

## Subject Curriculum Overview per Term

Subject: FRENCH		Subject Leader: Florence Lehmann	Year Group: 12	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<u>La cybersociété</u>  <u>Une culture fière de son patrimoine</u>  <u>La famille en voie de changement</u>  <u>Le rôle du bénévolat</u>	<ul style="list-style-type: none"> <li>Ms Lehmann lessons:  <u>First half term:</u> <ul style="list-style-type: none"> <li>- How technology has transformed everyday life</li> <li>- The dangers of digital technology</li> <li>- The different users of technology and possible future developments</li> </ul> <u>Second half term:</u> <ul style="list-style-type: none"> <li>- Understand the notion of heritage and heritage preservation on a regional and national scale</li> <li>- How some of the country's most famous heritage sites market themselves</li> <li>- How heritage impacts upon and is guided by culture in society</li> </ul> </li> <li>Ms Escande lessons:  <u>First half term:</u> <ul style="list-style-type: none"> <li>- Discuss trends in marriage and other forms of partnership</li> <li>- The merits and problems of different family structures</li> <li>- The relationship between generations and the problems that can arise</li> </ul> <u>Second half term:</u> <ul style="list-style-type: none"> <li>- The voluntary sector and the range of work volunteers provide</li> <li>- The benefits of voluntary works for those that are helped and how beneficiaries request help</li> <li>- The benefits of voluntary work for those who do it and for society as a whole</li> </ul> </li> </ul>		<p>The extent of the vocabulary cannot be defined in an exhaustive list.</p> <p>On top of the vocabulary listed in the Student book, students will be encouraged to explore and extend their knowledge through independent reading.</p>	<p><b>Listening</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p>

## Subject Curriculum Overview per Term

Subject: FRENCH		Subject Leader: Florence Lehmann	Year Group: 12	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<u>La musique francophone contemporaine</u>  <u>Le septième art</u>	<ul style="list-style-type: none"> <li>Ms Lehmann lessons:                             <ul style="list-style-type: none"> <li>The popularity of contemporary francophone music and its diversity in genre and style</li> <li>Who listens to contemporary music, how often and by what means</li> <li>The threats to contemporary francophone music and how it can be safeguarded</li> </ul> </li> <li>Ms Escande lessons:                             <ul style="list-style-type: none"> <li>The variety of aspects of French cinema</li> <li>The major developments in the evolution of French cinema from its beginning to the present day</li> <li>The continuity popularity of French cinema and film festivals</li> </ul> </li> </ul>		The extent of the vocabulary cannot be defined in an exhaustive list.  On top of the vocabulary listed in the Student book, students will be encouraged to explore and extend their knowledge through independent reading.	

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Subject: FRENCH		Subject Leader: Florence Lehmann	Year Group: 12	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<u>Film Study (to be continued in Y13)</u>  <u>IRP 1st practice explanation</u>  <u>Les marginalisés</u>	<p>Ms Lehmann lessons</p> <ul style="list-style-type: none"> <li>- Watch "La Haine"</li> <li>- Understand the social and political context of the film</li> <li>- Being able to write a critical analysis of the movie</li> <li>- Understand the requirement of the IRP</li> <li>- Look at examples</li> <li>- Choose a topic for their presentation</li> </ul> <p>• Ms Escande lessons:</p> <ul style="list-style-type: none"> <li>- Examine different groups who are socially marginalised</li> <li>- Measures to help those who are marginalised</li> <li>- Consider contrasting attitudes to people who are marginalised</li> </ul>		<p>The extent of the vocabulary cannot be defined in an exhaustive list.</p> <p>On top of the vocabulary listed in the Student book, students will be encouraged to explore and extend their knowledge through independent reading.</p>	<p><b>Listening</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p>

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### How parents can support learning in the subject this academic year

Encourage the learning of the weekly vocabulary.  
Encourage the completion of homework to a good standard.  
Encourage use of vocab and/or grammar booklet.  
Encourage attendance to weekly after school Speaking exam practice

### Recommended Reading

Essential reading:

- Articles in French newspapers such as Le Monde, Le Parisien, Ouest France, La Croix, Le Figaro which can be found online (eg [www.lemonde.fr](http://www.lemonde.fr) )
- Articles on [www.france24.com](http://www.france24.com)
- Novels by Albert Camus, Françoise Sagan, Amélie Nothomb
- Poems by Jacques Prévert
- Songs lyrics of French artists on [www.paroles.net](http://www.paroles.net)

### Points to note

Use online language learning apps or websites to expand and practice the vocabulary:  
[Quizlet.com](http://Quizlet.com) / [Duolingo](http://Duolingo.com) / [Memrise](http://Memrise.com) / [BBC Bitesize](http://BBC.com)