

French A Level Year 1 Curriculum Plan					
Unit	Core		Hinterland		Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills	
Module 1: Aspects of French-speaking society (current trends) La famille en voie de changement	<ul style="list-style-type: none"> Describe and discuss trends in marriage and other forms of partnership Consider and discuss the merits and problems of different family structures Consider relationships between the generations and discuss problems that can arise 	<ul style="list-style-type: none"> Form and use the imperfect tense in order to compare with life in the past Form and use the perfect tense to describe changes in family, e.g. divorce Recognise and understand the past historic tense when reading higher-level texts Skim texts for gist Translate into French Use a bilingual dictionary 	<ul style="list-style-type: none"> Developing their knowledge of current affairs around the world with regard to issues such as increase in divorce rate and blended families. Reflecting on the role of grandparents and single-parents in different cultures and points in history and what makes 'a family' in the 21st century. 	<ul style="list-style-type: none"> Independent research skills are developed through finding their own news articles and following French news outlets on social media to research their own facts and up to date information. Debating skills – developing and supporting a spoken argument 	<ul style="list-style-type: none"> SMSC - taking part in our yearly 'Hazeley Day of Languages video' to promote the linguistic diversity of Hazeley and demonstrate that you can achieve a good level of fluency at school.
Module 2: Aspects of French-speaking society (current trends) La cybersociété	<ul style="list-style-type: none"> Describe and discuss how technology has transformed everyday life Consider and discuss the dangers of digital technology Consider the different users of digital technology and discuss possible future developments 	<ul style="list-style-type: none"> Understand and use infinitive constructions Understand and use object pronouns Form the present tense of regular and irregular verbs Use the future and conditional tense to talk about the future of social networks and smartphone technology Writing a 70 word summary from a listening extract – reducing it to the 7 key points 	<ul style="list-style-type: none"> Raising awareness of issues affecting young people today i.e. the impact of social media on young people's mental health. Developing the knowledge that they must question what they see and think critically. 	<ul style="list-style-type: none"> Weighing up the pros and cons of an issue to reach a conclusion and be able to justify it Summarising and magenta principal 'reduce it' 	<ul style="list-style-type: none"> Link to life skills lessons throughout the year – body image/ cyberbullying / appropriate use of smartphones and internet / the negatives of social networks (filters etc) and it's impact on teenagers mental health
Film Study – La Haine by Mathieu Kassovitz	<ul style="list-style-type: none"> Essay writing vocabulary Key themes of the film Key characters and their development The social and historical context of the film (aftermath of the riots in Paris and rest of France) Director's techniques and the effect on the audience and how they convey the director's intentions 	<ul style="list-style-type: none"> Essay writing using the PEEL structure Learning to question the director's intentions and use their social and historical context knowledge to interpret the message the director wants to convey 	<ul style="list-style-type: none"> Specific vocabulary related to the analysis of movies e.g. juxtaposition / use of colour /camera angles and the effects they create / allegory Historical knowledge and brief overview of the recent history of unrest in the Parisian suburbs Brief overview of stereotypes towards immigrants and those living in the suburbs 	<ul style="list-style-type: none"> Using this vocabulary to analyse the film – can be applied to any film they see. Where time allows we can discuss other movies by Kassovitz to discuss similarities / differences Essay planning using PEEL 	<ul style="list-style-type: none"> Possible link to Sociology – how society views immigrants, poorer people, how people are judged by where they live or come from.
Module 3: Aspects of French-speaking society (current trends) Le rôle du bénévolat	<ul style="list-style-type: none"> Examine the voluntary sector in France and the range of work volunteers provide Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help Look at the benefits of voluntary work for those that do it and for society as a whole 	<ul style="list-style-type: none"> Use connectives – temporal and causal Use conditional and si sentences (Imperfect and conditional) Form and use the future tense Interpret and explain figures and statistic Summarise from reading and listening Translate into English 	Developing knowledge of key questions for young people today: <ul style="list-style-type: none"> What does it mean to give up your free time to help others? Who does volunteering benefit the most? How can we encourage the uptake of volunteer work amongst young people? 	<ul style="list-style-type: none"> Links to international volunteer day 	<ul style="list-style-type: none"> - Possible link to volunteering themselves
Module 4: Artistic culture in the French-speaking World: Une culture fière de son patrimoine	<ul style="list-style-type: none"> Understand the notion of heritage and heritage preservation on a regional and national scale Consider the ways in which some of the country's most famous heritage sites market themselves Comprehend how heritage impacts upon and is guided by culture in society 	<ul style="list-style-type: none"> Use adjective agreements, comparatives and superlatives Use si sentences (present and future) Use the subjunctive with expressions of doubt, uncertainty or necessity Interpret pictures Avoid repetition Develop extended answers 	<ul style="list-style-type: none"> What are the benefits of preserving our history? Is the past worth investing in? What's more important and why – the past or the future? 	<ul style="list-style-type: none"> Language for debating – students continue to develop their skills to put forward arguments and draw conclusions. Independent research skills- research and present on a UNESCO heritage site 	<ul style="list-style-type: none"> Link to History – why should we preserve the past?

