French Unit Overview Year 12

	Autumn Year 12 French Unit 1			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Unit 1: La famille en voie de changement + Weeks 1-6 Bridging the gap between GCSE & A-level	Knowledge. All lessons in this phase are taught with a grammar revision and new grammar focus which form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to units 1 & 4 Describe and discuss trends in marriage and other forms of partnership, discuss the elements of different family structures including single parents, same sex parenting and blended families. Consider relationships between the generations and discuss problems that can arise. Know about PACS. Know how to form the perfect, imperfect and past historic tenses. Understanding: Students will understand how to compare French life today and how it was 65 years ago. They will have a better understanding of the imperfect tense which they will use to describe what life used to be like. They will understand what PACS is and be able to compare the benefits of PACS and marriage. Students will understand the history of legalising same sex marriage in France and will use data to be able to explain it's popularity. They will also be able to discuss different relations ship choices such as same sex and cohabiting. They will move on to talk about	Demonstrating a very good knowledge and understanding of PACS and the other sub-themes. Demonstrating independence in spontaneous talk, debating the benefits of PACS and marriage. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary. Demonstrating highly accurate application of grammar, particularly the perfect tense and imperfect tenses in spoken work and written work in order to compare what life used to be like in France compared to now. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. A wide range of vocabulary and idioms are used.	Prior learning: Issues with relationships with teenagers and parents were studied at GCSE in KS4 through more complex structures and vocabulary and longer texts. This unit moves on to discussing relationship trends in France, using their statistics. Learning about PACS and the difference between that and marriage. The perfect and imperfect tenses were recapped at the beginning of the course. Students have been describing photos in KS4 and this links to the discussion of speaking cards that the students need to evaluate. Future learning. Learning strategies to skim read longer texts	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes

	blended families and will understand the statistics in France for these different relationship choices. Finally, students will understand how to talk about the role of grand parents, children of the boomerang generation and the problems that occur in family life. Students will have a deeper understanding of how to use the perfect tense and will be introduced to the past historic tense through reading extracts from books. Skills: Students will develop skills in skimming texts for gist, translating into French and using a bilingual dictionary. They will start to develop skills in summarising reading and listening texts in their own words. They will also start to describe speaking cards and learn skills to answer questions on what they see in timed conditions. Fill the gaps in a text by checking grammatical agreements by reading around the gap and by selecting words that make sense in context.	A commitment shown to understanding relationship choices and discussing statistics in France. Demonstrating clear ability to justify their conclusions.	and summarising texts links to preparation for paper 1. Translating into French links to using these strategies in future units and preparation for paper 1. Discussing relationships links to both studying the film 'entre les murs' and the book 'No et moi and preparation for paper 2.' The students will have a greater understanding of the issues and will be able to evaluate the themes and the cultural and social context of the text and the film. Studying the perfect tense links to adjectival agreements studied simultaneously in unit 4 and the imperfect tense links to 'si' clauses also being studied in unit 4 . Both of these past tenses link to studying the pluperfect tense in unit 6.	

	Year 12 French unit 4			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
+ Weeks 1-6 Bridging the gap between GCSE & A-level Unit 4: Une culture fière de son patrimoine.	Knowledge: All lessons in this phase are taught with a grammar revision and new grammar focus which form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to units 1 & 4. Understand the notion of heritage and heritage preservation on a regional and national scale. Use of adjective agreement, comparatives and superlatives. Consider the ways in which some of the country's most famous heritage sites market themselves. Use of Si sentences with present and future. Revision of present and future. Revision of imperfect and past to describe past traditions and discovery. Comprehend how heritage impacts upon and is guided by culture in society. Use of subjunctive with expressions of doubt, uncertainty or necessity. Understanding: Students will understand the different definition of heritage and the role of UNESCO. Students will discuss problems of preservation and solutions. Students will give opinions and offer solutions on matters of restauration and preservation. Students will understand how to extract information from longer written and aural passages. Students will understand how to develop extended answers and how to avoid repetitions. Students will use more complex	Demonstrating a very good knowledge and understanding of different types of heritage. Demonstrating independence in spontaneous talk, debating the problems and solutions linked to heritage. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary. Demonstrating highly accurate application of grammar, particularly the use of si sentences with present and future as well as using the subjunctive in spoken work and written work in order to compare different types of heritage. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. A wide range of vocabulary and idioms are used.	Prior learning: Students have been describing photos at KS4 and this links to the discussion of speaking cards that the students need to evaluate. The unit about culture and traditions at KS4 links with the unit about heritage. Students have studied Si+ present / future sentences and three time frames at KS4 and it is being reinforced in this unit. Subjunctive is also being introduced at KS4 with expressions and will be studied in full in this unit. Future learning. Learning strategies to skim read longer texts and summarising texts links to preparation for paper 1. Translating into French links to using these strategies in future units and preparation for paper 1. Interpreting pictures is	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 + kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes. 20minutes.fr Grammar workbook: practice makes perfect. Hodder AQA French text book

