

Curriculum Map Year 12: AQA French

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured?</i> <i>What are the key assessment pieces?</i>
Half Term 1 Teacher 1	Unit 1 - La famille en voie de changement	Students will learn about: - 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	Students will be able to: - Form and use the imperfect tense - Form and use the perfect tense - Recognise and understand the past historic tense	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card
Teacher 2	Grammar groundwork La Haine	Students will learn about: - The characters, themes and techniques used in La Haine - Background information about the film the director. - Using essay terminology	Students will be able to: - Recognise and employ GCSE grammar - Analyse key aspects of a film - Use specific cinematographic terminology - Plan, structure and write an analytical essay. - Take charge of their independent language learning log	- Vocabulary tests 4 x cultural topic essays (4th essay timed in class)
Half Term 2 Teacher 1	Unit 2 - La “Cyber-société”	Students will learn about: - Describe and discuss how technology has transformed everyday life - Consider and discuss the dangers of digital technology	Students will be able to: - Understand and use infinitive constructions - Understand and use object pronouns	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities

		Consider the different users of digital technology and discuss possible future developments	Form the present tense of regular and irregular verbs	Formal end of topic assessment – Listening, reading, translation and stimulus card
Teacher 2	La Haine	Students will learn about: - The characters, themes and techniques used in La Haine - Background information about the film the director. Using essay terminology	Students will be able to: - Analyse key aspects of a film - Use specific cinematographic terminology - Plan, structure and write an analytical essay. - Take charge of their independent language learning log	- Vocabulary tests 4 x cultural topic essays (4th essay timed in class)
Half Term 3 Teacher 1	Unit 3 - Le rôle du bénévolat	Students will learn about: - 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	Students will be able to: - Use connectives – temporal and causal - Use conditional and si sentences (Imperfect and conditional) - Form and use the future tense	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card
Teacher 2	Unit 5 - La musique francophone contemporaine	Students will learn about: - 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	Students will be able to: - Use question forms and command forms - Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction - Use the conditional	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card

		Consider and discuss the threats to contemporary francophone music and how it might be safeguarded		
Half Term 4 Teacher 1	Unit 4 - Une culture fière de son patrimoine	Students will learn about: - 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	Students will be able to: - Use adjective agreements, comparatives and superlatives - Use si sentences (present and future) - Use the subjunctive with expressions of doubt, uncertainty or necessity	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card
Teacher 2	Unit 6 – Le septième art	Students will learn about: - 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	Students will be able to: - Use infinitive constructions - Use si sentences (Pluperfect/Past Conditional) - Use connectives followed by the subjunctive	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card
Half Term 5 Teacher 1	Revision/finish topics/speaking exam	N/A		Whole school exam week. Past paper 1, 2 and 3
Teacher 2	Revision/finish topics/speaking exam	N/A		Whole school exam week. Past paper 1, 2 and 3

Half Term 6 Teacher 1	Unit 4: Les ados, le droit de vote et l'engagement politique	Students will learn about: • Arguments relating to the vote and examine the French political system and its evolution • Engagement levels of young people and their influence on politics The future of politics and political engagement	Students will be able to: Students will be able to: • Form and use the passive voice • Avoid the passive • Form and use the subjunctive mood • Use the subjunctive mood • Talk about data and trends Express doubt and uncertainty	• Vocabulary tests • Written tasks (summaries and translations) • Reading comprehension activities • Formal end of topic assessment – Listening, reading, translation and stimulus card
Teacher 2	Unit 3 – Comment on traite les criminels	Students will learn about: • Different attitudes to crime • Merits and problems of prison • Alternative forms of punishment	Students will be able to: • Recognise and understand the past historic • Use different tenses with <i>si</i> • Use infinitive constructions • Express obligation	• Vocabulary tests • Written tasks (summaries and translations) • Reading comprehension activities • Formal end of topic assessment – Listening, reading, translation and stimulus card

