major developments in the evolution of French cinema from its beginnings until present days. Consider the continuing popularity of French cinema and film festivals</p> <p><b>La haine:</b> Critical and analytic analyses of the film 'la haine.</p> <p><b>Introduction to Indicial Research Project</b> What is IRP, how it is assessed, team work on a research project.</p> <p><b>MOCK EXAMS</b></p>	<p>Revision</p> <p><b>EXAMS</b></p>

**At Chesterton we study all of the following themes on which the assessments are based.**

**Core content**

1. Social issues and trends
2. Political and artistic culture

**Progress**

We are assessed every half-term on two skills:

**Listening, reading and writing (paper 1)**

**Writing (paper 2)**

**Speaking (paper 3)**

Intent		What new knowledge/content do we introduce?			
By the end of KS5 students are able to...		Year 12	Year 13	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>. enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken</p> <p>. develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language</p> <p>. develop their ability to interact effectively with users of the language in speech and in writing, including through online media</p> <p>. develop language learning skills and strategies, including communication strategies</p>	<b>Autumn</b>	<p><b>La famille en voie de changement:</b> Describe and discuss trends in marriage and other forms of partnership. Consider and discuss the merits and problems of different family structures. Consider relationships between the generations and discuss problems that can arise <u>Grammar:</u> Form and use the imperfect tense Form and use the perfect tense Recognise and understand the past historic tense <u>Key skills:</u> Skim texts for gits Translate into French Using a bilingual dictionary</p> <p><b>La cybersociété:</b> Describe and discuss how technology has transformed everyday life. Consider and discuss the dangers of digital technology. Consider the different users of digital technology and discuss possible future developments. <u>Grammar:</u> Understand and use infinitive constructions Understand and use object pronouns Form the present tense of regular and irregular verbs <u>Key skills:</u> Express opinions Use strategies to broaden range of vocabulary Answer questions in French</p> <p><b>Le rôle du bénévolat:</b> Examine the voluntary sector in France and the range of work volunteers provide. Discuss the benefits of voluntary work. Look at the benefits of voluntary work for those that do it and for society as a whole. <u>Grammar:</u> Use connectives –temporal and causal Use conditional and <i>s</i>sentences (Imperfect and conditional)</p>	<p><b>Les aspects positifs d’une société diverse:</b> Consider the benefits of living in an ethnically diverse society. Consider the need for tolerance and respect of diversity. Consider how we can promote diversity to create a richer world. <u>Grammar:</u> Form and use the present tense Form and use the future tense Form and use the conditional <u>Key skills:</u> Use dictionary skills Use strategies for gist comprehension Pronounce loanwords</p> <p><b>Quelle vie pour les marginalisés?:</b> Examine different groups who are socially marginalised. Discuss measures to help those who are marginalised. Consider contrasting attitudes to people who are marginalised. <u>Grammar:</u> Form and use the imperfect tense Form and use the perfect tense Form and use the pluperfect tense <u>Key skills:</u> Respond to a stimulus Express approval and disapproval Vary vocabulary by using synonyms</p> <p><b>Comment on traite les criminels:</b> Examine different attitudes to crime. Discuss prison and its merits and problems. Consider alternative forms of punishment. <u>Grammar:</u> Recognise and understand the past historic tense Use different tenses with <i>si</i> Use infinitive constructions <u>Key skills:</u> Express obligation Ask questions and create a dialogue Summarise a reading text</p> <p><b>Novel study—No et moir</b> Read of the novel ‘No et moi’ and</p>	<p><b>Literary texts and films:</b> Students must study either one text and one film or two texts from the list below.</p> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• No et moi by Delphine de Vigan</li> </ul> <p><b>Films</b></p> <ul style="list-style-type: none"> <li>• La haine by Mathieu Kassovitz (1995)</li> </ul>	<p>Trips to France.</p> <p>Work experience in the MFL department.</p> <p>Theatre and cinema visits.</p> <p>Cultural celebrations involving France and francophone countries.</p> <p>Debating competition with local school.</p> <p>Opportunity to be part of the project: Why Study a Language? Faculty of Modern and Medieval Languages and Linguistics – Cambridge University</p>

