

**Modern Foreign Languages: French**

**Year Group 12**

**Half Term 1**

| Number of Hours   | <u>Unit title/ Topic/Theme</u>   |
|---|--|
| 12  | <b><u>Social Issues and Trends</u></b><br>La famille en voie de changement <ul style="list-style-type: none"><li>• Grands-parents, parents et enfants – soucis et problèmes</li><li>• Monoparentalité, homoparentalité, familles recomposées</li><li>• La vie de couple – nouvelles tendances</li></ul>  |
| 12  | <b><u>Artistic Culture in the French-speaking world</u></b><br>Cinéma – le septième art <ul style="list-style-type: none"><li>• Pourquoi le septième art ?</li><li>• Le cinéma – une passion nationale ?</li><li>• Évolution du cinéma – les grandes lignes</li></ul>  |
| 6   | <b><u>Grammar</u></b> <ul style="list-style-type: none"><li>• The present tense: irregular and modal verbs</li><li>• Infinitive constructions</li><li>• The imperative</li><li>• Comparative and superlative adjectives</li><li>• The present tense : reflexive verbs</li><li>• The future tense : regular and irregular verbs</li><li>• The passive</li></ul> |
| <b><u>Reasons behind order of topic in this half term</u></b> <ul style="list-style-type: none"><li>• Pupils continue to build their knowledge and be able to communicate in the target language.</li><li>• Start with family as bridging units to KS5 from GCSE</li><li>• Scaffolding – Each topic builds on the previous</li><li>• Opportunity to revisit key grammatical structures and skills.</li><li>• Cinema topic prepares them for study of a film in half term 2.</li></ul> |  |

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**Half Term 2**

| Number of Hours  | <u>Unit title/ Topic/Theme</u>  |
|--|---|
| 12   | <p>Chosen film- 'La Haine.</p> <ul style="list-style-type: none"><li>• Plot</li><li>• Themes</li><li>• Characters / Characterisation</li><li>• Style &amp; stylistic features</li><li>• Imagery</li><li>• Form and technique of presentation</li></ul>  |
| 12   | <p><b><u>Social Issues and Trends</u></b></p> <p>Le rôle du bénévolat</p> <ul style="list-style-type: none"><li>• Qui sont et que font les bénévoles ?</li><li>• Le bénévolat – quelle valeur pour ceux qui sont aidés ?</li><li>• Le bénévolat - quelle valeur pour ceux qui aident ?</li></ul>  |
| 6  | <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"><li>• Prepositions</li><li>• Past tenses</li><li>• Future tenses</li><li>• Adverb</li><li>• Forming questions</li><li>• Demonstrative adjectives and pronouns</li><li>• Direct and Indirect speech</li><li>• Subjunctive</li></ul> |
| <p><b><u>Reasons behind order of topic in this half term</u></b></p> <ul style="list-style-type: none"><li>• Pupils continue to build their knowledge and be able to communicate in the target language.</li><li>• Film allows to teach analysis and prepare for studying the book at Y13</li><li>• Volunteering uses key vocab and structures learned in Family from half term 1.</li><li>• Volunteering covers the idea of selflessness which links to Christmas being a time of giving.</li><li>• Scaffolding – Each topic builds on the previous</li><li>• Opportunity to revisit key grammatical structures and skills.</li></ul> |   |

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**Half Term 3**

| Number of Hours   | <u>Unit title/ Topic/Theme</u>   |
|---|--|
| 12  | <p>Chosen film- 'La Haine.</p> <ul style="list-style-type: none"><li>• Plot</li><li>• Themes</li><li>• Characters / Characterisation</li><li>• Style &amp; stylistic features</li><li>• Imagery</li><li>• Form and technique of presentation</li></ul>   |
| 12  | <p><b><u>Social Issues and Trends</u></b></p> <p>La 'cyber-société'</p> <ul style="list-style-type: none"><li>• Qui sont les cybernautes?</li><li>• Comment la technologie facilite la vie quotidienne?</li><li>• Quels dangers la 'cyber-société' pose-t-elle?</li></ul>                              |
| 6   | <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"><li>• Direct and indirect object pronouns</li><li>• Pluperfect tense</li><li>• Negatives</li><li>• Faire + infinitive</li><li>• Prepositions</li><li>• Perfect tense agreements</li><li>• Conditional and conditional perfect</li></ul> |
| <p><b><u>Reasons behind order of topic in this half term</u></b></p> <ul style="list-style-type: none"><li>• Pupils continue to build their knowledge and be able to communicate in the target language.</li><li>• Film allows to teach analysis and prepare for studying the book at Y13</li><li>• Scaffolding – Each topic builds on the previous</li><li>• Opportunity to revisit key grammatical structures and skills.</li><li>• Cyberspace topic used as a bridging unit to KS5 from GCSE</li></ul> |  |

