

# Curriculum Map 2020-2021

Subject French

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<b>Assessment task(s)/title(s)</b>	Writing and translation – Family	Speaking and listening - Volunteering	PPE – (topic = Heritage)	Reading, listening writing - Music	Past paper (topic = Film)	Writing – Au Revoir les Enfants
	<b>Key knowledge</b>	<p>Use the conditional (ex: J’aimerais, tu aimerais, il/ elle aimerait; etc)</p> <p>Use reflexive verbs (Ex: je m’entends bien avec...; je me dispute)</p> <p>Use reflexive verbs (Ex: je m’entends bien avec...; je me dispute)</p> <p>Use to helpers/ auxiliaries “être” and “avoir” to form the present perfect  ‘avoir’ (ex: télécharger – j’ai aimé)  ‘être’ (aller – je suis allé(e))</p> <p>Form and use the perfect tense using ‘avoir’ (ex: j’ai eu), ‘être’ (ex: j’ai été), and ‘faire’ (ex: j’ai fait), with different pronouns</p> <p>Recognise and</p>	<p>Use reflexive verbs (Ex: je m’intéresse; il me semble; etc)</p> <p>Use the future including modals (ex: On devra = we shall; On pourra = We will be able to; etc)</p> <p>Use (and avoid) the passive voice ( ex: Le film a été téléchargé = the movie has been downloaded)</p> <p>Understand and use object pronouns ( ex: Les – them; leurs – their; etc)</p> <p>Form the present tense of regular and irregular verbs</p>	<p>Use connectives</p> <p>Use conditional and “si” sentences (imperfect and conditional); ex: Si il était plus jeune, il n’aurait pas à marcher avec un canne)</p> <p>Form and use the simple future of regular verbs (infinitive + endings; ex: manger (to eat) =&gt; je aiderai (<b>I will help</b>) ) and irregular verbs (ex: aller (to go) =&gt; J’irai)</p> <p>How to form the near future of regular and irregular verbs (I am going + infinitives; ex: aider (to help) =&gt; je vais aider (<b>I am going to help</b>)</p>	<p>Use adjective agreement, comparative (Ex: La Tour Eiffel est plus visitée que l’Arc de Triomphe) and superlatives (ex: La Tour Eiffel est le monument le plus visité de France)</p> <p>Use conditional and “si” sentences (present and future); ex: Si je visite Bordeaux, je visiterai des monument faisant</p>	<p>Use question forms and command forms</p> <p>Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction</p> <p>Use the conditional of modal verbs (ex: il faudrait; on devrait; etc)</p>	<p>Use the infinitive construction</p> <p>Use the “si” sentences with the pluperfect and conditional perfect; ex: Si j’avais vu le film, j’aurais pu faire ma présentation</p>

		<p>understand the past historic tense (ex: Ce <b>futl'</b>ère de... - It was the era of... )</p> <p>Use adverbs and adverbial phrases</p> <p>Use relative pronouns (Ex: que; qui; quelle; etc)</p> <p>Use the direct object pronouns</p> <p>Use the passive voice in the perfect tense</p> <p>Use the perfect and imperfect tenses</p> <p>Use the infinitive construction ( ex: j'aime <b>parler</b> avec mes parents; pour/ afin de parler à mes amis)</p> <p>Use demonstrative pronouns (Ex: Ce/ Cet/ Cette/ Ces; etc)</p> <p>Use impersonal verbs (il semble que; il faut; il y a; etc)</p> <p>Recognise and understand the past historic tense (ex: Ce <b>futl'</b>ère de... - It was the era of... )</p>			<p>partis du patrimoine de l'UNESCO)</p> <p>Use the subjunctive expression of doubt or uncertainty (ex: J'ai peur que...; je il est peu probable que...)</p>		
	<b>Vocabulary instruction</b>	(Vocabulary sheets attached to Knowledge	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge	(Vocabulary sheets attached to Knowledge	(Vocabulary sheets attached to Knowledge Organisers)

		Organisers)			Organisers)	Organisers)	
	<b>Subject-specific strand(s)</b>	1a. Trends in marriage and other partnerships 1b. Different family structures (same-sex, single parent, step family etc.) 1c. The different generations	1c – how different generations use the internet 2a. Technology in every-day life 2b. Dangers of digital technology 2c. Future development of technology	1b, 1c – how different family structures may need support 1c – how the younger generation compare to the older generation in terms of volunteering 2a – how technology might 3a. Voluntary sector in France 3b. Benefits of volunteering for individuals 3c. How volunteering shapes society	1c – how different generations view heritage 2c – how technology is being developed to aid tourism 3c – how volunteering can help heritage 4a. Notion of heritage and preservation 4b. Tourism with heritage 4c. How heritage impacts culture and society	5a. Diversity of Francophone music 5b. Who listens to contemporary music and how 5c. Threats to Francophone music 4a – how music contributes to heritage 2a – technologies to listen to music 1c – generational shifts in music preference	1c – generational shifts in film preference 2a – how technologies for watching films is changing 4a – how cinema contributes to heritage 6a. Aspects of French cinema 6b. How modern French cinema evolved 6c. Popularity of French cinema
Year 13	<b>Assessment task(s)/title(s)</b>	Reading, Writing, Speaking, Listening – Diversity	4 skills - Disadvantage	PPE (Topic = Crime)	Reading, writing, listening – Youth and politics	PPE (Topic = protests)	Past paper (Topic = Immigration)
	<b>Key</b>	Form and use present	Form and use the	Form and use the past	Form and	Understand and	Form and use