Module 5: Artistic culture in the French-speaking World: La musique francophone contemporaine	<ul style="list-style-type: none"> Consider the popularity of contemporary francophone music and its diversity of genre and style Consider who listens to contemporary Francophone music Consider and discuss the threats to contemporary francophone music and how it might be safeguarded 	<ul style="list-style-type: none"> Use the conditional tense Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction Use question forms and command form Listen for detail Justify opinions Express doubt and uncertainty Translate into French 	<ul style="list-style-type: none"> Knowledge of a variety of French singers / celebrities Knowledge of different music genres 	Independent research skills and public speaking are developed – students present their favourite Francophone singer/song of their choice to the class	Links to the arts – Drama, Music, Media, social media etc
Module 6: Artistic Culture in the French-speaking World: Le septième art	<ul style="list-style-type: none"> Consider a variety of aspects of French cinema Consider the major developments in the evolution of French cinema from its beginnings until the present day Consider the continuing popularity of French cinema and film festivals 	<ul style="list-style-type: none"> Use infinitive constructions Use si sentences (Pluperfect/Past Conditional) Use connectives followed by the subjunctive Summarise from listening Use persuasive language Write with a purpose Answer comprehension questions 	<ul style="list-style-type: none"> Knowledge of the history of French cinema Why is cinema so important to the French? What has the rest of the world taken from French cinema? 	<ul style="list-style-type: none"> Independent research skills- research and present on a French film of their choice – history, issues etc 	Links to Art / Music / Drama / Media department potentially. (Future idea – look for trip to French-speaking cinema?)

French A Level Year 2 Curriculum Plan

Unit	Core		Hinterland		Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills	
Module 1: Aspects of French-speaking society (current issues) Les aspects positifs d'une société diverse	<ul style="list-style-type: none"> Consider the benefits of living in an ethnically diverse society Consider the need for tolerance and respect of diversity Consider how we can promote diversity to create a richer world 	<ul style="list-style-type: none"> Form and use the present tense Form and use the future tense Form and use the conditional Use dictionary skills Use strategies for gist comprehension Pronounce loanwords 	<ul style="list-style-type: none"> Developing their knowledge of current affairs around the world with regard to issues such as the recent rise in right-wing policies in France. Wider discussion regarding the BAME population in France. May touch on the transatlantic slave trade and history of French colonisation. 	<ul style="list-style-type: none"> Independent research skills and public speaking. Present to the class on examples of racism in the French speaking world. Identifying negative stereotypes and reflection on unconscious bias 	Hazeley's Black History Month activities.
Module 2: Aspects of French-speaking society (current issues) Quelle vie pour les marginalisés ?	<ul style="list-style-type: none"> Examine different groups who are socially marginalised Discuss measures to help those who are marginalised Consider contrasting attitudes to people who are marginalised 	<ul style="list-style-type: none"> Form and use the imperfect tense Form and use the perfect tense Form and use the pluperfect tense Respond to a stimulus Express approval and disapproval Vary vocabulary by using synonym 	<ul style="list-style-type: none"> SMSC: Why is volunteering beneficial not only for those being helped, but for those who are volunteering SMSC: What leads to people being homeless? 	<ul style="list-style-type: none"> Interpreting data on graphs Students begin and independent research project, sifting through information on their chosen topic to be able to select the most useful resources. Translation 	SMSC
Module 3: Aspects of French-speaking society (current issues) Comment on traite les criminels	<ul style="list-style-type: none"> Examine different attitudes to crime Discuss prison and its merits and problems Consider alternative forms of punishment 	<ul style="list-style-type: none"> Recognise and understand the past historic tense Use different tenses with si Use infinitive constructions Express obligation Ask questions and create a dialogue Summarise a reading text 	<ul style="list-style-type: none"> Knowledge of the French judicial and punitive systems and comparing them to the UK's Possible analysis of a recent death penalty case – was it fair? 	<ul style="list-style-type: none"> Debate skills e.g. is the death penalty a viable punishment? 	
Module 4: Aspects of political life in the French-speaking world Les ados, le droit de vote et l'engagement politique	<ul style="list-style-type: none"> Discuss arguments relating to the vote and examine the French political system and its evolution Discuss engagement levels of young people and their influence on politics Discuss the future of politics and political engagement 	<ul style="list-style-type: none"> Form and use the passive voice Form and use the subjunctive mood Use the subjunctive mood Avoid the passive Talk about data and trends Express doubt and uncertainty 	<ul style="list-style-type: none"> General knowledge of politics, political terminology The phenomenon of the abstinence from voting The importance of voting and having a 'political voice' 	<ul style="list-style-type: none"> Talking about data and trends Expressing opinions – developing them with examples and justifying them 	Link to Government & Politics

<p>Module 5: Aspects of political life in the French-speaking world Manifestations, grèves – à qui le pouvoir ?</p>	<ul style="list-style-type: none"> • Understand the important role of unions • Talk about strikes and protests and consider different methods of protesting • Discuss different attitudes towards strikes, protests and other political tension 	<ul style="list-style-type: none"> • Understand and use subject and object pronouns • Understand and use relative pronouns • Understand and use demonstrative adjectives and pronouns • Translate the English gerund into French • Use language to promote a cause • Talk about priorities 	<ul style="list-style-type: none"> • Current affairs and clips of protests 	<ul style="list-style-type: none"> • Talking about data and trends. • Independent research and presentation of an example of a social protest 	<p>Link to Government & Politics</p>
<p>Module 6: Aspects of political life in the French-speaking world La politique et l'immigration</p>	<ul style="list-style-type: none"> • Discuss some of the political issues concerning immigration in francophone countries • Consider the viewpoints of political parties regarding immigration • Consider immigration from the standpoint of immigrants, as well as aspects of racism 	<ul style="list-style-type: none"> • Form and use combination tenses: imperfect and perfect • Form and use the future perfect and the conditional perfect • Choose the right tenses • Use language for describing change • Summarise from listening • Disagree tactfully 	<ul style="list-style-type: none"> • Current affairs knowledge on the topic of migrants (Le Pen the u[rising of her anti-immigration policy) • Touches on colonization and the relationship between Spain and its ex-colonies 	<ul style="list-style-type: none"> • Language for debating – students continue to develop their skills to put forward arguments for and against an issue and draw conclusions. • Interpreting information on graphs to discuss immigration trends. 	<p>Links to history and geography potentially</p>