	structures to further enhance their writing with grammatical structures and tenses. Students will understand how to interpret a photo and answer questions about heritage in France and French speaking countries. Students will start to understand how to summarise an aural or written passage. Students will understand how to translate small passages from English to French and from French to English related to heritage in France or French speaking countries. Skills: Understand more complex grammar terminology and key expressions. Demonstrate independence using a French online dictionaries and websites for research and practice. Selecting information online in order to develop ideas on a range of issues relating to this unit. Participate in conversations in front of others. Asking questions. Translation techniques. Course organisation skills Students will start to describe speaking cards and learn skills to answer questions on what they see in timed conditions. Comparing contrasting viewpoints and adding personal opinions. Fill the gaps in a text by checking grammatical agreements by reading around the gap and by selecting words that make sense in context.		the start of preparation for paper 3.	

	Spring

	Year 12 French Unit 2			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Unit 2: la cyber-société	Knowledge. Know how technology has changed everyday life, discuss the dangers of digital technology, consider the different users of digital technology and discuss possible future developments. Know how to use infinitive constructions, object pronouns. Reinforce the present tense of regular and irregular verbs. Understanding: Students will understand how technology helps in everyday life and will be able to talk about the internet as an indispensable tool in France. They will understand the dangers of the cyber world, including cyber terrorism and will be able to discuss the statistics in France. Students will also be able to discuss the importance of the internet in education and what may happen in the future with technology and what role France has to play. They will have a better understanding of the present tense and will have a better understanding of how to conjugate irregular verbs Students will have a deeper understanding of how to use object pronouns and infinitive constructions in their written and spoken work. Skills: Students will continue to develop skills in skimming texts for gist, translating into French and using a bilingual dictionary. They will use strategies to broaden their range of vocabulary and will develop confidence in answering questions in French. They will continue to develop skills in summarising reading and listening texts in their own words. They will also continue to describe speaking cards and learn skills to answer questions on what they see in timed conditions.	Demonstrating a very good knowledge and understanding of the place that technology has in France. Demonstrating independence in spontaneous talk, debating the danger of the cyber world. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. A wide range of vocabulary and idioms are used. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating independence in the classroom by using a bilingual dictionary. Demonstrating highly accurate application of grammar, particularly in the present tense, especially irregular verbs, in spoken work and written work. A commitment shown to understanding the cyber world	Prior learning: Talking about technology was introduced in KS3 and reinforced in KS4 through more complex structures and vocabulary and longer texts. This unit moves on to discussing the cyber world in relation to France, using French statistics and the place that France has in the future development of technology. The present tense has been covered already in unit 4. This unit will reinforce and will look at more complex structures and irregular verbs. Students have been discussing and evaluating speaking cards in units 1 and 4. They are continuing to develop confidence in understanding aspects of sub-themes covered in discussion. They have also started to learn strategies for learning how to skim	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes

		and discussing statistics in France. Demonstrating clear ability to justify their conclusions.	read texts for gist and summarise listening and reading texts in the previous units. Future learning. Learning strategies to skim read longer texts and summarise links to preparation for paper 1. Translating into French and answering questions in French links also links to preparation for paper 1. The study of the present tense links to their learning of question forms and command forms being studied simultaneously in unit 5.	

