

## KS5 Curriculum Map – French:

<b>Topic</b>	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b> What assessments will be used to measure student progress?
Grammar basics for French A Level	<ul style="list-style-type: none"> <li>• Conjugation of all tenses, including irregular forms, with a special focus on the subjunctive</li> <li>• Direct and indirect object pronouns, including agreements in past participles with preceding direct objects</li> <li>• The pronouns y and en</li> <li>• Using all the pronouns together: order</li> <li>• Complex connectives (used within the topic of stereotypes in Emily in Paris)</li> <li>• Relative pronouns: qui, que, où, dont, ce qui, ce que, ce dont, ce à quoi, auquel, etc., duquel, etc.</li> <li>• Verbs + prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Translation of texts from French to English &amp; vice versa</li> </ul>	<ul style="list-style-type: none"> <li>• Low-stakes testing of grammar</li> </ul>
La famille en voie de changement	<ul style="list-style-type: none"> <li>• Trends in marriage and other forms of partnership</li> <li>• Family structures</li> <li>• Relationships between generations</li> <li>• The imperfect tense</li> <li>• The perfect tense</li> <li>• The past historic tense</li> </ul>	<ul style="list-style-type: none"> <li>• Explain trends in marriage and other forms of partnership using cultural knowledge and a range of vocabulary and tenses.</li> <li>• Consider and discuss the merits and problems of different family structures using a range of vocabulary and justified opinions</li> <li>• Consider relationships between generations and discuss problems that</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 1</li> </ul>

		<p>can arise using a range of vocabulary and justified opinions</p> <ul style="list-style-type: none"> <li>• Form and use the past tenses to explain changes in family life</li> <li>• Recognise and use the past historic tense</li> <li>• Translation into English and French accurately whilst remaining true to the original meaning</li> <li>• Listen to a range of spoken language in order to obtain information and summarise key points</li> <li>• Read a wide range of authentic, adapted and literary materials to show comprehension and summarise key points</li> </ul>	
<p>La cyber-société</p>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• The dangers of digital technology</li> <li>• The different uses of digital technology</li> <li>• Infinitive constructions</li> <li>• Object pronouns</li> <li>• Present tense of regular and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss how technology has transformed everyday life using a wide range of vocabulary and time frames</li> <li>• Consider and discuss the dangers of digital technology using a wide range of vocabulary and justified opinions</li> <li>• Consider the different uses of digital technology and discuss possible future development using a wide range of vocabulary and structures</li> <li>• Translation into English and French accurately whilst remaining true to the original meaning</li> <li>• Listen to a range of spoken language in order to obtain information and summarise key points</li> <li>• Read a wide range of authentic, adapted and literary materials to show comprehension and summarise key points</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 2</li> </ul>

<p>Le rôle du bénévolat</p>	<ul style="list-style-type: none"> <li>• The voluntary sector in France and the range of work volunteers provide</li> <li>• Voluntary work for those that are helped and how beneficiaries request help</li> <li>• Look at the benefits of voluntary work</li> <li>• Connectives</li> <li>• Conditional and si sentences (imperfect and conditional)</li> <li>• The future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the voluntary sector in France and the range of work volunteers provide</li> <li>• Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help using a wide range of vocabulary and justified opinions</li> <li>• Look at the benefits of voluntary work for those that do it and for society as a whole using a wide range of vocabulary and justified opinions</li> <li>• Use connectives – temporal and causal</li> <li>• Use conditional and si sentences (imperfect and conditional) to explain what you would do to help</li> <li>• Form and use the future tense</li> <li>• Translation into English and French accurately whilst remaining true to the original meaning</li> <li>• Listen to a range of spoken language in order to obtain information and summarise key points</li> <li>• Read a wide range of authentic, adapted and literary materials to show comprehension and summarise key points</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 3</li> </ul>

