

Year 13 French Curriculum Overview Spring term

Sequencing Rationale

In Y13 the focus is on completing the syllabus topics, studying the set novel and film and preparing for the oral exam and general exam practice.

After Christmas we are launching the IRP (The individual research project). Until the oral exam the IRP will then be guided and practised with the FLA (in collaboration with the lead teacher) alongside the topic oral cards. This means that in the spring term the focus can be on the study of the novel and film, students having read the novel during the previous summer holiday and watched the film during the Xmas holiday. During the final half-term the focus will be on exam preparation and revision guidance.

Curriculum goals – what will students be able to do at the end of this year?

- Write accurately at length about an aspect of a film and novel, showing analysis, organisation of ideas and personal opinion with justification
- Research a topic of choice, prioritise and sequence information and discuss spontaneously in French
- Discuss and give opinions spontaneously in French on topics studied and a range of contemporary issues
- Summarise, compare and contrast based on a range of reading and audio material
- Incorporate a wide range of higher level structures, tenses and vocabulary to raise the overall level of language
- Transfer information with a high degree of accuracy
- Explore online contemporary material and extract the main detail
- Have a deeper understanding of French culture and be able to discuss differences in French.
- Formulate a revision plan and organise work in order to prepare for the exam thoroughly
- Use exam strategies and understand exam board criteria in order to maximise success
- Communicate with greater fluency and develop style particularly when writing.

Key skills, knowledge and understanding – what will students learn this year?

- As well as consolidating all tenses to date (present, perfect, futures, imperfect, conditional, pluperfect and subjunctive) expand with the future perfect and conditional perfect tenses and the passive mood.
- To be able to confidently and spontaneously move from one tense to another in speaking and writing
- To use the “si” clauses with all combinations of tenses including the more complex, compound tenses
- To understand and use a range of synonyms to vary vocabulary and as a strategy when listening and reading
- To understand the notion of “word families” to be able to connect and access unfamiliar vocabulary
- Use the “si” structures with the present and future and imperfect and conditional tenses
- To develop style and fluency using a variety of structures including infinitive constructions
- To use structures like “ce qui / ce que” to introduce and justify opinions
- To develop confidence with all types of adjectives and pronouns (possessive, demonstrative, relative, interrogative and emphatic)
- Strategies to understand unfamiliar language using cognates, near cognates, word families, synonyms and antonyms and context and to decipher key information required
- The skills required to make accurate summaries when reading and listening
- The skills required for accurate and sometimes flexible translation from French to English and English to French
- Strategies to maximise success in the speaking exam through practice and feedback with the FLA and classroom teacher. The emphasis will be on spontaneity, development of responses, giving and justifying opinions, agreeing and disagreeing and the understanding of formal and informal register.
- To pay reference to cultural facts in order to show some understanding of French culture
- In the literary text and film study students will learn to analyse key themes, select relevant examples, organise and explain ideas and opinions.
- In the IRP students will learn how to research a topic, organise and prioritise information, present the main points and field broader questions spontaneously
- How to organise and take clear notes, meet deadlines, plan revision and their individual research project.

How will more able students be extended and challenged

- Asked to take the lead in class, answering more challenging questions, modelling a high level of understanding and teaching others in small groups
- Be encouraged to be more creative with ideas and language through marking feedback and individual guidance when task setting
- Be encouraged to use more complex structures
- Exposure to current, authentic material, music, film and literature to raise aspirations
- Differentiation of homework tasks set / lesson starters
- When Listening or reading more able students asked to note down extra details to share with the class.

Student support

- Regular revision of tenses through card activities and the grammar work book.
- Study guides for the film and literature study. English translation for the chosen novel.
- Encourage the use of online resources to consolidate vocabulary learning e.g. Memrise, Quizlet etc.