

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term 1A Year 12</b></p>	<p><b><u>Teacher 1</u></b></p> <p><b><u>Consolidation of French grammar</u></b></p> <p>In this unit, students review all tenses, pronouns and complex structures taught at GCSE to ensure that all students have the grammatical foundation required to start learning A Level grammar.</p>	<ul style="list-style-type: none"> <li>• To consolidate and extend students' existing knowledge of how to use regular, irregular and reflexive verbs in the present tense including with negative structures.</li> <li>• To consolidate and extend students' existing knowledge of how to use regular, irregular and reflexive verbs in the perfect tense to describe completed actions.</li> <li>• To consolidate and extend students' existing knowledge of how to use verbs in the imperfect tense to describe past habitual actions or past incomplete actions.</li> <li>• To consolidate and extend students' existing knowledge of how to use regular, irregular and reflexive verbs in the near future, simple future and conditional tenses.</li> <li>• To consolidate and extend students' existing knowledge of how to use si clauses with different pairs of tenses.</li> <li>• To consolidate and extend students' existing knowledge of how to use different types of pronouns, including direct and indirect object pronouns, reflexive pronouns, relative pronouns, emphatic pronouns and demonstrative pronouns.</li> <li>• To consolidate and extend students' existing knowledge of how and when to use the subjunctive mood as well as common irregular forms.</li> </ul>	<p><b><u>Assessment Schedule:</u></b></p> <p>Hurdle test (baseline assessment) - start of course</p> <p>Grammar test - end of autumn term 1</p>

Beths Grammar School Y12 French Curriculum Map - AQA A Level French

	<p><b><u>Teacher 2</u></b></p> <p><b><u>Introduction to A Level skills</u></b></p> <p>In this unit, students learn new skills which are not required at GCSE but are essential at A Level, including summary skills in listening, reading and speaking as well as research skills.</p>	<ul style="list-style-type: none"> <li>• Introduction to the A Level course - expectations and organisational skills.</li> <li>• To practise listening summary skills focusing on the topic of school.</li> <li>• To practise reading summary skills focusing on the topic of relationships with family and friends.</li> <li>• To practise speaking skills focusing on the topic of culture in the French-speaking world.</li> <li>• To practise writing and translation skills focusing on the topic of global issues.</li> <li>• To practise research skills for the Independent Research Project focusing on the topic of free time activities.</li> <li>• To practise interpretation and analysis skills as well as how to give complex reactions to stimuli focusing on the topic of holidays.</li> </ul>	
<p><b>Autumn Term 1B Year 12</b></p>	<p><b><u>Teacher 1</u></b></p> <p><b><u>AS Unit 1 - La famille en voie de changement</u></b></p> <p>In this unit, students start the A Level course with one of their teachers by learning about the changing nature of the family in French-speaking society over time, including trends in marriage, divorce, and alternatives to marriage, as well as trends in the types of families seen in society and how attitudes towards these different families have changed over time. This builds on the GCSE topic of relationships with family and friends.</p>	<ul style="list-style-type: none"> <li>• To describe and discuss trends in marriage other forms of partnership in the French-speaking world over time using the imperfect tense.</li> <li>• To consider and discuss the merits and problems of different family structures including the nuclear family, single-parent families, step-families and same-sex parent families using the perfect tense and translation skills.</li> <li>• To consider relationships between the generations and discuss problems that can arise and possible solutions as well as to learn to recognise the past historic tense.</li> </ul>	<p><b><u>Assessment schedule - for each unit 1 and 2:</u></b></p> <p>Speaking - stimulus card          Listening including summary          Reading including summary          Translations both ways          Memrise weekly vocab test %</p>

