

<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Grammar</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<p><b>Term 1/2</b></p> <p><b>Theme 1 Aspects of French-speaking society: current trends</b></p> <p>Unit 1= La famille en voie de changement</p> <p><b>Theme 2 Artistic culture in the French-speaking world</b></p> <p>Unit 4 = Une culture fière de son patrimoine</p> <p><b>Study of a film in French: "La Haine" by Mathieu Kassowitz (1995)</b></p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> <li>• GCSE Grammar</li> <li>• GCSE Themes: <ul style="list-style-type: none"> <li>Theme 1: Identity and culture</li> <li>Theme 2: Local, national, international and global areas of interest</li> <li>Theme 3: Current and future study and employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of regular and common irregular verbs</li> <li>• Recognising and using the future tense and the immediate future</li> <li>• Recognising and using interrogative forms</li> <li>• Perfect tense</li> <li>• Negatives</li> <li>• The passive voice</li> <li>• Adjective endings</li> <li>• infinitive constructions</li> <li>• Adverbs</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Using bilingual dictionaries: paper and online</li> <li>• Finding and using information on the internet</li> <li>• Organising notes for the A Level course</li> <li>• Participating fluently in conversations</li> <li>• Developing listening strategies (those used so far)</li> <li>• Techniques for extending vocabulary</li> <li>• Finding and using synonyms and expressions with similar meaning</li> </ul> <p>Listening/Reading/Writing assessment (October)</p>	<ul style="list-style-type: none"> <li>• Awareness of different types of family</li> <li>• Awareness of the evolution of the institution of marriage and the development of modern partnerships.</li> <li>• Understanding family's concerns and difficulties through generations</li> <li>• Understanding the importance of heritage and how it is both a cultural and physical phenomenon</li> <li>• Knowledge of architecture and gastronomy in French heritage</li> <li>• Awareness of the Unesco and how it protects sites in France and Francophone countries</li> <li>• Analysing if/how we can create a modern francophone heritage</li> <li>• Understanding the main plot of the film and describing the main characters</li> </ul>

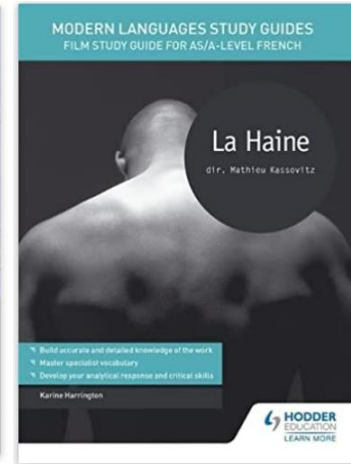
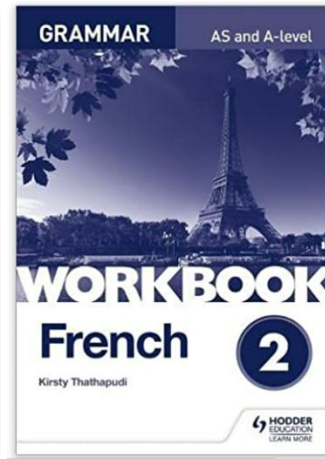
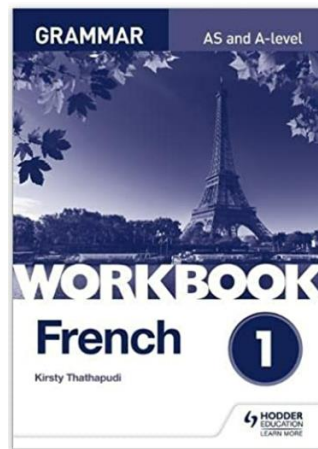
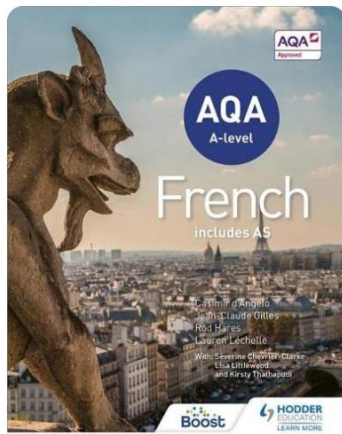
<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Grammar</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<p>Term 3/4</p> <p><b>Theme 1 Aspects of French-speaking society: current trends</b></p> <p>Unit 2= La “cybersociété”</p> <p><b>Theme 2 Artistic culture in the French-speaking world</b></p> <p>Unit 4 = La musique francophone contemporaine</p> <p><b>Study of a film in French:</b> “La Haine” by Mathieu Kassowitz (1995)</p>	<p><u>Deepen prior learning of:</u></p> <p>Unit 1= La famille en voie de changement</p> <p>Unit 4 = Une culture fière de son patrimoine</p>	<ul style="list-style-type: none"> <li>• Definite and indefinite articles</li> <li>• Reflexive verbs</li> <li>• Position and agreement of adjectives</li> <li>• Perfect tense – irregular verbs</li> <li>• Imperatives</li> <li>• Past historic</li> <li>• Imperfect tense</li> <li>• Present and past participles</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Finding effective reading strategies</li> <li>• Translating from French to English accurately</li> <li>• Translating from English to French accurately</li> <li>• Producing interesting sentences when writing and speaking</li> <li>• Answering questions effectively on a reading or listening passage in French, including inferring information</li> <li>• Improving exam technique for reading tasks</li> <li>• Building writing skills adapted to essay writing</li> </ul> <p>Listening, Reading, Writing and Translation assessment (January)</p> <p>AS-style Papers 1,2 &amp; 3 to assess listening, reading, writing and speaking (March)</p>	<ul style="list-style-type: none"> <li>• Awareness of uses of the internet and its positive and negative features</li> <li>• Knowledge of how new technologies and social media change our lives</li> <li>• Understanding the different uses of smartphones and their influence today</li> <li>• Awareness of diversity of French music and how to protect contemporary French music</li> <li>• Knowledge of various musicians, singers and what music is popular among young people</li> <li>• Music and festivals in France and those emerging in Africa.</li> <li>• Analysing the main themes developed in the studied film</li> </ul>