	<p><b>knowledge</b></p>	<p>tense</p> <p>Form and use the simple future of regular verbs (infinitive+ endings; ex: manger (to eat) =&gt; je <b>aiderai (I will help)</b> ) and irregular verbs (ex: aller (to go) =&gt;J'irai)</p> <p>Form the conditional mood of regular verbs (infinitive + endings; ex: travailler (to work) =&gt; je <b>travaillerais (I would work)</b> ) and irregular verbs (ex: aller (to go) =&gt;J'irais (<b>I would go</b> )</p>	<p>imperfect with the correct endings for the each pronoun (ex: j'<b>aimais</b> = I used to like; tu<b>aimais</b> = you used to like; il/elle<b>aimait</b> = He/she used to like, etc)</p> <p>Use to helpers/ auxiliaries "être" and "avoir" to form the present perfect</p> <p>'avoir' (ex: télécharger – j'ai aimé)</p> <p>'être' (aller – je suis allé(e))</p> <p>Form and use the perfect tense using 'avoir' (ex: j'ai eu), 'être' (ex: j'ai été) , and 'faire' (ex: j'ai fait), with different pronouns</p> <p>Form and use the pluperfect; ex: J'avais pu apporté mon soutien.</p>	<p>historic</p> <p>Use different tense with "si":</p> <p>Use conditional and "si" sentences (present and future); ex: Si je supporte ce mouvement aujourd'hui, cela aidera à améliorer la vie carcérale)</p> <p>Use conditional and "si" sentences (imperfect and conditional); ex: Si il était plus jeune, il n'aurait pas à marcher avec un canne)</p> <p>Use the "si" sentences with the pluperfect and conditional perfect; ex: Si j'avais manifesté, j'aurais pu avoir plus de droits</p> <p>Form and use the infinitive construction (ex: il faut faire; j'aime discuter; on doit débattre</p>	<p>use the subjunctive mood suggest doubt, uncertainty, necessity, possibility (with verbs of wishing and emotional reaction); ex: Il faut que les jeunes <b>aient</b> plus de droits pour qu'il puisse évoluer. Use (and avoid) the passive voice ( ex: La loi a été voté = the law has been voted)</p>	<p>use the subject and object pronouns (ex: Il va manifester pour <b>cette cause</b> car <b>il</b> a supporté depuis des années)</p> <p>Understand the use of relative pronouns (Ex: dont; que; qui; quelle; etc)</p> <p>Understand and use demonstrative adjectives and pronouns (Ex: Ce/ Cet/ Cette/ Ces; etc)</p>	<p>combination of tenses ( imperfect and perfect Form and use the future perfect (ex: j'aurai aimé rester ) and the conditional perfect (ex: j'aurais voulu avoir des papiers) Choose the right tenses when using the different tenses</p>
	<p><b>Vocabulary instruction</b></p>	<p>(Vocabulary sheets attached to Knowledge</p>	<p>(Vocabulary sheets attached to Knowledge</p>	<p>(Vocabulary sheets attached to Knowledge</p>	<p>(Vocabulary sheets attached to</p>	<p>(Vocabulary sheets attached to</p>	<p>(Vocabulary sheets attached to Knowledge</p>

		Organisers)	Organisers)	Organisers)	Knowledge Organisers)	Knowledge Organisers)	Organisers)
	<b>Subject-specific strand(s)</b>	<p>7a, 7b – racism</p> <p>4a – how immigration develops society</p> <p>3b – how volunteering can help immigrants</p> <p>5a – musical influences through immigration</p> <p>6a – cinematographical influences through immigration</p> <p>8a. The benefits of a culturally diverse society</p> <p>8a. The benefits of a culturally diverse society</p> <p>8b. Importance of tolerance and respect</p> <p>8c. How to promote diversity</p>	<p>1a, 1c – discrimination against age, gender or sexuality</p> <p>3b – volunteering to help marginalised groups</p> <p>7a – theme of discrimination</p> <p>8c – how to promote diversity</p> <p>9a. Who are the socially marginalised groups</p> <p>9b. What can be done to help them</p> <p>9c. Attitudes towards these groups</p>	<p>1b – how upbringing might influence crime</p> <p>3b – volunteer programmes to rehabilitate</p> <p>7a – theme of crime</p> <p>9a – criminals as marginalised</p> <p>10a. Different attitudes to crime</p> <p>10b. The merits and problems of prison</p> <p>10c. Alternative forms of punishment</p>	<p>1c – how voting has changed over the years</p> <p>8c – how politics affects immigration and vice versa</p> <p>9a – young people as a marginalised group</p> <p>11a. French political system and arguments about voting</p> <p>11b. Young people’s engagement in politics</p> <p>11c. Future of politics and political engagement</p>	<p>1c – how the role of unions has changed over the years</p> <p>2a – how technology has played a role in protesting</p> <p>8b,9a – protesting on behalf of marginalised groups</p> <p>11a – how politics influences protests</p> <p>12a. Role of unions</p> <p>12b. Strikes and methods of protesting</p> <p>12c. Different attitudes towards protests and political tensions</p>	<p>4a – how immigration influences heritage</p> <p>7a – immigration as a theme</p> <p>8c – immigration</p> <p>9a – marginalised groups</p> <p>11a – politics</p> <p>12c – political conflict regarding immigration</p> <p>13a. Political issues affecting immigration in Francophone countries</p> <p>13b. Viewpoints of political parties towards immigration</p> <p>13c. Aspects of racism</p>