Beths Grammar School Y12 French Curriculum Map - AQA A Level French

	<p><b><u>Teacher 2</u></b></p> <p><b><u>AS Unit 2 - La cyber-société</u></b></p> <p>In this unit, students start the A Level course with their other teacher by learning about how the digital revolution over the course of the past 30 years has radically transformed lives in the French-speaking world, and the many advantages and risks that this entails. This builds on the GCSE topic of technology.</p>	<ul style="list-style-type: none"> <li>• To describe and discuss how technology has transformed everyday life, giving opinions and using infinitive constructions.</li> <li>• To consider and discuss the dangers of digital technology using direct object pronouns and strategies to broaden vocabulary.</li> <li>• To consider the different users of technology and discuss possible future developments using regular and irregular present tense verbs to answer questions in French.</li> </ul>	
<p><b>Spring Term 2A</b> <b>Year 12</b></p>	<p><b><u>Teacher 1</u></b></p> <p><b><u>AS Unit 3 - Le rôle du bénévolat</u></b></p> <p>In this unit, students learn about the role of volunteers in the French-speaking world, from their motivations for volunteering and the sorts of work a volunteer might do to the benefits of voluntary work for the beneficiaries and for society as a whole.</p>	<ul style="list-style-type: none"> <li>• To examine the voluntary sector in France and the range of work that volunteers provide by interpreting and explaining figures and statistics and using temporal and causal connectives.</li> <li>• To discuss the benefits of voluntary work for those who are helped and how beneficiaries request help using the conditional tense and si clauses and practising reading and listening summaries.</li> <li>• To look at the benefits of voluntary work for those that do it and for society as a whole using the simple future tense and practising translations into English.</li> </ul>	<p><b><u>Assessment schedule - for each unit 3 and 4:</u></b></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p>
	<p><b><u>Teacher 2</u></b></p> <p><b><u>AS Unit 4 - Une culture fière de son patrimoine</u></b></p> <p>In this unit, students learn about the notion of heritage and all that it encompasses, the relationship between heritage and tourism, different ways of protecting heritage sites and the financial costs this may entail. They will</p>	<ul style="list-style-type: none"> <li>• To understand the notion of heritage and heritage preservation on a regional and national scale using adjectival agreements, comparatives and superlatives and practising how to develop extended answers.</li> <li>• To consider the ways in which some of France's most famous heritage sites market themselves using si clauses and practising how to avoid repetition.</li> <li>• To understand how heritage impacts upon and is guided by culture in society using the subjunctive with expressions of doubt, uncertainty or necessity and practising how to interpret pictures.</li> </ul>	

Beths Grammar School Y12 French Curriculum Map - AQA A Level French

	<p>also consider how heritage impacts upon and is guided by culture and will look at examples of French heritage including the Lascaux cave, Mont-Saint-Michel and Bordeaux.</p>		
<p><b>Spring Term 2B Year 12</b></p>	<p><b><u>Teacher 1</u></b></p> <p><b><u>AS Unit 5 - La musique francophone contemporaine</u></b></p> <p>In this unit, students learn about the diversity of contemporary francophone music in genre and style and consider who listens to it, how often and by what means as well as the threats to it and how it can be safeguarded.</p>	<ul style="list-style-type: none"> <li>• To consider the popularity of contemporary francophone music and its diversity of genre and style and practising forming questions and commands and listening for detail.</li> <li>• To consider who listens to contemporary francophone music, how often and by what means as well as expressing wishes and emotional reactions using the subjunctive and justifying opinions.</li> <li>• To consider and discuss the threats to contemporary francophone music and how it might be safeguarded using modal verbs in the conditional tense and practising how to express doubt and uncertainty using the subjunctive.</li> </ul>	<p><b><u>Assessment schedule - for each unit 5 and 6:</u></b></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p>
	<p><b><u>Teacher 2</u></b></p> <p><b><u>AS Unit 6 - Le septième art</u></b></p> <p>In this unit, students learn about French cinema including its most famous films, actors, awards ceremonies and festivals, how it has evolved from the end of the 19<sup>th</sup> century to today and it's continuing popularity.</p>	<ul style="list-style-type: none"> <li>• To consider a variety of aspects of French cinema using infinitive constructions and practising listening summaries.</li> <li>• To consider the major developments in the evolution of French cinema from its beginnings until the present day using si clauses and practising how to speak persuasively.</li> <li>• To consider the continuing popularity of French cinema and film festivals using connectives followed by the subjunctive and practising writing with a purpose.</li> </ul>	

