

Curriculum Plans: Year 12 French

| | Topic | Knowledge: By the end of the unit students will know: | Skills: What skills will students have developed by the end of this unit? | Key terms: What new key terms and vocabulary will be learnt in this unit? | Summative Assessment: How will pupils be assessed in this unit? |
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| Michaelmas 1 | Family and New Technologies | <ul style="list-style-type: none"> • 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 • Describe and discuss how technology has transformed everyday life • Consider and discuss the dangers of digital technology • Consider the different users of digital | <ul style="list-style-type: none"> • Form and use the imperfect tense • Form and use the perfect tense • Recognise and understand the past historic tense • Translate into French • Express opinions • Use strategies to broaden range of vocabulary <ul style="list-style-type: none"> • Understand and use infinitive constructions • Form the present tense of regular and irregular verbs | Please refer to vocab lists | Reading and translating assessment |
| Michaelmas 2 | Volunteering and Patrimony | <ul style="list-style-type: none"> • Examine the voluntary sector in France and the range of work volunteers provide • Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help • Look at the benefits of voluntary work for | <ul style="list-style-type: none"> • Use connectives – temporal and causal • Use conditional and <i>si</i> sentences (Imperfect and conditional) • Form and use the future tense • Interpret and explain | Please refer to vocab lists | Paper 1 type assessment |

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| | | <ul style="list-style-type: none"> • those that do it and for society as a whole • 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>figures and statistics</p> <ul style="list-style-type: none"> • Use adjective agreements, comparatives and superlatives • Use <i>si</i> sentences • Use the subjunctive <p>with expressions of doubt, uncertainty or necessity</p> | | |
| Lent 1 | Volunteering and Patrimony | <ul style="list-style-type: none"> • Examine the voluntary sector in France and the range of work volunteers provide • Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help • Look at the benefits of voluntary work for • those that do it and for society as a whole • 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>figures and statistics</p> <ul style="list-style-type: none"> • Use connectives – temporal and causal • Use conditional and <i>si</i> sentences • (Imperfect and conditional) • Form and use the future tense • Interpret and explain figures and statistics • Use adjective agreements, comparatives and superlatives • Use <i>si</i> sentences • Use the subjunctive <p>with expressions of doubt, uncertainty or necessity</p> | Please refer to vocab lists | Listening and Speaking assessment |

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| | | Comprehend how heritage impacts upon and is guided by culture in society | | | |
| Lent 2 | Film Study and Music | <ul style="list-style-type: none"> • Consider the popularity of contemporary francophone music and 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 • Study the history of immigration in France after the 2nd WW and the economic crisis • How to study and describe characters in a film • Film techniques • Identify and analyse major themes in films | <ul style="list-style-type: none"> • Use question forms and command forms • Use the subjunctive to suggest possibility with <ul style="list-style-type: none"> • verbs of wishing and emotional reaction • Use the conditional | Please refer to vocab lists | Paper 1 and Speaking assessment |
| Trinity 1 | Film Study and Music | <ul style="list-style-type: none"> • Consider the popularity of contemporary francophone music and 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 | <ul style="list-style-type: none"> • Use question forms and command forms • Use the subjunctive to suggest possibility with <ul style="list-style-type: none"> • verbs of wishing and emotional reaction • Use the conditional • Essay writing | Please refer to vocab lists | Essay assessment |

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| | | <ul style="list-style-type: none"> • How to study and describe characters in a film • Film techniques • Identify and analyse major themes in films | | | |
| Trinity 2 | Cinema and Independent Research Project And | <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 | <ul style="list-style-type: none"> • Use infinitive constructions • Use si sentences (Pluperfect/Past Conditional) • Use connectives followed by the subjunctive • Essay writing | | Speaking and writing assessment |