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
La musique francophone contemporaine	Knowledge: Consider the popularity of contemporary francophone music and its diversity of genre and style. Use question forms and command forms. Consider who listens to contemporary francophone music, how often and by what means. Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction. Consider and discuss the threats to contemporary francophone music and how it might be safeguarded. Understanding: Students will understand the evolution of music in France and other French speaking countries and different genres. They will be able to understand reference about different genres of music in reading, listening passages as well as asking and answering questions. Students will be able to give opinions about music and to express doubt and uncertainty. Students will understand how technology can be a threat to French music and discuss pros and cons. Students will understand how to use the conditional to offer solutions to safeguard French music. Skills: Students will continue to develop skills in skimming texts for gist and also understanding more complex vocabulary and grammatical structures. They will develop strategies for translating into French and using a bilingual dictionary. They will also use strategies to broaden their range of vocabulary and will	Demonstrating a very good knowledge and understanding of francophone music, its diversity of genre, style and its audience. To be able to discuss the threats, issues and future of francophone music. Demonstrating independence in spontaneous talk, debating the problems and solutions linked to the future of Francophone music. Demonstrating independence in reading and listening comprehension, reading for details and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary. Demonstrating highly accurate application of grammar, particularly the use of all tenses, a s well as using the subjunctive to suggest possibility in spoken work and written work. Demonstrating a good critical and analytical response when evaluating speaking cards and students response shows that they have a good understanding of the Material on the card. A wide range of vocabulary and idioms are used.	Prior learning: Various francophone singers and music genre are introduced at KS3 and KS4 level and the topic is seen casually at ks3 and KS4 through leisure and hobbies. Subjunctive is seen in the previous module and reinforced here. Future learning. Learning strategies to understand longer texts and summarising texts links to preparation for paper 1. Translating into French and into English reinforce preparation for paper 1. Discussing different genre of music and the culture of music links to studying the film ‘entre les murs’ and preparation for paper 2.’ Especially with reference to verlan lyrics and diversity in music.	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 + kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes. 20minutes.fr Grammar workbook: practice makes perfect. Hodder AQA French text book

	develop confidence in answering questions in French. Students will be able to select information online in order to develop ideas on a range of issues relating to this unit. They will continue to develop skills in summarising reading and listening texts in their own words. They will also continue to describe speaking cards and learn skills to answer questions on what they see in timed conditions. Students will fill the gaps in a text by checking grammatical agreements by reading around the gap and by selecting words that make sense in context.			

	Summer **Year 12 French unit 3**

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Unit 3: Le role du bénévolat	Knowledge. Examining the voluntary sector in France and the range of work that 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. Know how to use the conditional tense and with 'si' clauses (imperfect and conditional). Know how to form and use the future tense and how to use temporal and casual connectives. Understanding: Students will understand who volunteers are and what they do. They will understand how to talk about and interpret statistics and will understand how to group volunteers according to gender and age. Students will be able to compare the sense of social responsibility in France compared to their own country. Students will understand how to talk about the benefits for the volunteers that help and for those who are helped and will be able to discuss the benefits of a volunteer passport. Students will have a better understanding of how to form conditional tense and how to use it together with the imperfect tense and 'si' clauses. Students will have a deeper understanding of how to form and use the simple future tense in their written and spoken work. Skills:Students will develop skills in interpreting and explaining figures and statistics in French. They will continue to develop skills in skimming texts for gist, translating into French and English and using a bilingual dictionary. They will continue use strategies to broaden their range of vocabulary and will develop confidence in answering questions in French. They will continue	Demonstrating a very good knowledge and understanding of the voluntary sector in France and the benefits of being a volunteer. Demonstrating independence in interpreting and explaining statistics and figures in French. Demonstrating independence in spontaneous talk, answering questions in French. Delivery of speaking is fluent and ideas and opinions are nearly always developed Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. A wide range of vocabulary and idioms are used. Delivery of speaking is fluent and ideas and opinions are nearly always developed Demonstrating independence in the classroom by using a bilingual dictionary. Demonstrating highly accurate application of grammar,	Prior learning: Talking about charity work was studied in KS4 through complex structures and vocabulary and longer texts. This unit moves on to discussing statistics of volunteers in France and how the work that they provide. It also examines the benefits of voluntary work, both for the volunteer and those who are helped. The conditional tense and imperfect tense have been introduced in the grammar course at the beginning of the year and reinforced in unit 5 and 2. This unit will look at these in more detail, combining them together using 'si' clauses. Students will have seen 'si' clauses with the present tense in unit 4. The simple future was also revised at the beginning of the course and was reinforced in unit 4. Students have been	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes

