

## Curriculum Map

Subject:

French - KS5

Year 13

Year Group:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/ <b>sequence</b> ?	<p>1.1 <b>l'enrichissement dû à la mixité ethnique</b> consider the benefits of living in an ethnically diverse society</p> <p>1.2 <b>diversité, tolérance et respect</b> consider the need for tolerance and respect of diversity</p> <p>1.3 <b>diversité – un apprentissage pour la vie</b> consider how we can promote diversity to create a richer world</p>	<p><b>.1 Qui sont les marginalisés?</b> Examine different groups who are socially marginalised</p> <p><b>2.2 Quelles attitudes envers les marginalisés?</b> Consider contrasting attitudes to those who are marginalised</p> <p>1.1 <b>quelles attitudes envers la criminalité?</b> Examine different attitude to crime</p> <p>1.2 <b>La prison – échec ou succès?</b> Discussing prison and its merits and problems</p> <p><b>3.3 D'autres sanctions</b> Consider alternative forms of punishment</p>	<p>4.1 <b>Pour ou contre le droit de vote?</b> Discuss arguments relating to the vote and examine the French political system and its evolution</p> <p>4.2 <b>les ados et l'engagement politique: motivés ou demotivés?</b> Discuss engagement levels of young people and their influence on politics</p> <p>4.3 <b>Quel avenir pour la politique?</b> Discuss the future of politics and political engagement</p>	<p>5.1 <b>Le pouvoir des syndicats</b> Understanding the important role of unions</p> <p>5.2 <b>Manifestations et grèves – sont – elles efficaces?</b> Talking about strikes and protests and consider different methods of protesting.</p> <p>5.3 <b>attitudes différentes envers ces tensions politiques</b> Discussing different attitudes towards strikes, protests and other political tensions</p>	<p>6.2 <b>l'immigration et les parties politiques</b> Consider the viewpoints of political parties regarding immigration</p> <p>6.3 <b>l'engagement politique chez les immigrés</b> Consider immigration from the standpoint of immigrants, as well as aspects of racism</p> <p>6.1 <b>Solutions politiques à la questions d'immigration</b> Discuss some of the political issues concerning immigration in francophone countries</p>	<b>Structured Exam Revisions Summer 2024</b>
<b>Skills-</b> What will be developed?	<b>Skills developed:</b> reading and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , and <b>writing</b> . Students will discuss and develop understanding of how consider how we can promote diversity to create a richer world.	<b>Skills developed:</b> reading and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , and <b>writing</b> . Students will discuss and develop understanding and examine the different groups who are socially marginalised in the society.	<b>Skills developed:</b> reading and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , and <b>writing</b> . Students will discuss and develop further the engagement levels of young people and their influence on politics.	<b>Skills developed:</b> reading and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , and <b>writing</b> . Student will understand and develop further discussing different attitudes towards strikes, protests and other political tensions.	<b>Skills developed:</b> reading and literary texts, <b>listening</b> , translation to and from target language, <b>speaking</b> , and <b>writing</b> . Students will discuss and develop further understating of immigration from the standpoint of immigrants, as well as aspects of racism.	<b>Structured Exam Revisions Summer 2024</b>
Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?	<b>Knowledge:</b> Students will extend and expand their knowledge on the benefits of living in an ethnically diverse society	<b>Knowledge</b> Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of A level about this topic	<b>Knowledge:</b> Students will extend and expand their knowledge on the engagement levels of young people and their influence on politics	<b>Knowledge:</b> Students will extend and expand their knowledge on the different attitudes towards strikes, protests and other political tensions	<b>Knowledge:</b> Students will extend and expand their knowledge on some of the political issues concerning immigration in francophone countries	<b>Structured Exam Revisions Summer 2024</b>
<b>SEND-</b> how will support be seen? Seating plans? Simplified questions?	Seating plan – usually at the front – Using live marking time Mini whiteboards – We check at least 3 times	Seating plan – usually at the front – Using live marking time Mini whiteboards – We check at least 3 times	Seating plan – usually at the front – Using live marking time Mini whiteboards – We check at least 3 times	1:1 support in lesson and targeted interventions during lunch time, afterschool and Easter interventions	1:1 support in lesson and targeted interventions during lunch time, afterschool, and Easter interventions	<b>Structured Exam Revisions Summer 2024</b>
<b>Assessment-</b> What? Why?	<b>Formal Assessment:</b>	<b>Informal Assessment:</b>	<b>Formal Assessment:</b> <b>Assessment 2: Paper 1, 2</b>	<b>Formal Assessment:</b>	<b>Informal Assessment:</b> Paper 1 + Speaking	<b>Summer Exams 2024</b>

