

VOCABULARY / LANGUAGE**GRAMMAR****SKILLS**Carmel College Curriculum Implementation – KS 5 Long term plan Subject: **French**

	YEAR 12 (TEACHER 1, 3hrs per week)	YEAR 12 (TEACHER 2, 2hrs per week)
Autumn half term 1+2 Sequential knowledge and skills	<p><u>Thème 1, Unit 1 – La famille en voie de changement</u></p> <p>1.1 <u>La vie de couple: nouvelles tendances</u></p> <p>VOCABULARY / LANGUAGE Describe and discuss trends in marriage and other forms of partnership</p> <p>GRAMMAR Form and use the imperfect tense</p> <p>SKILLS Skim texts for gist</p> <p>1.2 <u>Monoparentalité, homoparentalité, familles recomposés</u></p> <p>VOCABULARY / LANGUAGE Consider and discuss the merits and problems of different family structures</p>	<p><u>Thème 1, Unit 2 – La « cyber-société »</u></p> <p>2.1 <u>Comment la technologie facilite la vie quotidienne</u></p> <p>VOCABULARY / LANGUAGE Describe and discuss how technology has transformed everyday life</p> <p>GRAMMAR Understand and use infinitive constructions</p> <p>SKILLS Express opinions</p> <p>2.2 <u>Quels dangers la cyber-société pose-t-elle?</u></p> <p>VOCABULARY / LANGUAGE Consider and discuss the dangers of digital technology</p>

	<p>GRAMMAR Form and use the perfect tense</p> <p>SKILLS Translate into French</p> <p>1.3 Grands-parents, parents et enfants: soucis et problèmes</p> <p>VOCABULARY / LANGUAGE Consider relationships between the generations and discuss problems that can arise</p> <p>GRAMMAR Recognise and understand the past historic tense</p> <p>SKILLS Use a bilingual dictionary</p> <p>Theme 2, Unit 4 – Une culture fière de son patrimoine</p> <p>4.1 Le patrimoine sur le plan national, régional et local</p> <p>VOCABULARY / LANGUAGE Understand the notion of heritage and heritage preservation on a regional and national scale</p> <p>GRAMMAR Use adjective agreements, comparatives and superlatives</p> <p>SKILLS Develop extended answers</p>	<p>GRAMMAR Understand and use object pronouns</p> <p>SKILLS Use strategies to broaden range of vocabulary</p> <p>2.3 Qui sont les cybernautes ?</p> <p>VOCABULARY / LANGUAGE Consider relationships between the generations and discuss problems that can arise</p> <p>GRAMMAR Recognise and understand the past historic tense</p> <p>SKILLS Use a bilingual dictionary</p> <p>Theme 1, Unit 3 – Le rôle du bénévolat</p> <p>3.1 Qui sont et que font les bénévoles?</p> <p>VOCABULARY / LANGUAGE Examine the voluntary sector in France and the range of work volunteers provide</p> <p>GRAMMAR Use connectives – temporal and causal</p> <p>SKILLS Interpret and explain figures and statistics</p>
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	<p>4.2 Le patrimoine et le tourisme</p> <p>VOCABULARY / LANGUAGE Consider the ways in which some of the country's most famous heritage sites market themselves</p> <p>GRAMMAR Use <i>si</i> sentences (present and future)</p> <p>SKILLS Avoid repetition</p> <p>4.3 Comment le patrimoine reflète la culture</p> <p>VOCABULARY / LANGUAGE Comprehend how heritage impacts upon and is guided by culture in society</p> <p>GRAMMAR Use the subjunctive with expressions of doubt, uncertainty or necessity</p> <p>SKILLS Interpret pictures</p>	<p>3.2 Le bénévolat: quelle valeur pour ceux qui sont aidés?</p> <p>VOCABULARY / LANGUAGE Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</p> <p>GRAMMAR Use conditional and <i>si</i> sentences (Imperfect and conditional)</p> <p>SKILLS Summarise from reading and listening</p>
Autumn assessment	<p>Y12 diagnostic assesment : This test will be used to assess students' transition from GCSE to A-level</p> <p>Half term assessment : reading and translation</p> <p>End of unit topic tests from Exampro</p>	

