



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	subject	Year group	12
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p style="text-align: center;"><u>French Subject Intent</u></p> <p>French is a widely spoken European Language with a rich cultural and historical heritage. In French, we believe that practice is central to making rapid progress in language acquisition and its mastery for independent use. We believe that the aim of great language teaching is to bring together language that is learned over time for the purposes of meaningful communication. Within the context of our classrooms, we intend on making every minute of language practice count so we can help foster the development of confident French speakers who retain what they learn.</p> <p>In French, we believe that a curriculum underpinned by knowledge of phonics, vocabulary and grammar is required to understand and express meaning. We thus also believe that great language teaching represents a shift away from 'task', 'function' or isolated, self-contained 'skills'. Learners benefit from plentiful practice in 'input language' (listening and reading) through structured tasks that require learners to connect a sound-symbol correspondence, word or structure to its meaning or function. This kind of practice establishes knowledge receptively, before expecting learners to produce it in writing or speaking.</p> <p>Our pedagogy is research and evidence based and our curriculum ensures learners will benefit from ample practice in producing new language in writing and speaking activities that retain the link between form and meaning.</p> <p>We intend on the characteristics of good language learning to be:</p> <ul style="list-style-type: none">• Contingency – the speaker (or writer) has something to say as a result of understanding what has been said (or written)		









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	<ul style="list-style-type: none"> Synthesis – language use brings together a wider range (lexical and/or grammatical) of language than in preceding structured practice, across modes (comprehension and production) and modalities (oral and written) Extension – the same language and structures are used in different contexts and for different communicative purposes Choice – the learner has a greater level of autonomy in deciding what to say and how to say it 					
Threshold Concepts (TCs):	<p>Threshold Concepts in French: A good student of French understands:</p> <ul style="list-style-type: none"> verb forms in different contexts (verb paradigm; use of infinitive; modal verbs; three different time frames). [TC1] articles (articles, single/plural determiners) [TC2] lexical patterns and structures (word order; grammatical parsing etc.) [TC3] language and culture. [TC4] patterns (spellings; pronunciation; phonological awareness) [TC5] al retrieval) [TC6] <p>Skills in French: A good student of French should be able to:</p> <ul style="list-style-type: none"> Utilise linguistic skills that they use creatively to deepen understanding, which also enable them to communicate effectively and to take the initiative. Conjugate verbs in order to communicate accurately. Recognise phonetic patterns, possess phonological awareness and be able to pronounce words correctly. Decode vocabulary in order to acquire and understand meaning. Independently use support and reference materials in order to gain linguistic understanding. Communicate verbally and in writing accurately. Use language creatively and holistically for interest and variety. 					
Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	What are the different social, cultural and artistic aspects of French speaking society?					



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Big picture questions:	How has the Family unit evolved over generations/through decades in the French-speaking society?	How are new technologies affecting the French-speaking society everyday life positively and/or negatively?	What is the place of voluntary work in the French-speaking society?	Why heritage can be considered as the symbol of the French speaking society?	What is the contemporary Francophone music for the French-speaking society?	How important is the Seventh Art for the French-speaking society?
Content (Linked to TCs):	<u>Unit 1: Evolution of Family</u> The Aspect of the French Speaking society Current trends: 1. The changing nature of the family Grammar and Skills practice Imperfect Perfect	<u>Unit 2 : Cyber-society</u> The Aspect of the French Speaking society Current trends: 2. The Cyber-society Grammar and Skills practice Past historic Infinitive constructions Object pronouns Present tense (regular and irregular)	<u>Unit 3 : Volunteering</u> The Aspect of the French Speaking society Current trends: 3. The place of voluntary work Grammar and Skills practice Connectives Conditional 'Si' clauses Future tense	<u>Unit 4 : Heritage</u> The Artistic in the French Speaking World: 1. A culture proud of its heritage Grammar and Skills practice Adjectival agreements Comparative and superlative 'Si' with present and future Subjunctive	<u>Unit 5 : Music</u> The Artistic in the French Speaking World: 2. The contemporary Francophone music Grammar and Skills practice Interrogative Imperative Conditional Subjunctive	<u>Unit 6 : Cinema</u> The Artistic in the French Speaking World: 3. The Seventh Art form Grammar and Skills practice Infinitive constructions Pluperfect 'Si' with pluperfect and past conditional Connectives with subjunctive
Vocabulary Instruction:	Family structure Child/ family member attitude/behaviour facing divorce, LGBT community Nuclear/traditional Single parent/ family Family, etc	Old/new technology Landline to mobile phone Internet/ internet user Password/ Identity Identity theft Cyberbullying Cyberattack	Voluntary work Punctual / direct voluntary work Old/New Generation Psychology Charity association Emmaüs Secours populaire Attitude towards elders	Heritage of France (ex: Bordeaux's wine; Paris' Eiffel Tour; ect) History Gastronomy Monuments Cultural heritage Tangible/intangible heritage Affiliation background	Types/genres of music (classic, pop, etc) Artists/ composers Singer Popular song Listener Technology (mp3, etc) Media Influence Protection of the heritage Cultural heritage	History (of cinema) Seventh Art Lumière Brothers Modern French cinema Film Author/ director/ Cinema-lover Film preference New technologies Heritage Aspects of French cinema



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Assessment:	Listening, Reading and writing assessments (PP practice)	PPE	Listening, Reading and writing assessments	Listening, Reading and speaking assessments	Listening, Reading, writing and Speaking assessments (PP practice)	Writing assessment on « Au revoir les enfants » PPE2
Key/Historical misconceptions in this unit	Tenses False Friends adjectives and endings Word Order when writing Pronunciation of key structures	Tenses False Friends adjectives and endings Word Order when writing Pronunciation of key structures	Tenses False Friends adjectives and endings Word Order when writing Pronunciation of key structures Answering exam questions Reading/listening exam rubrics correctly Answering bullet points in a writing exam question	Tenses False Friends adjectives and endings Word Order when writing Pronunciation of key structures	Tenses False Friends adjectives and endings Word Order when writing Pronunciation of key structures	Tenses False Friends adjectives and endings Word Order when writing Pronunciation of key structures Answering exam questions Reading/lisntening exam rubrics correctly Answering bullet points in a writing exam question
Sequencing:	Year 12 French lessons and units are sequenced so that pupils build on what they already know to develop powerful knowledge. Knowledge is mapped in a format so that pupils make meaningful connections. Our curriculum enables schools to tailor Oak's content to their curriculum and context. Our curriculum is through rigorous application of best practice and the science of learning. We prioritise creating a curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented. Creating an curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.					
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by: Compassion: <ul style="list-style-type: none"> - Learning Francophone names - How to resolve conflict - Understanding different rules - Understanding and respecting different life plans and pathways - Respecting different likes/ dislikes/ opinions - Understanding the need to follow rules, and consequences for not doing so 					



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**Curiosity:**

- Understanding cultural differences in different countries
- Reviewing experiences in a balanced way
- Reflecting on how people change throughout their lives
- Understanding cultural differences in different countries

Considering how current skills may link to education opportunities in the future

Courage:

- Responding to negative situations appropriately
- Leading improvement and achievement and how to change aspects of life
- Achieving goals (lesson success criteria)
- Applying the grammar rules for different purpose in various contexts

**National
Curriculum
plus:**

Across the units we will review experiences in a balanced way, responding to negative situations appropriately, how to be part of/useful for society (voluntary work), understanding the values of heritage, etc. But also, practice research skills by researching a Francophone country and learning about differences in cultures, discuss and evaluate the choices we make and how they affect us and the wider community.