Curriculum Map Year 13: AQA French

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured?</i> <i>What are the key assessment pieces?</i>
Half Term 1 Teacher 1	L'étranger (Alongside finishing off <i>le droit de vote</i>)	Students will learn about: - The characters, themes and literary techniques used in <i>L'étranger</i> - Background information about the novel and the author. - Using essay terminology	Students will be able to: - Analyse key aspects of a novel - Use specific literary terminology - Plan, structure and write an analytical essay. - Take charge of their independent language learning log	- Vocabulary tests 4 x cultural topic essays (4th essay timed in class) - In class assessment task
Teacher 2	Unit 4: ' <i>Comment on traite les criminels</i> ' (Finishing from end of Yr12) (Revision of La Haine and IRP prep throughout) Unit 1 – Les aspects positifs d'une société diverse	Students will learn about: - Different attitudes to crime - Merits and problems of prison - Alternative forms of punishment Students will learn about: - The benefits of living in an ethnically diverse society - The need for tolerance and respect of diversity - How we can promote diversity to create a richer world	Students will be able to: - Recognise and understand the past historic - Use different tenses with <i>si</i> - Use infinitive constructions - Express obligation Students will be able to: - Form and use the present tense - Form and use the future tense - Form and use the conditional - Use dictionary skills - Use strategies for gist comprehension	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card - In class assessment task

			Pronounce loanwords	
Half Term 2 Teacher 1	L'étranger	Students will learn about: - The characters, themes and literary techniques used in <i>L'étranger</i> - Background information about the novel and the author. Using essay terminology	Students will be able to: - Analyse key aspects of a novel - Use specific literary terminology - Plan, structure and write an analytical essay. - Take charge of their independent language learning log	- Vocabulary tests 4 x cultural topic essays (4th essay timed in class) - In class assessment task
Teacher 2	Unit 1 – Les aspects positifs d'une société diverse (cont.) (Revision of La Haine and IRP prep throughout)	Students will learn about: - The benefits of living in an ethnically diverse society - The need for tolerance and respect of diversity - How we can promote diversity to create a richer world (continued)	Students will be able to: - Form and use the present tense - Form and use the future tense - Form and use the conditional - Use dictionary skills - Use strategies for gist comprehension - Pronounce loanwords (continued)	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card - In class assessment task
Half Term 3 Teacher 1	Unit 5 : Manifestations, grèves – à qui le pouvoir?	Students will learn about: - Understanding the important role of unions - Strikes and protests and consider different methods of protesting - Different attitudes towards strikes, protests and other political tensions	Students will be able to: - Understand and use subject and object pronouns - Understand and use relative pronouns	- Vocabulary tests - Written tasks (summaries and translations) - Reading comprehension activities - Formal end of topic assessment – Listening, reading, translation and stimulus card

			• Understand and use demonstrative adjectives and pronouns • Translate the English gerund into French • Use language to promote a cause • Talk about priorities	January Mocks – Paper 1 +2 and stimulus card In class assessment task
Teacher 2	Unit 6 – La politique et l’immigration (Revision of La Haine and IRP prep throughout)	Students will learn about: • The political issues concerning immigration in francophone countries • The viewpoints of political parties regarding immigration • The immigration from the standpoint of immigrants, as well as aspects of racism	Students will be able to: • Form and use combination tenses: imperfect & perfect • Form and use the future perfect and the conditional perfect • Choose the right tenses CAREERS – Looking into working abroad	• Vocabulary tests • Written tasks (summaries and translations) • Reading comprehension activities Formal end of topic assessment – Listening, reading, translation and stimulus card January Mocks – Paper 1 +2 and stimulus card In class assessment task
Half Term 4 Teacher 1	Unit 5 : Manifestations, grèves – à qui le pouvoir?	Students will learn about: • Examining different groups who are socially marginalised • Measures to help those who are marginalised • contrasting attitudes to people who are marginalised	Students will be able to: • Form and use the imperfect tense • Form and use the perfect tense • Form and use the pluperfect tense • Respond to a stimulus • Express approval and disapproval	• Vocabulary tests • Written tasks (summaries and translations) • Reading comprehension activities Formal end of topic assessment – Listening, reading, translation and stimulus card In class assessment task

			• Vary vocabulary by using synonyms	
Teacher 2	Unit 2 – Quelle vie pour les marginalisés? (Revision of La Haine and IRP prep throughout)	Students will learn about: • Examining different groups who are socially marginalised • Measures to help those who are marginalised • contrasting attitudes to people who are marginalised	Students will be able to: • Form and use the imperfect tense • Form and use the perfect tense • Form and use the pluperfect tense • Respond to a stimulus • Express approval and disapproval Vary vocabulary by using synonyms	• Vocabulary tests • Written tasks (summaries and translations) • Reading comprehension activities Formal end of topic assessment – Listening, reading, translation and stimulus card In class assessment task
Half Term 5 Teacher 1	Revision/Speaking exams	N/A	N/A	Summer exams
Teacher 2	Revision/Speaking exams	N/A	N/A	Summer exams