<p>Une culture fière de son patrimoine</p>	<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Adjective agreements, comparatives and superlatives</li> <li>• If clauses (present and future)</li> <li>• The subjunctive with expressions of doubt, uncertainty or necessity</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the notion of heritage and heritage preservation on a regional and national scale using a wide range of vocabulary and justified opinions</li> <li>• Consider the ways in which some of the country's most famous heritage sites market themselves using a wide range of vocabulary and structures</li> <li>• Comprehend how heritage impacts upon and is guided by culture in society</li> <li>• Use the subjunctive with expressions of doubt, uncertainty or necessity</li> <li>• Translation into English and French accurately whilst remaining true to the original meaning</li> <li>• Listen to a range of spoken language in order to obtain information and summarise key points</li> <li>• Read a wide range of authentic, adapted and literary materials to show comprehension and summarise key points</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 4</li> </ul>
<p>La musique francophone contemporaine</p>	<ul style="list-style-type: none"> <li>• Contemporary francophone music and its diversity of genre and style</li> <li>• Question forms and command forms</li> <li>• The subjunctive to suggest possibility with verbs of wishing and emotional reaction</li> <li>• The conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the popularity of contemporary francophone music and its diversity of genre and style using a wide range of vocabulary and structures</li> <li>• Explain who listens to contemporary francophone music, how often and by what means using a wide range of vocabulary and structures</li> <li>• Consider and discuss the threats to contemporary francophone music and how it might be safeguarded</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 5</li> </ul>

		<ul style="list-style-type: none"> <li>• Use question forms and command forms to discuss contemporary music</li> <li>• Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction</li> <li>• Translation into English and French accurately whilst remaining true to the original meaning</li> <li>• Listen to a range of spoken language in order to obtain information and summarise key points</li> <li>• Read a wide range of authentic, adapted and literary materials to show comprehension and summarise key points</li> </ul>	
<p>Le septième art</p>	<ul style="list-style-type: none"> <li>• French cinema</li> <li>• The evolution of French cinema from its beginnings until the present day</li> <li>• The continuing popularity of French cinema and film festivals</li> <li>• Infinitive constructions</li> <li>• If clauses (pluperfect/past conditional)</li> <li>• Connectives followed by the subjunctive)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the major developments in the evolution of French cinema from its beginnings until the present day using a range of vocabulary, time frames and structures</li> <li>• Consider the continuing popularity of French cinema and film festivals using a wide range of vocabulary and justified opinions</li> <li>• Use infinitive constructions</li> <li>• Use if clauses (pluperfect/past conditional)</li> <li>• Translation into English and French accurately whilst remaining true to the original meaning</li> <li>• Listen to a range of spoken language in order to obtain information and summarise key points</li> <li>• Read a wide range of authentic, adapted and literary materials to show</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 6</li> </ul>

		comprehension and summarise key points	
Film studies: <i>La Haine</i>	<ul style="list-style-type: none"> <li>• Introduction to La Haine</li> <li>• Social and historical context</li> <li>• Analysis of scenes</li> <li>• Analysis of characters</li> <li>• Analysis of themes</li> <li>• Cinema techniques</li> <li>• Quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Essay planning and writing</li> <li>• Use of quotations</li> <li>• Film analysis</li> <li>• Understanding AO3 and AO4</li> </ul>	<ul style="list-style-type: none"> <li>• Small questions on characters/themes/techniques/scenes deep-marked by teacher.</li> <li>• Essays on the film deep-marked by the teacher. Practice ones first and then exam-condition ones.</li> </ul>
Speaking sessions	<ul style="list-style-type: none"> <li>• AO4 information for Unit 1 and Unit 2</li> <li>• Follow up speaking questions</li> <li>• Photo cards</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding AO1/AO2/AO3/AO4 in speaking</li> <li>• Preparation of photo cards</li> <li>• Preparation of possible follow up speaking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of possible follow up speaking questions deep-marked by teacher.</li> <li>• Formative assessment: oral feedback on photo cards in class</li> <li>• Speaking exam at the end of the year</li> </ul>
Les aspects positifs d'une société diverse	<ul style="list-style-type: none"> <li>• The benefits of living in an ethnically diverse society</li> <li>• Tolerance and diversity</li> <li>• The present tense</li> <li>• The future tense</li> <li>• The conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the benefits of living in an ethnically diverse society</li> <li>• Consider the need for tolerance and respect of diversity</li> <li>• Consider how we can promote diversity to create a richer world</li> <li>• Form and use the present tense</li> <li>• Form and use the future tense</li> <li>• Form and use the conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 1</li> </ul>
Quelle vie pour les marginalisés?	<ul style="list-style-type: none"> <li>• Different groups who are socially marginalised</li> <li>• Measures to help those who are marginalised</li> <li>• Attitudes to people who are marginalised</li> </ul>	<ul style="list-style-type: none"> <li>• Examine different groups who are socially marginalised</li> <li>• Discuss measures to help those who are marginalised</li> <li>• Consider contrasting attitudes to people who are marginalised</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 2</li> </ul>