<p>Spring half term 3+4</p> <p>Sequential knowledge and skills</p>	<p style="text-align: center;"><u>Theme 2, Unit 6 – Le septième art</u></p> <p><u>6.1 Pourquoi le septième art?</u></p> <p>VOCABULARY / LANGUAGE Consider a variety of aspects of French cinema</p> <p>GRAMMAR Use infinitive constructions</p> <p>SKILLS Summarise from listening</p> <p style="text-align: center;"><u>L'étude d'un film: La Haine</u></p> <ul style="list-style-type: none"> • Opinions of the film • Historical and social context • The director • The characters • The Thème of racism • The Thème of police violence • Cultural identity in the suburbs • Representation of women • Style and techniques • Realism and clichés <p><u>6.2 Evolution du cinéma: les grandes lignes</u></p> <p>VOCABULARY / LANGUAGE</p>	<p><u>3.3 Le bénévolat: quelle valeur pour ceux qui aident?</u></p> <p>VOCABULARY / LANGUAGE Look at the benefits of voluntary work for those that do it and for society as a whole</p> <p>GRAMMAR Form and use the future tense</p> <p>SKILLS Translate into English</p> <p style="text-align: center;"><u>Theme 2, Unit 5 – La musique francophone contemporaine</u></p> <p><u>5.1 La diversité de la musique francophone contemporaine</u></p> <p>VOCABULARY / LANGUAGE Consider the popularity of contemporary francophone music and its diversity of genre and style</p> <p>GRAMMAR Use question forms and command forms</p> <p>SKILLS Listen for detail</p> <p><u>5.2 Qui écoute et apprécie la musique francophone contemporaine?</u></p> <p>VOCABULARY / LANGUAGE</p>
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	<p>Consider the major developments in the evolution of French cinema from its beginnings until the present day</p> <p>GRAMMAR</p> <p>Use si sentences (Pluperfect/Past Conditional)</p> <p>SKILLS</p> <p>Use persuasive language</p>	<p>Consider who listens to contemporary francophone music, how often and by what means</p> <p>GRAMMAR</p> <p>Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction</p> <p>SKILLS</p> <p>Justify opinions</p>
<p>Spring assessment and mock examination</p>	<p>Mock exam :</p> <p>Paper 1 : listening, reading and translation exam.</p> <p>Paper 2 : writing and translation</p> <p>Paper 3 : speaking</p> <p>End of unit topic tests from Exampro</p>	
<p>Summer half term 5+6</p> <p>Sequential knowledge and skills</p>	<p><u>6.3 Le cinéma: une passion nationale</u></p> <p>VOCABULARY / LANGUAGE</p> <p>Consider the continuing popularity of French cinema and film festivals</p> <p>GRAMMAR</p> <p>Use connectives followed by the subjunctive</p> <p>SKILLS</p> <p>Express doubt and uncertainty</p>	<p><u>5.3 Comment sauvegarder la musique francophone contemporaine?</u></p> <p>VOCABULARY / LANGUAGE</p> <p>Consider and discuss the threats to contemporary francophone music and how it might be safeguarded</p> <p>GRAMMAR</p> <p>Use the conditional</p> <p>SKILLS</p> <p>Express doubt and uncertainty</p>