	to develop skills in summarising reading and listening texts in their own words. They will also continue to describe speaking cards and learn skills to answer questions on what they see in timed conditions.	particularly of the conditional tense and understanding how to combine with the imperfect tense using 'si' clauses., in spoken work and written work. A commitment shown to understanding benefits of the voluntary sector for society as a whole. Demonstrating clear ability to justify their conclusions.	discussing speaking cards in the previous units and have been developing strategies for coping with unpredictable questions. Future learning. Learning strategies to skim read longer texts links to preparation for paper 1 along with translating into English. Answering questions in French and summarising texts also links to preparation for completing paper 1 and preparation for the speaking exam, especially in the research-based topic presentation.	

	Year 12 French unit 6

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Le septième art.	Knowledge: Consider and explore a variety of aspects of French cinema. Use infinitive constructions. Consider the major developments in the evolution of French cinema from its beginnings until the present day. Use of si sentences (pluperfect, conditional, perfect). Consider the continuing popularity of French cinema and film festivals. Use connectives followed by the subjunctive. Understanding: Students will understand the origin of the cinema and importance of French cinema. Students will understand the origin of the name Septième art and discuss how the cinema has evolved. Students will discuss the movement called La Nouvelle Vague. Students will understand arguments for and against television compared to cinema. Students will understand longer passages relating to the cinema and the Festival de Cannes. Skills Students will develop skills in persuasive speaking and writing with a purpose. Students will continue to develop skills in skimming texts for gist, translating into French and English and using a bilingual dictionary. They will continue to use strategies to broaden their range of vocabulary and will develop confidence in answering questions in French. They will continue to develop skills in summarising reading and listening texts in their own words. Selecting information online in	Demonstrating a very good knowledge and understanding of the origin, evolution and future of cinema. Demonstrating independence in discussing figures and statistics about cinema. Demonstrating independence in spontaneous talk, answering questions in French. Delivery of speaking is fluent and ideas and opinions are nearly always developed Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the material on the card. A wide range of vocabulary and idioms are used. Delivery of speaking is fluent and ideas and opinions are nearly always developed Demonstrating independence in the classroom by using a bilingual dictionary. Demonstrating highly accurate application of grammar,	Various cinema styles are introduced at KS3 and KS4 level and the topic is seen casually at ks3 and KS4 through leisure and hobbies. This unit moves on to discussing origina, evolution and future of cinema in depth. The conditional tense and imperfect tense have been introduced in the grammar course at the beginning of the year and reinforced in unit 5 and 2. This unit will look at these in more detail, combining them together using 'si' clauses. Students will have seen 'si' clauses with the present tense in unit 4. The simple future was also revised at the beginning of the course and was reinforced in unit 4. Students have been discussing speaking cards in the previous units and have been developing strategies for coping with	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 + kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes. 20minutes.fr Grammar workbook: practice makes perfect. Hodder AQA French text book

	order to develop ideas on a range of issues relating to this unit. They will also continue to describe speaking cards and learn skills to answer questions on what they see in timed conditions.	particularly of the subjunctive, connectives, and reinforcement of Si sentences the conditional tense and understanding how to combine with the imperfect tense using 'si' clauses., in spoken work and written work.	unpredictable questions and asking questions. Future learning. Planning and carrying out Year 1 revision in preparation for mock examinations and Y2 Further develop language skills with a mix of tasks, practice questions and past papers that focus on all year 1 topics. More complex grammar: All forms of the subjunctive, review unit vocabulary and increase lexicon using additional sources to the textbook. Mock Speaking stimulus cards that focus on other aspects of the unit that require the student to express and develop ideas critically. In order to practise reading and listening skills and keep up to date with current affairs, students are encouraged to access authentic articles and videoclips on the more	

			social and political topics of year 2 Kerboodle yr 1 exam style revision tasks	