



# Year 12 French Learning Journey

**YEAR GROUP: 12 Learning Map**

**SUBJECT: French**

<b>When?</b>	<b>Understanding</b>	<b>Knowledge</b>	<b>Assessment</b>
<b>Autumn Half Term 1</b>  <b>‘La famille en voie de changement’</b>  <b>&amp;</b>  <b>‘La cybersociété’</b>	<ul style="list-style-type: none"><li>• Describing and discussing trends in marriage and other forms of partnership</li><li>• Considering and discussing the merits and problems of different family structures</li><li>• Considering relationships between the generations and discussing problems that can arise</li></ul> <ul style="list-style-type: none"><li>• Describing and discussing how technology has transformed everyday life</li><li>• Considering and discussing the dangers of digital technology</li><li>• Considering the different users of digital technology and discussing possible future developments</li></ul>	<ul style="list-style-type: none"><li>• Forming and using the imperfect tense</li><li>• Skimming texts for gist</li><li>• Forming and using the perfect tense</li><li>• Translating into French</li><li>• Recognising and understanding the past historic tense</li></ul> <ul style="list-style-type: none"><li>• Understanding and using infinitive constructions</li><li>• Understanding and using object pronouns</li><li>• Forming the present tense of regular and irregular verbs</li><li>• Using strategies to broaden range of vocabulary</li><li>• Answering questions in French</li></ul>	<ul style="list-style-type: none"><li>• Listening</li><li>• Reading</li><li>• Writing</li><li>• Translation</li></ul>

<b>When?</b>	<b>Understanding</b>	<b>Knowledge</b>	<b>Assessment</b>
<p><b>Autumn Half Term 2</b></p> <p><b>Le rôle du bénévolat</b></p> <p style="text-align: center;"><b>&amp;</b></p> <p><b>‘Le septième art’</b></p>	<ul style="list-style-type: none"> <li>• Examining the voluntary sector in France and the range of work volunteers provide</li> <li>• Discussing the benefits of voluntary work for those that are helped and how beneficiaries request help</li> <li>• Looking at the benefits of voluntary work for those that do it and for society as a whole.</li> </ul> <ul style="list-style-type: none"> <li>• Considering a variety of aspects of French cinema</li> <li>• Considering the major developments in the evolution of French cinema from its beginnings until the present day</li> <li>• Considering the continuing popularity of French cinema and film festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Using connectives – temporal and causal</li> <li>• Interpreting and explaining figures and statistics</li> <li>• Using <i>Si</i> clauses with imperfect followed by the conditional</li> <li>• Summarising from reading and listening</li> <li>• Translating into English</li> <li>• Forming and using the future tense</li> </ul> <ul style="list-style-type: none"> <li>• Using infinitive constructions</li> <li>• Summarising from listening</li> <li>• Using <i>Si</i> clauses with pluperfect and past conditional</li> <li>• Using persuasive language</li> <li>• Using connectives followed by the subjunctive</li> <li>• Writing with a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Writing</li> <li>• Speaking</li> </ul>

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<p><b>Spring Half Term 1</b></p> <p><b>‘Une culture fière de son patrimoine’</b></p> <p style="text-align: center;"><b>&amp;</b></p> <p><b>‘La haine’</b></p>	<ul style="list-style-type: none"> <li>• Understanding the notion of heritage and heritage preservation on a regional and national scale</li> <li>• Considering the ways in which some of the country’s most famous heritage sites market themselves</li> <li>• Comprehending how heritage impacts upon and is guided by culture in society</li> </ul> <ul style="list-style-type: none"> <li>• Discussing theme, character, social and cultural context in film</li> </ul>	<ul style="list-style-type: none"> <li>• Using adjective agreements, comparatives and superlatives</li> <li>• Using <i>Si</i> sentences – present followed by future</li> <li>• Avoiding repetition</li> <li>• Using the subjunctive with expressions of doubt, uncertainty or necessity</li> <li>• Interpreting pictures</li> </ul>	<p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>

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<p><b>Spring Half Term 2</b></p> <p><b>‘La musique francophone contemporaine’</b></p> <p><b>&amp;</b></p> <p><b>‘La haine’</b></p>	<ul style="list-style-type: none"> <li>• Considering the popularity of contemporary francophone music and its diversity of genre and style</li> <li>• Considering who listens to contemporary francophone music and its diversity of genre and style</li> <li>• Considering and discussing the threats to contemporary francophone music and how it might be safeguarded</li>   <li>• Discussing theme, character, social and cultural context in film</li> </ul>	<ul style="list-style-type: none"> <li>• Using questions form and command forms</li> <li>• Developing extended answers</li> <li>• Using the subjunctive to suggest possibility with verbs of wishing and emotional reaction</li> <li>• Using the conditional</li> <li>• Expressing doubt and uncertainty</li> </ul>	<p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Essay on ‘La Haine’</li> </ul>

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<p><b>Summer Half Term 1</b></p> <p><b>Les aspects positifs d'une société diverse</b></p>	<ul style="list-style-type: none"> <li>• Considering the benefits of living in an ethnically diverse society</li> <li>• Considering the need for tolerance and respect of diversity</li> <li>• Considering how we can promote diversity to create a richer world</li> <li>• Revision of all topics</li> </ul>	<ul style="list-style-type: none"> <li>• Revising how to form and use the present tense, the future tense and the conditional mood</li> <li>• Using strategies for gist comprehension</li> </ul>	<p>EOY Assessment (tested on all units):</p> <ul style="list-style-type: none"> <li>• Paper 1 - Listening, reading, translation</li> <li>• Paper 2 (essay on film)</li> <li>• Paper 3: Speaking card only</li> </ul>

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<p><b>Summer Half Term 2</b></p> <p><b>Quelle vie pour les marginalisés ?</b></p> <p><b>&amp;</b></p> <p><b>Introduction to IRP</b></p>	<ul style="list-style-type: none"> <li>• Examining different groups who are socially marginalised</li> <li>• Discussing measures to help those who are marginalised</li> <li>• Considering contrasting attitudes to people who are marginalised</li> </ul> <ul style="list-style-type: none"> <li>• Research to start over the summer</li> </ul>	<ul style="list-style-type: none"> <li>• Revising how to form and use the imperfect tense, the perfect tense and the pluperfect tense</li> <li>• Expressing approval and disapproval</li> <li>• Varying vocabulary by using synonyms</li> </ul>	