Beths Grammar School Y12 French Curriculum Map - AQA A Level French

<p><b>Summer Term 3A Year 12</b></p>	<p>By this half term, students have completed the AS content of their A Level course and they undertake their Year 12 mock assessments.</p> <p>Before their mock exams start, they have a few lessons to review all the exam content and exam skills they have learnt so far. Paper 1 (reading, listening, translation both ways) takes place off timetable during the exam period, while the speaking assessments (Paper 3 - stimulus card and mini IRP) take place in class.</p> <p>After the assessments have been completed, students receive individual feedback from their teachers and go over the content of the exams with the mark schemes and transcripts.</p>	<ul style="list-style-type: none"> <li>• Consolidation of all units 1-6 in preparation for Y12 mocks.</li> <li>• Practice of summary and research skills in preparation for Y12 mocks</li> <li>• Mini IRP mock completed in class.</li> <li>• Mini IRP mock feedback and paper 1 listening and translation to English feedback.</li> <li>• Stimulus card mock completed in class.</li> <li>• Stimulus card mock feedback and paper 1 reading and translation to French feedback.</li> </ul>	<p><b><u>Assessment schedule:</u></b></p> <p>Y12 mock paper 1 - reading, listening, translation both ways</p> <p>Y12 mock paper 3 (speaking) - stimulus card and mini IRP assessment</p>
<p><b>Summer Term 3B Year 12</b></p>	<p><b><u>Teacher 1</u></b></p> <p><b><u>A Level film study: La Haine</u></b></p> <p>Students study the 1995 French cult social thriller film La Haine, directed by Mathieu Kassovitz, in preparation for their Paper 2 A Level exam.</p> <p>They will start by learning about the social and historical context of the film, before carrying out character, scene and theme analysis, while considering the camera techniques, lighting and sound effects used by the director and the effects these have on the audience.</p>	<ul style="list-style-type: none"> <li>• To learn about the historical and social context of La Haine as well as the context of the start of the film</li> <li>• To analyse key characters in the film and how the director uses camera techniques in his introduction to the trio to draw the audience's attention to particular features and make them feel a certain way</li> <li>• To analyse a range of key scenes in the film and develop analytical knowledge of sound effects and lighting techniques and the effects these have on the audience</li> <li>• To consider the themes of the film and practice writing about them analytically in an essay as well as considering the influences on the director when making the film.</li> <li>• To practice writing a film essay in French, with a focus on analysing camera techniques, lighting and sound effects and how these make the audience feel.</li> </ul>	<p><b><u>Assessment schedule:</u></b></p> <p>Selection of writing tasks for the book and film - critical analysis</p>

Beths Grammar School Y12 French Curriculum Map - AQA A Level French

	<p><b><u>Teacher 2</u></b></p> <p><b><u>A Level book study: L'étranger</u></b></p> <p>Students study the classic 1942 novella L'étranger by French philosopher Albert Camus, in preparation for their Paper 2 A Level exam.</p> <p>They will learn about the historical context of the novel, analyse key characters, scenes and themes and the author's intentions in writing the book.</p>	<ul style="list-style-type: none"><li>• To learn about the historical and social context of L'étranger.</li><li>• To analyse key characters in the book.</li><li>• To analyse a range of key scenes in the book and develop analytical knowledge of key quotes.</li><li>• To consider the themes of the book and practice writing about them analytically in an essay.</li><li>• To consider the intentions of the author in writing the book.</li><li>• To practice writing an essay on a novel in French, with a focus on taking an analytical approach.</li></ul>	
--	--	--	--