



Year 13 French Learning Journey

FRENCH CURRICULUM JOURNEY OVERVIEW- YR13

YEAR GROUP:13

SUBJECT:

When?	Key Learning Objectives Key Questions (including generic skills, study skills and exam skills)	Teaching/Learning methods Differentiation Opportunities (SEN/ G &T / EAL)	Prior Knowledge Link Activity(PKA)	Assessment
<p>AUTUMN 1</p> <p>WORK ON IRP</p> <p>- Les ados, le droit de vote et l'engagement politique</p>	<ul style="list-style-type: none"> - Y12 revisions - Exam paper on AS topics (listening, reading translation and writing) - Independent research project (I will give them a list of options and they will have to decide the topic they are going to choose for the exam) - To focus on topics that are familiar to students from their previous learning - Strategies to identify, record + learn vocab - To provide revision of key language and grammar 	<ul style="list-style-type: none"> - Form and use the subjunctive mood - Form and use the passive voice - To understand the key elements of the Alevel examination - Vocab sheet with all the key words of the topics + section for extra research and previous knowledge 1. Reading (true or false, QA in English or French, complete the end of the sentences, fill in the gap, translation) 2. Listening (takes notes, true or false, QA in English or French, complete the end of the sentences, fill in the gap) 3. Grammar (inductive and explicit approach) 4. Writing (narration, debate, article, dissertation) 	<ul style="list-style-type: none"> - Form subjunctive - Present tense - As topics - IRP preparation and feedback before summer break - Speaking practice and list of suggestions to improve listening and speaking skills 	<p>Listening Reading Speaking Writing Alevel exam</p>

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	<ul style="list-style-type: none"> - Les ados, le droit de vote et l'engagement politique <ul style="list-style-type: none"> o Pour ou contre le droit de vote ? o Les ados et l'engagement politique – motivés ou démotivés ? o Quel avenir pour la politique ? - Speaking cards (practice on AS topics) - 	<p>5. Speaking (debate, personal questions, arguments etc...)</p> <p>EAL: make some research about the topic in your native country ad present it in front of the class.</p> <p>SEN: support worksheet to enrich vocabulary and catch up</p>		
<p>AUTUMN 2</p> <ul style="list-style-type: none"> - Manifestations, grèves – à qui le pouvoir ? 	<ul style="list-style-type: none"> o Le pouvoir des syndicats o Manifestations et grèves – sont-elles efficaces ? o Attitudes différentes envers ces tensions politiques 	<ul style="list-style-type: none"> - Understand and use subject and object pronouns - Understand and use relative pronouns - Understand and use demonstrative adjectives and pronouns - Use connectives temporal and causal - Form and use combination tenses: imperfect and perfect - Form and use the future perfect and the conditional perfect 	<ul style="list-style-type: none"> • Relative pronouns (use) • Imperfect and perfect tense • Future and conditional 	<p>Listening Reading Speaking Writing Alevel exam</p>

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	-	<p>Vocab sheet with all the key words of the topics + section for extra research and previous knowledge</p> <p>1. Reading (true or false, QA in English or French, complete the end of the sentences, fill in the gap, translation)</p> <p>2. Listening (takes notes, true or false, QA in English or French, complete the end of the sentences, fill in the gap)</p> <p>3. Grammar (inductive and explicit approach)</p> <p>4. Writing (narration, debate, article, dissertation)</p> <p>5. Speaking (debate, personal questions, arguments etc...)</p> <p>EAL: make some research about the topic in your native country ad present it in front of the class.</p> <p>SEN: support worksheet to enrich vocabulary and catch up</p>		

