



FRENCH: Curriculum Overview

Year 13

Teacher 1 Teacher 2

Term	Topic studied	What will I learn?	How will I be assessed?	Wider reading:
Year 13 Autumn	<p>L'impact positif de l'immigration sur la société française</p> <p>Répondre aux défis de l'immigration et l'intégration en France</p> <p>La France occupée</p> <p>Le régime de Vichy</p> <p>Film: Les 400 Coups</p>	<ul style="list-style-type: none"> • Les immigrés – d'où viennent-ils et pourquoi sont-ils venus? • Les contributions des immigrés à l'économie • Les contributions des immigrés à la culture • Vivre ensemble - les activités des communautés • Les défis et les bienfaits de l'immigration et du multiculturalisme • Les enjeux du multiculturalisme • La marginalisation et l'aliénation du point de vue des immigrés • La France sous L'Occupation et la collaboration • L'antisémitisme et l'Occupation • La vie sous l'Occupation et les représailles d'après-guerre • Le maréchal Pétain et le régime de Vichy • La Révolution Nationale • La politique de vichy et ses conséquences • How to study a film • Background - History of La Nouvelle Vague & importance of Truffaut as a director • Analysis of Trailer & synopsis – what to expect • Antoine Doinel character analysis • Education system – how is it portrayed & why ? • Technical analysis - Nouvelle Vague techniques & why 'Les 400 Coups' is so important • Detailed technical study of 1-2 specific key scenes 	<p>End of module assessments</p> <p>Regular vocabulary tests</p> <p>4 week test:</p> <p>Grammar</p> <p>Translation</p> <p>Vocabulary</p> <p>Mid-term:</p> <p>Grammar</p> <p>Paper 1 (listening, reading and translation into English)</p> <p>Paper 2</p>	<p>Grammar:</p> <p>Revise and be confident with the following grammar points:</p> <ul style="list-style-type: none"> - Conjugation of all tenses - Using mixed tense sentences and <i>si</i> clauses - Direct & Indirect speech - Word order: <ul style="list-style-type: none"> • Inversion after speech • Inversion after adverbs - Revision of use of <i>depuis</i> & <i>venir de</i> - Past historic - Demonstrative adjectives (<i>ce, cet, cette, ces</i>) - Demonstrative pronouns (<i>celui, celle, ceux, celles</i>) - Possessive adjectives (<i>mon, ma mes etc</i>) - Possessive pronouns (<i>le mien etc</i>) - Revision of passive voice in all tenses - Indirect and direct pronouns: <ul style="list-style-type: none"> • Position • Verbs with two pronouns • Negation - Comparative and superlative adverbs - Indefinite adjectives (<i>tout, chaque, quelque</i>) - Indefinite pronouns (<i>certain, chacun, on, quelqu'un</i>) <p>Independent Research Project (IRP) for the speaking exam (Paper 3)</p>

Year 13 Spring	<p>L'extrême droite</p> <p>La Résistance</p> <p>Focus on exam skills practice</p> <p>Film: Les 400 Coups</p>	<ul style="list-style-type: none"> • La montée du Front National • La montée du Front National • Les objectifs des chefs de file du FN • L'opinion publique • La Résistance française • Jean Moulin • Les femmes de la Résistance • Charles de Gaulle et les Français libres • Paper 1 • Paper 3 • Translation into French • Freedom vs restriction – study of key themes, with analysis at plot level and in terms of cinematography & direction) • Use of quotations as evidence • Gilberte – character (character analysis, how she is presented by director, role in plot, impact on Antoine) • Parental relationship – role of Julien. • How to write a film essay – detailed work on PEE chain. 	<p>End of module assessments</p> <p>Regular vocabulary tests</p> <p>Mock Exams:</p> <p>Paper 1 (listening, reading and translation)</p> <p>Paper 2 (Film and Literature essay questions, translation into French)</p> <p>Paper 3 (Speaking)</p> <p>Mid-term:</p> <p>Paper 1 (listening, reading and translation)</p> <p>Paper 2</p>	<p>Continuation of Independent Research Project (IRP) for the speaking exam (Paper 3)</p> <p>News and current affairs:</p> <p>- News in Slow French: https://open.spotify.com/show/3sbOvAVL6IIdMjop1r4i1G</p> <p>- Watch at least one episode of news every week (the animated videos are very good), making a note of ANYTHING you understand and ignoring what you don't for now: https://www.1jour1actu.com/</p> <p>- Follow at least 3 different French language news outlets on social media – aim to find some each from a range of French-speaking countries, or even a selection from each continent</p> <p>- Research: What are the political parties in France? (also compare to Belgium / Switzerland / another French-speaking country in the world) Who are they led by? What do they stand for? What are the main political issues at the moment?</p>
Year 13 Summer	<p>Focus on exam skills practice</p> <p>Speaking</p> <p>Film and book Revision</p>	<ul style="list-style-type: none"> • Paper 1 • Paper 3 • Translation to/from French • IRP Planning • Synthesis grid • Key themes & characters • Techniques • Essay Planning • Essay practice (incl. in timed conditions) 	<p>A Level Exams:</p> <ul style="list-style-type: none"> - Paper 3 (May) - Papers 1 and 2 	<p>Music, books and podcasts</p> <ul style="list-style-type: none"> - Discover French music on Spotify: https://open.spotify.com/search/musique%20francaise - Find a French song/band/artist you like and complete the gapfills until you can complete 'advanced' (or even 'expert'?!) https://lyricstraining.com/fr/ - Find some French language podcasts that you enjoy and listen to them regularly

- Find your preferred online dictionary:
 - www.larousse.com
 - www.reverso.net
 - www.wordreference.com - online dictionaries in a number of languages
 - www.verbix.com - online verb conjugator
 - www.collinsdictionaries.com
 - www.bab.la
 - www.pons.com
 - www.lexicool.com
 - <http://dictionary.cambridge.org>
- And if you really must use an online translation tool then try these:
 - **Linguee** - advanced, sophisticated translation comparison tool www.linguee.com
 - **DeepL** - even more advanced than Linguee - www.deepl.com