	<b>Assessment 1</b> , reading, Writing & translation	End of Unit, reading, Writing & translation		<b>Assessment 2:</b> Reading, writing & translation		
<b>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</b>	Revisiting the perfect tense, the imperfect tense and the subjunctive.	Revisiting Grammar points from Y12: The pluperfect and the past simple	Revisiting unit 1.3: <b>diversité – un apprentissage pour la vie</b> Revisiting the conditional and the present participle	Revisiting unit 4.1 <b>Pour ou contre le droit de vote?</b> Revisiting the imperfect tense	All Grammar points are revisited from KS4. New vocabulary will be used for exams as well as to interconnect the different topics seen throughout the whole course.	<b>Structured Exam Revisions Summer 2024</b>
<b>Literacy-</b> reading, extended accurate writing and oracy opportunities	Students will be taught and independently read <b>Un Sac de Billes</b> a book by the French writer Joseph Joffo.	Students will be taught and independently read <b>Un Sac de Billes</b> a book by the French writer Joseph Joffo.	Students will be taught and independently read <b>Un Sac de Billes</b> a book by the French writer Joseph Joffo.	Students will be taught and independently read <b>Un Sac de Billes</b> a book by the French writer Joseph Joffo.	Students will be taught and independently read <b>Un Sac de Billes</b> a book by the French writer Joseph Joffo.	<b>Structured Exam Revisions Summer 2024</b>
<b>Numeracy/computing skills</b>	<b>ICT:</b> using Kerboodle online – Memerise and the Language Gym A level textbook electronic version online	<b>ICT:</b> using Kerboodle online – Memerise and the Language Gym A level textbook electronic version online	<b>ICT:</b> using Kerboodle online – Memerise and the Language Gym A level textbook electronic version online	<b>ICT:</b> using Kerboodle online – Memerise and the Language Gym A level textbook electronic version online	<b>ICT:</b> using Kerboodle online – Memerise and the Language Gym A level textbook electronic version online	<b>Structured Exam Revisions Summer 2024</b>
<b>Character</b> development	<b>Moral:</b> Students will discuss the need for tolerance and respect of diversity in France and around francophone countries	<b>Moral:</b> Students will discuss and learn about the French criminal laws and prisons and its impact on young people	<b>Moral:</b> Students will discuss engagement levels of young French people and their influence on politics compared to those in the UK.	<b>Moral:</b> Students will discuss French trade unions and their influence in the French politics.	<b>Moral:</b> Students will be able to discuss some of the political issues concerning immigration in francophone countries.	<b>Structured Exam Revisions Summer 2024</b>
<b>Equality/Diversity</b> opportunities	<b>Culture:</b> This unit of learning is teaching students how to promote diversity to create a richer world.	<b>Culture:</b> The cultural focus will be on how the less fortunate, homeless are treated in France and French speaking countries. Students will also introduce to French judicial system	<b>Culture:</b> Students will discuss Immigration and the right to vote in France and in the UK	<b>Culture:</b> Students will look at discuss the right to strike in France and French-speaking countries.	<b>Culture:</b> Students will learn about immigration in France and discuss its benefits and problems.	<b>Structured Exam Revisions Summer 2024</b>
<b>Homework/Independent learning</b>	End of book practice and Kerboodle assessment pages	Frenchteacher.net, Quizlet Wordreference French websites: Le monde.fr	Past papers, end of book practice and Kerboodle assessment pages	End of book practice and Kerboodle assessment pages: paper	Past papers, end of book practice and Kerboodle assessment pages	<b>Structured Exam Revisions Summer 2024</b>
<b>CIAG</b> coverage/links	<b>Careers spotlight:</b> Media & law and justice, education, culture	<b>Careers spotlight:</b> lawyers, police officers, community workers, local government	<b>Careers spotlight:</b> career in Law, educations, politics	<b>Careers spotlight:</b> media. Law, education, etc	<b>Careers spotlight:</b> Border control officer, customs, home office, law, foreign affairs, culture	<b>Structured Exam Revisions Summer 2024</b>