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<p>SPRING 1</p> <p>Les aspects positifs d'une société diverse</p>	<ul style="list-style-type: none"> • Les aspects positifs d'une société diverse <ul style="list-style-type: none"> ○ L'enrichissement dû à la mixité ethnique ○ Diversité, tolérance et respect ○ Diversité – un apprentissage pour la vie 	<p>grammar :</p> <p>Use adjective agreements, comparatives and superlatives Use <i>si</i> sentences</p> <ul style="list-style-type: none"> • (present and future) Use the subjunctive with expressions of doubt, uncertainty or necessity <p>1. Reading (true or false, QA in English or French, complete the end of the sentences, fill in the gap, translation)</p> <p>2. Listening (takes notes, true or false, QA in English or French, complete the end of the sentences, fill in the gap)</p> <p>3. Grammar (inductive and explicit approach)</p> <p>4. Writing (narration, debate, article, dissertation)</p> <p>5. Speaking (debate, personal questions, arguments etc...)</p> <p>EAL: make some research about the topic in your native country and present it in front of the class.</p> <p>SEN: support worksheet to enrich vocabulary and catch up</p>	<ul style="list-style-type: none"> - adjective agreements, comparatives and superlatives - present and future - Use the subjunctive 	<p>Listening Reading Speaking Writing Alevel exam</p>
<p>SPRING 2</p> <p>Quelle</p>	<ul style="list-style-type: none"> • Quelle vie pour les marginalisés ? 	<ul style="list-style-type: none"> - Grammar : Use question forms and command forms - Use the subjunctive to 	<ul style="list-style-type: none"> • Use the subjunctive 	<p>Listening Reading Speaking Writing</p>

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vie pour les marginalisés ?	<ul style="list-style-type: none"> ○ Qui sont les marginalisés ? ○ Quelle aide pour les marginalisés ? ○ Quelles attitudes envers les marginalisés ? 	<p>suggest possibility with verbs of wishing and emotional reaction</p> <p>1. Reading (true or false, QA in English or French, complete the end of the sentences, fill in the gap, translation)</p> <p>2. Listening (takes notes, true or false, QA in English or French, complete the end of the sentences, fill in the gap)</p> <p>3. Grammar (inductive and explicit approach)</p> <p>4. Writing (narration, debate, article, dissertation)</p> <p>5. Speaking (debate, personal questions, arguments etc...)</p> <p>EAL: make some research about the topic in your native country ad present it in front of the class.</p> <p>SEN: support worksheet to enrich vocabulary and catch up</p>		Alevel exam
<p>SUMMER 1</p> <p>Comment on traite les criminels</p>	<ul style="list-style-type: none"> ● Comment on traite les criminels <ul style="list-style-type: none"> ○ Quelles attitudes envers la criminalité ? ○ La prison – 	<ul style="list-style-type: none"> - Use si sentences (Pluperfect/Past Conditional) - Use connectives followed by the subjunctive <p>1. Reading (true or false, QA in English or French, complete the end of the sentences, fill in the gap, translation)</p> <p>2. Listening (takes notes, true or false, QA in English or French, complete the end of</p>	<ul style="list-style-type: none"> ● Past ● subjunctive 	<p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Alevel exam</p>

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	<ul style="list-style-type: none"> ○ échec ou succès ? ○ D'autres sanctions 	<p>the sentences, fill in the gap)</p> <p>3.Grammar (inductive and explicit approach)</p> <p>4.Writing (narration, debate, article, dissertation)</p> <p>5. Speaking (debate, personal questions, arguments etc...)</p> <p>EAL: make some research about the topic in your native country ad present it in front of the class.</p> <p>SEN: support worksheet to enrich vocabulary and catch up</p>		
<p>SUMMER 1 L'ETRANGER</p>	<ul style="list-style-type: none"> ● Livre : l'étranger de Camus 	<ul style="list-style-type: none"> - prepare students for the content of the book. This could mean looking at the life of the director, studying the setting or historical context of the book. - themed vocabulary work as the book features a particular range of lexis. generic language which students will find useful when reading and discussing the book. 	<p>-read the book during the summer break</p>	<p>Official exam</p> <p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Alevel exam</p>
<p>SUMMER 1</p>	<ul style="list-style-type: none"> ● Unit 6 – Le septième art Y 12 topic that needs to be reviewed 	<ul style="list-style-type: none"> ● Consider a variety of aspects of French cinema ● Consider the major developments in the evolution of French cinema from its beginnings until the present day ● Consider the continuing popularity of French cinema and film festivals <p>Grammar</p> <ul style="list-style-type: none"> ● Use infinitive 	<ul style="list-style-type: none"> ● Use si sentences ● (Pluperfect/Past Conditional) ● Use connectives followed by the subjunctive 	<p>Official exam</p> <p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Alevel exam</p>

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		constructions <ul style="list-style-type: none"> • Use si sentences • (Pluperfect/Past • Conditional) • Use connectives • followed by the subjunctive 		