	<p style="text-align: center;"><u>Exam preparation</u></p> <p>Speaking exam practice</p> <p>Listening, reading and writing exam practice</p> <p>Paper 1 – listening, reading and writing – TBC</p> <p>Paper 2 – Writing – TBC</p>	<p style="text-align: center;"><u>Exam preparation</u></p> <p>Speaking exam practice</p> <p>Listening, reading and writing exam practice</p> <p>Paper 1 – listening, reading and writing – TBC</p> <p>Paper 2 – Writing – TBC</p> <p>Paper 3 – Speaking – TBC</p> <p style="text-align: center;"><u>Introduction to IRP</u></p> <p>Students will be supported as they begin their preparation for their Individual Research Project</p>
<p>Summer assessment</p>	<p>End of year exam :</p> <p>Paper 1 : listening, reading and translation exam.</p> <p>Paper 2 : writing and translation</p> <p>Paper 3 : speaking</p> <p>End of unit topic tests from Exampro</p>	

VOCABULARY / LANGUAGE**GRAMMAR****SKILLS**Carmel College Curriculum Implementation – KS 5 Long term plan Subject: **French**

	YEAR 13 (TEACHER 1, 3hrs per week)	YEAR 13 (TEACHER 2, 2hrs per week)
Autumn half term 1+2 Sequential knowledge and skills	<p style="text-align: center;"><u>L'étude d'un livre: L'Etranger</u></p> <ul style="list-style-type: none"> • Synopsis of book • Historical and social background • Analysis of individual chapters • Main character study • Secondary characters • Author's narrative technique • Philosophy of the absurd • Planning and producing essays <p style="text-align: center;"><u>Theme 3, Unit 3 – Comment on traite les criminels</u></p> <p><u>3.1 Quelles attitudes envers la criminalité?</u></p> <p>VOCABULARY / LANGUAGE Examine different attitudes to crime</p> <p>GRAMMAR Recognise and understand the past historic tense</p>	<p style="text-align: center;"><u>Continued preparation of IRP</u></p> <p>Students will be supported as they continue their preparation for their Individual Research Project</p> <p style="text-align: center;"><u>Theme 3, Unit 1 – Les aspects positifs d'une société diverse</u></p> <p><u>1.1 L'enrichissement dû à la mixité ethnique</u></p> <p>VOCABULARY / LANGUAGE Consider the benefits of living in an ethnically diverse society</p> <p>GRAMMAR Form and use the present tense</p> <p>SKILLS Use dictionary skills</p> <p><u>1.2 Diversité, tolérance et respect</u></p> <p>VOCABULARY / LANGUAGE Consider the need for tolerance and respect of diversity</p> <p>GRAMMAR Form and use the future tense</p>

	<p>SKILLS Express obligation</p> <p>3.2 La prison – échec ou succès?</p> <p>VOCABULARY / LANGUAGE Discuss prison and its merits and problems</p> <p>GRAMMAR Use different tenses with <i>si</i></p> <p>SKILLS Ask questions and create a dialogue</p>	<p>SKILLS Use strategies for gist comprehension</p> <p>1.3 Diversité – un apprentissage pour la vie</p> <p>VOCABULARY / LANGUAGE Consider how we can promote diversity to create a richer world</p> <p>GRAMMAR Form and use the conditional</p> <p>SKILLS Pronounce loanwords</p> <p><u>Theme 3, Unit 2 – Quelle vie pour les marginalisés?</u></p> <p>2.1 Qui sont les marginalisés?</p> <p>VOCABULARY / LANGUAGE Examine different groups who are socially marginalised</p> <p>GRAMMAR Form and use the imperfect tense</p> <p>SKILLS Respond to a stimulus</p> <p>2.2 Quelle aide pour les marginalisés?</p> <p>VOCABULARY / LANGUAGE Discuss measures to help those who are marginalised</p> <p>GRAMMAR Form and use the perfect tense</p>
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<p>Autumn assessment</p>	<p>Y13 Half term assessment : Listening, reading, writing and translation</p> <p>End of unit topic tests from Exampro</p> <p>Y13 Mock exam :</p> <p>Paper 1 : listening, reading and translation exam.</p> <p>Paper 2 : writing and translation</p> <p>Paper 3 : speaking</p>	
<p>Spring half term 3+4</p> <p>Sequential knowledge and skills</p>	<p><u>3.3 D'autres sanctions</u></p> <p>VOCABULARY / LANGUAGE Consider alternative forms of punishment</p> <p>GRAMMAR Use infinitive constructions</p> <p>SKILLS Summarise a reading text</p> <p>Theme 4, unit 4 – Les ados, le droit de vote et l'engagement politique</p> <p><u>4.1 Pour ou contre le droit de vote?</u></p>	<p><u>2.3 Quelles attitudes envers les marginalisés?</u></p> <p>VOCABULARY / LANGUAGE Consider contrasting attitudes to people who are marginalised</p> <p>GRAMMAR Form and use the pluperfect tense</p> <p>SKILLS Vary vocabulary by using synonyms</p> <p><u>5.1 Le pouvoir des syndicats</u></p> <p>VOCABULARY / LANGUAGE Understand the important role of unions</p>