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**Half Term 4**

| Number of Hours  | <u>Unit title/ Topic/Theme</u>  |
|--|---|
| 12   | <b><u>Artistic Culture in the French-speaking world</u></b><br>La musique francophone contemporaine <ul style="list-style-type: none"><li>• La diversité de la musique francophone contemporaine</li><li>• Qui écoute et apprécie cette musique?</li><li>• Comment sauvegarder cette musique?</li></ul>       |
| 12   | <b><u>Artistic Culture in the French-speaking world</u></b><br>Une culture fière de son patrimoine culturel <ul style="list-style-type: none"><li>• Le patrimoine sur le plan national, régional et local</li><li>• Comment le patrimoine reflète la culture</li><li>• Le patrimoine et le tourisme</li></ul> |
| 6  | <b><u>Grammar</u></b> <ul style="list-style-type: none"><li>• Pronouns</li><li>• Reflective verbs</li></ul>   |
| <b><u>Reasons behind order of topic in this half term</u></b>  |   |
| <ul style="list-style-type: none"><li>• Pupils continue to build their knowledge and be able to communicate in the target language.</li><li>• Music topic used as a bridging unit to KS5 from GCSE</li><li>• Students are able to increase their knowledge of the French speaking world which develops their cultural awareness.</li><li>• Scaffolding – Each topic builds on the previous</li><li>• Opportunity to revisit key grammatical structures and skills.</li></ul> |   |

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**Half Term 5**

| Number of Hours  | <u>Unit title/ Topic/Theme</u>  |
|--|---|
| 8  | Begin to prepare Independent Research project for the speaking exam <ul style="list-style-type: none"><li>Induction of research skills and independent exploration of general topic. Pupils to complete initial research notes and identify specific areas of interest.</li></ul> |
| 8  | Revision of year 1 <ul style="list-style-type: none"><li>Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language</li></ul>  |
| 8  | <u>Grammar</u> <ul style="list-style-type: none"><li>Revision of grammar</li><li>Grammar in context: Translation Practice- French to English</li><li>Grammar in context: Translation Practice- English to French</li></ul>  |
| <u>Reasons behind order of topic in this half term</u>   |   |
| <ul style="list-style-type: none"><li>Pupils continue to build their knowledge and be able to communicate in the target language.</li><li>Scaffolding – Each topic builds on the previous</li><li>Opportunity to revisit key grammatical structures and skills.</li><li>Pupils have a greater understanding of the Francophone world after studying the previous topics and can therefore select their area of interest for the IRP.</li><li>Starting the IRP now gives students longer to research, plan and prepare for their speaking assessment.</li></ul> |   |

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**Half Term 6**

| Number of Hours  | <u>Unit title/ Topic/Theme</u>   |
|--|--|
| 24   | Revision of year 1 <ul style="list-style-type: none"><li>Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language</li></ul> |
| 6  | <b><u>Grammar Revision / Peer teaching</u></b>   |
| <b><u>Reasons behind order of topic in this half term</u></b>  |  |
| <ul style="list-style-type: none"><li>Pupils continue to build their knowledge and be able to communicate in the target language.</li><li>Scaffolding – Each topic builds on the previous</li><li>Opportunity to revisit key grammatical structures and skills.</li><li>Peer teaching of grammar allows students to resolve any misconceptions and become confident linguists before leaving for the summer.</li></ul> |  |