



	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 Teacher 1	Unit: Changing family structures	Unit: Music	Unit: Trial 1/Cinema	Unit: La Haine-film study	Unit: Trial 2/ Citizenship and Volunteering	Unit: IRP Launch
	Wk 1: Different types of modern family Wk 2: Present tense regular and common irregular verbs Wk 3: Recent changes in relationships and marriage Wk 4:Future tense immediate Wk 5: Interrogatives, internet research, using bilingual and online dictionaries Wk 6: Assessment and feedback	Wk 1: La musique francophone Wk 2: Imperfect/pluperfect Wk 3: Les tendances musicales Wk 4:Translation skills Wk 5: :L'influence de la musique/word order-subject and verb Wk 6: Assessment and feedback	Wk 1:Trial 1 Wk 2: Trial 1 feedback Wk 3:Pourquoi le septième art? Wk 4:Evolution du cinéma Wk 5:Le cinéma-une passion nationale Wk 6:Revision	Wk 1: La Haine-watch the film/First impressions Wk 2: Context Wk 3: Characters and plot Wk 4:Kassovitz and influences Wk 5: Themes and scenes Wk 6: Techniques	Wk 1:Trial 2 Wk 2: Trial 2 Feedback Wk 3:Qui sont et que font les bénévoles? Wk 4:Les bénévolat-quelles valeurs pour ceux qui sont aidés Wk 5: Les bénévolat-quelles valeurs pour ceux qui aident Wk 6: Citizenship exam style questions	Wk 1: Choosing a topic -step 1 Wk 2: Collecting Information-Research skills and sources-step 2 Wk 3: Organising ideas- step 3 Wk 4: Presentation model and headings- step 4 Wk 5: Questions for the discussion Wk 6: Work experience
Final Assessment	Unit 1- Translation Video test Reading/grammar/ vocab task	Unit 4- Translation Video test Reading/grammar/ vocab task	Trial 1	Timed lit essay	Trial 2-Full AS paper + La Haine essay	

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 Teacher 2	Unit: Youth identity and technology	Unit: Education and Employment opportunities	Unit: Trial 1/Regional culture and heritage	Unit: Regional culture and heritage	Unit: Trial 2	Unit: No et moi
	<p>Wk 1: Trends in fashion</p> <p>Wk 2: Binge drinking peer pressure</p> <p>Wk 3: How young people respond to modern technology.</p> <p>Wk 4: Perfect tense</p> <p>Wk 5: Concerns and problems within the family</p>	<p>Wk 1: French educational system/Articles</p> <p>Wk 2: Expectations of pupils and how they deal with them/Recap of Perfect tense</p> <p>Wk 3: Awareness of universities and grandes écoles in France/Position and agreement of adjectives</p>	<p>Wk 1: Trial 1</p> <p>Wk 2: Trial 1 feedback</p> <p>Wk 3: How Christmas and other religious festivals are changing in France</p> <p>Wk 4: Imperatives /Producing interesting sentences-opinions, descriptions, connectives and word order</p>	<p>Wk 1: Everyday customs and traditions in France</p> <p>Wk 2: Present subjunctive</p> <p>Wk 3: Customs in Francophone countries</p> <p>Wk 4: Revision techniques</p> <p>Wk 5: Exam listening techniques/Adverbs/Using more sophisticated language</p>	<p>Wk 1: Trial 2</p> <p>Wk 2: Trial 2 Feedback</p> <p>Wk 3: Introduction to A level skills-Year 2 p142-146</p> <p>Wk 4: Introduction to Literature. English version of book</p> <p>Wk 5: No et moi- See SOW in teams-Introduction-story</p>	<p>Wk 1: No et moi author</p> <p>Wk 2: No et moi author</p> <p>Wk 3: No et moi success</p> <p>Wk 4: No et moi success</p> <p>Wk 5: No et moi Chapters 1-5 and passage analysis</p> <p>Wk 6: Work experience</p>

	and peer pressure/Reflexive verbs common tenses Wk 6: Assessment and feedback	Wk 4: Preparing for work and work experience/Pronouns-indirect and direct objects Wk 5:Balancing work/Comparative and superlative	Wk 5: The influence of other cultures on festivals in France and <i>outré-mer</i> Wk 6: Quand + future and conditional tense	Wk 6: Assessment and feedback	Wk 6:No et moi-story	
Final Assessment:	Unit 1- Translation Video test Reading/grammar/vocab task	Unit 2: Translation Video test Reading/grammar/vocab task	Trial 1- 2 AS papers	Unit 6: Translation Video test Reading/grammar/vocab task	Trial 2- Full AS paper-La Haine essay	

Curriculum Area:

Knutsford Academy Curriculum Map



	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 Teacher 1	Unit: France 1940-1950. The Occupation and the resistance/IRP Step 2 and 3 2018 A Level cards for speaking BLY	Unit: The Vichy regime / IRP-step 4	Unit: The cultural dimension in occupied France/1945-1950/ IRP-Step 5 and 6 must be complete. 2019 Speaking cards for A Level BLY	Unit: IRP-Speaking exam April/May on line. Revision La Haine and past papers/skills	Unit:	Unit: Exams