	<ul style="list-style-type: none"> <li>• The imperfect tense</li> <li>• The perfect tense</li> <li>• The pluperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Form and use the imperfect tense</li> <li>• Form and use the perfect tense</li> <li>• Form and use the pluperfect tense</li> </ul>	
Comment on traite les criminels	<ul style="list-style-type: none"> <li>• Crime</li> <li>• Prison</li> <li>• Punishment</li> <li>• Recognise and understand the past historic tense</li> <li>• Use different tenses with si</li> <li>• Use infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Examine different attitudes to crime</li> <li>• Discuss prison and its merits and problems</li> <li>• Consider alternatives forms of punishment</li> <li>• Recognise and understand the past historic tense</li> <li>• Use different tenses with si</li> <li>• Use infinitive constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 3</li> </ul>
Les ados, le droit de vote et l'engagement politique	<ul style="list-style-type: none"> <li>• The French political system and its evolution</li> <li>• Young people and their influence on politics</li> <li>• The future of politics and political engagement</li> <li>• The passive voice</li> <li>• The subjunctive mood</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss arguments relating to the vote and examine the French political system and its evolution</li> <li>• Discuss engagement levels of young people and their influence on politics</li> <li>• Discuss the future of politics and political engagement</li> <li>• Form and use the passive voice</li> <li>• Form and use the subjunctive mood</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 4</li> </ul>
Manifestations, grèves – à qui le pouvoir?	<ul style="list-style-type: none"> <li>• The role of unions</li> <li>• Strikes and protests</li> <li>• Subject and object pronouns</li> <li>• Relative pronouns</li> <li>• Demonstrative adjectives and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the important role of unions</li> <li>• Talk about strikes and protests and consider different methods of protesting</li> <li>• Discuss different attitudes towards strikes, protests, and other political tensions</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 5</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand and use subject and object pronouns</li> <li>• Understand and use relative pronouns</li> <li>• Understand and use demonstrative adjectives and pronouns</li> </ul>	
La politique et l'immigration	<ul style="list-style-type: none"> <li>• Immigration in francophone countries</li> <li>• Combination tenses: imperfect and perfect</li> <li>• The future perfect and the conditional perfect</li> <li>• Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss some of the political issues concerning immigration in francophone countries</li> <li>• Consider the viewpoints of political parties regarding immigration</li> <li>• Consider immigration from the standpoint of immigrants, as well as aspects of racism</li> <li>• Form and use combination tenses: imperfect and perfect</li> <li>• Form and use the future perfect and the conditional perfect</li> <li>• Choose the right tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Memrise</li> <li>• Vocabulary/grammar/translation tests</li> <li>• Listening/reading summaries deep-marked by teacher</li> <li>• Paper 1 (listening, reading, summaries, translation) on Unit 6</li> </ul>
Literature studies: <i>Bonjour tristesse</i>	<ul style="list-style-type: none"> <li>• Introduction to <i>Bonjour tristesse</i></li> <li>• Social and historical context</li> <li>• Analysis of chapters</li> <li>• Analysis of characters</li> <li>• Analysis of themes</li> <li>• Literary techniques</li> <li>• Quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Essay planning and writing</li> <li>• Use of quotations</li> <li>• Literary analysis</li> <li>• Understanding AO3 and AO4</li> </ul>	<ul style="list-style-type: none"> <li>• Small questions on characters/themes/techniques/chapters deep-marked by teacher.</li> <li>• Essays on the film deep-marked by the teacher. Practice ones first and then exam-condition ones.</li> </ul>
Speaking sessions	<ul style="list-style-type: none"> <li>• AO4 information for units 3-12</li> <li>• Follow up speaking questions</li> <li>• Photo cards</li> <li>• IRP</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding AO1/AO2/AO3/AO4 in speaking, both for photo cards and IRPs</li> <li>• Preparation of photo cards</li> <li>• Preparation of possible follow up speaking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of possible follow up speaking questions deep-marked by teacher.</li> <li>• Formative assessment: oral feedback on photo cards in class</li> <li>• 1 to 1 opportunities to practise and get feedback</li> <li>• Speaking mock in February</li> </ul>