<p>to sustain communication and build fluency and confidence</p> <p>. engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context</p> <p>. develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken</p> <p>. mediate between cultures and between speakers of the language and speakers of English</p> <p>. foster their ability to learn other languages</p> <p>. equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment</p>	<p></p> <p><b>Spring</b></p>	<p>Form and use the future tense</p> <p><u>Key skills:</u> Interpret and explain figures and statistics Summarise from reading and listening Translate into English</p>	<p>Introduction to the themes of the novel.</p>		
		<p><b>Une culture fière de son patrimoine:</b> Understand the notion of heritage and heritage preservation on a regional and national scale. Consider the ways in which some of the country's most famous heritage sites market themselves.</p> <p><u>Grammar:</u> Comprehend how heritage impacts upon and is guided by culture in society.</p> <p><u>Key skills:</u> Use adjective agreements, comparatives and superlatives Use <i>si</i> sentences (present and future) Use the subjunctive with expressions of doubt, uncertainty or necessity</p> <p><b>Film study - La haine:</b> Discover the themes of the film 'la haine'.</p> <p><b>La musique francophone contemporaine:</b> Consider the popularity of contemporary francophone music its diversity of genre and style. Consider who listens to contemporary francophone music, how often and by what means. Consider and discuss the threats to contemporary francophone music and how it might be safeguarded.</p> <p><u>Grammar:</u> Use question forms and command forms Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction Use the conditional</p> <p><u>Key skills:</u> Listen for detail Justify opinions Express doubt and uncertainty</p>	<p><b>Les ados, le droit de vote et l'engagement politique:</b> Discuss arguments relating to the vote and examine the French political system and its evolution. Discuss engagement levels of young people and their influence on politics. Discuss the future of politics and political engagement.</p> <p><u>Grammar:</u> Form and use the passive voice Form and use the subjunctive mood Use the subjunctive mood</p> <p><u>Key skills:</u> Avoid the passive Talk about data and trends Express doubt and uncertainty</p> <p><b>Manifestations, grèves—à qui le pouvoir?</b> Understand the important role of unions. Talk about strikes and protests and consider different methods of protesting. Discuss different attitudes towards strikes, protests and other political tensions.</p> <p><u>Grammar:</u> Understand and use subject and object pronouns Understand and use relative pronouns Understand and use demonstrative adjectives and pronouns</p> <p><u>Key skills:</u> Translate the English gerund into French Use language to promote a cause Talk about priorities</p> <p><b>La politique et l'immigration</b> Discuss some of the political issues concerning immigration in francophone countries. Consider the viewpoints of political parties regarding immigration. Consider immigration from the standpoint of immigrants, as well as aspects of racism.</p> <p><u>Grammar:</u> Form and use combination tenses: imperfect and perfect Form and use the future perfect and the conditional perfect Choose the right tenses</p> <p><u>Key skills:</u> Use language for describing change</p>		

<p>. develop their capacity for critical and analytical thinking through the language of study</p> <p>. develop as independent researchers through the language of study.</p>			<p>Summarise from listening Disagree tactfully</p> <p><b>Novel study—No et moir</b> Critical and analytic analyses of the the novel 'No et moi' .</p>			
	<p><b>Summer</b></p>	<p><b>Le septième art:</b> Consider a variety of aspects of French cinema.. Consider the major developments in the evolution of French cinema from its beginnings until present days. Consider the continuing popularity of French cinema and film festivals <u>Grammar:</u> Use infinitive constructions Use si sentences (Pluperfect/Past Conditional) Use connectives followed by the subjunctive <u>Key skills:</u> Summarise from listening Use persuasive language Write with a purpose</p> <p><b>La haine:</b> Critical and analytic analyses of the film 'la haine.</p> <p><b>Introduction to Individual Research Project</b> What is IRP, how it is assessed, team work on a research project.</p> <p><b>MOCK EXAMS</b> <b>Preparation of oral exam</b> <b>Revision of all topics</b> <b>Grammar consolidation</b> through essay writing, speaking activities, translations, reading and listening activities <b>Key skills</b> Gain confidence for exam Develop good exam technique Target of specific strengths and weaknesses Development of independent learning skills</p>	<p><b>Consolidation of Individual Research Project</b> <b>Preparation for oral exam</b> <b>Revision of all topics</b> <b>Grammar consolidation</b> through essay writing, speaking activities, translations, reading and listening activities <u>Key skills:</u> Gain confidence for exam Develop good exam technique Target of specific strengths and weaknesses for each unit Development of independent learning skills</p> <p><b>EXAMS</b></p>			
	<p><b>Rationale for this sequence</b></p>	<p>We follow the SoW suggested by Oxford University Press (Kerboodle) as we believe this is a very challenging course with plenty of opportunities for revision and caters for all abilities</p>				

	<b>How does the KS5 Curriculum build on previous learning at KS4?</b>	The A Level course builds on everything that is studied at GCSE but aims to increase spontaneity and the ability to 'think French'. The exams are slightly different: the first exam is a speaking exam, the second tests listening, reading and translation skills and students have complete control over the listening file, so no more of everybody doing each listening question at the same time, and the final exam tests written skills.	
--	---	--	--