	<p>Wk 1: Life for the French under the Vichy regime</p> <p>Wk 2: Infinitive phrases/IRP step 3 progress check-title and sources and headings complete</p> <p>Wk 3: The nature of anti-Semitism in France under the occupation</p> <p>Wk 4: Constructing sentences with mixed tenses. IRP-progress check-sections written up.</p> <p>Wk 5: Life under the occupation and post war reprisals. Using present and imperfect forms of the subjunctive</p>	<p>Wk 1: Marshal Pétain and what life looked like for the French under the Vichy regime</p> <p>Wk 2: The National revolution and the role propaganda played in it IRP-sections written up step 4</p> <p>Wk 3: The impact of the policies of Vichy and the fate of Marshal Pétain</p> <p>Wk 4: The resistance movements in France</p> <p>Wk 5: The role Jean Moulin and women played in the French resistance.</p> <p>Wk 6: The free French-who were they and how they supported General de Gaule.</p>	<p>Wk 1: Culture in France during the war-Cinema- Les visiteurs du soir, Continental regime</p> <p>Wk 2: Censorship and propaganda- cinema and radio</p> <p>Wk 3: Literature, Theatre & Art in France during the occupation-Rose Valland, la silence de la mer, Antigone</p> <p>Wk 4: Music- resistance songs, Jazz</p> <p>Wk 5: La Liberation- Rebuilding and restructuring-American help (Marshall Plan)-rationing, rehousing, holiday camps for children 1946, vote for women, the purge, life for jewsish people</p> <p>Wk 6:Assessment</p>	<p>Wk 1: Trial Feedback</p> <p>Wk 2: Revision/Speaking prep</p> <p>Wk 3:Revision/Speaking prep</p> <p>Wk 4: Revision-zig zag paper 1</p> <p>Wk 5:Revision-zig zag paper 2</p> <p>Wk 6:Revision-zig zag paper 3</p>	<p>Wk 1:</p> <p>Wk 2:</p> <p>Wk 3:</p> <p>Wk 4:</p> <p>Wk 5:</p> <p>Wk 6: Revision</p>	<p>Wk 1:</p> <p>Wk 2:</p> <p>Wk 3:</p> <p>Wk 4:</p> <p>Wk 5:</p> <p>Wk 6:</p>

Final Assessment:	Trial 1	Assessment Unit 11 and 12	Trial 2 Past paper Edexcel 2018 paper 1-war questions in class	Past paper		
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	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 Teacher 2	Unit: No et moi-see SOW	Unit: No et moi	Unit: Diversity and difference	Unit: Diversity and difference. Revision of No et moi/past papers/skills	Unit: Exams	Unit: Exams
	Wk 1: Personnages	Wk 1: Dans le roman No et Moi, Examinez comment Delphine de Vigan aborde le thème de l'errance.	Wk 1: Migration and Integration-Reasons for migration, factors which make migration easy/difficult. The origins of immigration and their reasons for coming to France	Wk 1 Feedback Trial 2	Wk 1:	Wk 1:
	Wk 2: Personnages	Wk 2:Structure	Wk 2: Migration and Integration-Reasons for migration, factors which make migration easy/difficult. The effects of immigration on local people.	Wk 2:Cultural enrichment and celebrating difference- the positive aspects of a diverse society. The positive contribution of immigrants in France	Wk 2:	Wk 2:
	Wk 3: Personnages	Wk 3:Structure	Wk 3: Cultural Identity and marginalisation-Reasons for marginalisation, ways to eliminate marginalisation. The challenges and benefits of immigration and multiculturalism.	Wk 3: Cultural enrichment and celebrating difference- the positive aspects of a diverse society. How immigrants enrich French culture.	Wk 3:	Wk 3:
	Wk 4: Themes	Wk 4: Structure	Wk 4::Cultural Identity and marginalisation-Reasons for marginalisation, ways to eliminate marginalisation.	Wk 4:: Discrimination and diversity-life for those who are discriminated against. Different forms of	Wk 4:	Wk 4:

	<p>Wk 5: Themes</p> <p>Wk 6: Themes</p>	<p>Wk 5: « Examinez l'efficacité de l'écriture de Delphine de Vigan dans No et Moi »</p> <p>Wk 6: Summary sheets</p>	<p>Issues surrounding multiculturalism in France.</p> <p>Wk 5: Assessment-Unit 7</p> <p>Wk 6: Revision for Trial 2</p>	<p>discrimination. Racial discrimination</p> <p>The Front National/Rassemblement National 2018.</p> <p>Le racisme</p> <p>Wk 5: Discrimination and diversity-life for those who are discriminated against.</p> <p>Wk 6: Discrimination and diversity-life for those who are discriminated against.</p> <p>Victims</p>	<p>Wk 5:</p> <p>Wk 6:</p>	<p>Wk 5:</p> <p>Wk 6:</p>
<p>Final Assessment:</p>	<p>Trial 1</p> <p>Full lit paper-Character question</p> <p>Analysez les rapports entre Lou et sa mère et comment ils évoluent au cours du roman. OR</p> <p>Examinez comment les rapports entre Lou et les autres personnages ont un effet sur son comportement.</p>	<p>Timed essays-</p>	<p>Trial 2</p>	<p>Past paper questions</p> <p>Edexcel</p>		

