

## Year 13 French Curriculum Overview Spring term

### Sequencing Rationale

After Christmas we are launching the IRP (The individual research project). Until the oral exam in April, the IRP will be guided and practised with the FLA (in collaboration with the lead teacher) alongside the topic oral cards. In the spring term the focus will be on the study of the novel, students having read the novel during the previous summer holiday (CRE) as well as the topic of diversity in society and how to promote tolerance and the topic of the French political system and its evolution as well as the engagement level of young people in politics (FL)

### Curriculum goals – topics covered this term

FL and CRE will deliver separate topics

#### FL:

- launching the IRP and giving guidance: Research a topic of choice, prioritise and sequence information and discuss spontaneously in French
- Regular essays on the film *La Haine* studied in the previous term
- Une société diverse: Consider the need to live in a diverse society, the need for tolerance and respect, how we can promote diversity to create a richer world
- Le droit de vote en France: Examine the French political system, discuss the level of political engagement amongst young people in France and their influence in politics, discuss the future of politics and political engagement

#### CRE:

- Novel study *No et Moi*

Write accurately at length about an aspect of a film and novel, showing analysis, organisation of ideas and personal opinion with justification

### 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.