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<p><b>Term 5/6</b></p> <p><b>Theme 1 Aspects of French-speaking society: current trends</b></p> <p>Unit 3= Le role du bénévolat</p> <p><b>Theme 2 Artistic culture in the French-speaking world</b></p> <p>Unit 6 = Cinéma: le septième art</p> <p><b>Study of a film in French:</b> “La Haine” by Mathieu Kassowitz (1995)</p>	<p><u>Deepen prior learning of:</u></p> <p>Unit 2= La “cybersociété”</p> <p>Unit 4 = La musique francophone contemporaine</p>	<ul style="list-style-type: none"> <li>• Comparative and superlative adjectives</li> <li>• Imperfect tense</li> <li>• Direct and indirect object pronouns</li> <li>• Common forms of the present subjunctive</li> <li>• Conditional mood</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Summarising and extracting key points from text and audio passages</li> <li>• Finding and using suitable online material</li> <li>• Taking the initiative in conversation</li> <li>• Organising effective notes for A-Level revision</li> <li>• Checking and editing writing to improve accuracy</li> <li>• Comparing contrasting viewpoints and adding opinions</li> <li>• Planning and carrying out revision for Year 12 exams</li> <li>• Listening to native speakers</li> </ul> <p><u>End of year internal examinations (AQA):</u></p> <p>Paper 1: Listening, Reading, Writing and Translation</p> <p>Paper 2: Essay on film and translation into French</p> <p>Paper 3: Speaking Card x 2)</p>	<ul style="list-style-type: none"> <li>• Understanding the motivations of people to become volunteers</li> <li>• Awareness of charity organisations and how they help those in need</li> <li>• Evaluating how volunteering benefits those who help</li> <li>• Knowledge of when and how cinema was invented and its place in France</li> <li>• Knowledge of fashion trends in German speaking countries</li> <li>• Awareness of the greatest developments in French cinema in the 20th century</li> <li>• Analysing how popular cinema is in France.</li> <li>• Awareness of the technical characteristics used in the films</li> </ul>

## Resources and/or activities to support learning

Textbook, workbooks and study guides used in lessons and at home:

- AQA A-Level French textbook by Hodder Education ISBN: **978-1471857959**
- AQA A-Level French grammar workbooks 1 and 2 by Hodder Education ISBN-13 : **978-1510417229** & ISBN-13 : **978-1510417236**
- Hodder Modern Languages Study Guides: La haine: Film Study Guide for AS/A-level French (Film and literature guides) ISBN-13: **978-1471889943**



Websites to enhance learning:

<https://www.my.dynamic-learning.co.uk/>

[AQA AS and A-level French](#)

[La Haine | Blooket](#)

[La Haine quotes | Blooket](#)

[AQA A-level French vocab list | Blooket](#)