	<p>VOCABULARY / LANGUAGE Discuss arguments relating to the vote and examine the French political system and its evolution</p> <p>GRAMMAR Form and use the passive voice</p> <p>SKILLS Avoid the passive</p> <p>4.2 Les ados et l'engagement politique – motivés ou démotivés?</p> <p>VOCABULARY / LANGUAGE Discuss engagement levels of young people and their influence on politics</p> <p>GRAMMAR Form and use the subjunctive mood</p> <p>SKILLS Talk about data and trends</p> <p>4.3 Quel avenir pour la politique?</p> <p>VOCABULARY / LANGUAGE Discuss the future of politics and political engagement</p> <p>GRAMMAR Use the subjunctive mood</p> <p>SKILLS Express doubt and uncertainty</p>	<p>GRAMMAR Understand and use subject and object pronouns</p> <p>SKILLS Translate the English gerund into French</p> <p>5.2 Manifestations et grèves – sont-elles efficaces?</p> <p>VOCABULARY / LANGUAGE Talk about strikes and protests and consider different methods of protesting</p> <p>GRAMMAR Understand and use relative pronouns</p> <p>SKILLS Use language to promote a cause</p> <p>5.3 Attitudes différentes envers ces tensions politiques</p> <p>VOCABULARY / LANGUAGE Discuss different attitudes towards strikes, protests and other political tensions</p> <p>GRAMMAR Understand and use demonstrative adjectives and pronouns</p> <p>SKILLS Talk about priorities</p> <p>6.1 Solutions politiques à la question de l'immigration</p>
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6.2 L'immigration et les partis politiques

VOCABULARY / LANGUAGE

Consider the viewpoints of political parties regarding immigration

GRAMMAR

Form and use the future perfect and the conditional perfect

SKILLS

Summarise from listening

6.3 L'engagement politique chez les immigrés

VOCABULARY / LANGUAGE

Consider immigration from the standpoint of immigrants, as well as aspects of racism

GRAMMAR

Choose the right tenses

SKILLS

Disagree tactfully

VOCABULARY / LANGUAGE

Discuss some of the political issues concerning immigration in francophone countries

GRAMMAR

Form and use combination tenses: imperfect and perfect

SKILLS

Use language for describing change

Spring assessment	Y13 in class assessment : Listening, reading, writing and translation End of unit topic tests from Exampro	
Summer half term 3+4 Sequential knowledge and skills	<p style="text-align: center;"><u>Exam preparation</u></p> Speaking exam practice Listening, reading and writing exam practice Paper 1 – listening, reading and writing – TBC Paper 2 – Writing – TBC	<p style="text-align: center;"><u>Exam preparation and IRP preparation</u></p> Speaking exam practice Listening, reading and writing exam practice Paper 1 – listening, reading and writing – TBC Paper 2 – Writing – TBC
Summer assessment	Final exam : Paper 1 : listening, reading and translation exam. Paper 2 : writing and translation Paper 3 : speaking End of unit topic tests from Exampro	