

**A-Level Overview Year 1: French**

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| w/c | **Topic Area** |  | **Grammar** | **Skills** |
| Term 1Mrs Merrett*Weeks 2/3* | **Aspects of French-speaking society: current trends**La famille en voie de changementMonoparentalité, homoparentalité, familles recomposes | Consider and discuss the merits and problems of different family structures | Present tense/irregulars including modal verbs***Depuis + present******Imperfect tense******Venir de*** | Using bi-lingual and online dictionariesTranslating into French |
| *Term 1**Mr Mann/**Mrs Westlake**Weeks 2/3* | ***Aspects of French-speaking society: current trends******La « cyber-société »****Comment la technologie facilite la vie quotidienne* | *Describe and discuss how technology has**transformed everyday life including the boom of technology in Africa* | *Revision of definite and indefinite articles**Revision of Perfect tense****Relative pronouns – qui, que,******Imperatives*** | *Reading skills**Checking and editing written work* |
| Term 1Mrs Merrett*Weeks 4/5* | **Aspects of French-speaking society: current trends**La famille en voie de changementLa vie de couple – nouvelles tendances | Describe and discuss trends in marriage and other forms of partnership | Future tense and immediate future***Imperatives******Negative expressions******Verbs followed by a/de******Present participles*** | Finding useful information on the internetSkimming texts for gist  |
| *Term 1**Mr Mann/**Mrs Westlake**Weeks 4/5* | ***Aspects of French-speaking society: current trends******La « cyber-société »****Qui sont les cybernautes ?* | *Consider the different users of digital**technology and discuss possible future**developments* | *Reflexive verbs in all tenses****Possessive adjectives******Adverbs******Conditional******Pronouns*** | *Memorising vocabulary techniques**Answering questions in**French* |

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| Term 1 Mrs Merrett*Weeks 6/7* | **Aspects of French-speaking society: current trends**La famille en voie de changementGrands-parents, parents et enfants – soucis et problèmes | Consider relationships between the generations and discuss problems that can arise | Knowing how to understand and ask questions***Imperatives*** | Ensuring notes are useful and well organisedIdentifying correct or incorrect answers from a list of options (Kerboodle) |
| *Term 1**Mr Mann/**Mrs Westlake**Weeks 6/7* | ***Aspects of French-speaking society: current trends******La « cyber-société »****Quels dangers la « cyber-société » pose-t-elle ?* | *Consider and discuss the dangers of digital**technology* | *Position and agreement of adjectives****Passive voice*** | *Translations of French to English texts**Responding to a stimulus card(Kerboodle)* |
| Term 2Mrs Merrett*Weeks 1/2* | **Aspects of French-speaking society: current trends****Le rôle du bénévolat**Qui sont et que font les bénévoles ? | Examine the voluntary sector in France andthe range of work volunteers provide | Comparatives Superlatives***Indirect speech*** | Summarising Information and extracting key pointsInterpreting and explainingfigures and statistics |
| *Term 2 Mr Mann/**Mrs Westlake**Weeks 1/2* | ***Artistic culture in the French-speaking world******Une culture fière de son patrimoine culturel****Le patrimoine sur le plan national, régional et local* | *Understand the notion of heritage and**heritage preservation on a regional and* *national scale* | *Revision of irregular verbs in the perfect tense* | *Developing effective listening techniques**Developing extended**answers* |

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| Term 2 Mrs Merrett*Weeks 3/4* | **Aspects of French-speaking society: current trends****Le rôle du bénévolat**Le bénévolat – quelle valeur pour ceux qui sont aidés ? | Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help | Imperfect and pluperfect | Extending vocabulary by looking at how words are formedSummarising fromreading and listening |
| *Term 2**Mr Mann/**Mrs Westlake**Week 3/4* | ***Artistic culture in the French-speaking world******Une culture fière de son patrimoine culturel****Le patrimoine et le tourisme* | *Consider the ways in which some of the**country’s most famous heritage sites market themselves* | *Negative forms* | *Comparing and contrasting viewpoints and expressing opinions**Avoiding repetition* |
| Term 2 Mrs Merrett*Weeks 5/6* | **Aspects of French-speaking society: current trends****Le rôle du bénévolat**Le bénévolat – quelle valeur pour ceux qui aident**?** | Look at the benefits of voluntary work forthose that do it and for society as a whole | Direct and Indirect object pronouns***Subjunctive*** | Strategies for answering questions in FrenchTranslate into English |
| *Term 2**Mr Mann/**Mrs Westlake**Weeks 5/6* | ***Artistic culture in the French-speaking world******Une culture fière de son patrimoine culturel****Comment le patrimoine reflète la culture* | *Comprehend how architecture and gastronomy play a role in French heritage and how heritage impacts upon and is guided by culture in society* | *The passive voice and use of ‘on’ to avoid it**Infinitive constructions****Subjunctive*** | *Techniques for successful reading comprehension**Interpreting pictures**Checking writing for grammatical accuracy**Tackling gap-fill tasks* |
| Term 3*Weeks 1/2* | Mock Exams/Exam Feedback |  |  |  |
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| Term 3 Mrs Merrett*Weeks 3/4* | **Artistic culture in the French-speaking world****Cinéma – le septième art** Pourquoi le septième art ? | Consider a variety of aspects of Frenchcinema | Recognising and using the most common forms of present subjunctive | Developing listening techniques for the oral examSummarising fromlistening |
| *Term 3**Mr Mann/**Mrs Westlake**Weeks 3/4* | *Study of chosen film:**‘La Haine’* |  |  |  |
| Term 3 Mrs Merrett*Weeks 5/6* | **Artistic culture in the French-speaking world****Cinéma – le septième art** Evolution du cinéma – les grandes lignes | Consider the major developments in the evolution of French cinema from itsbeginnings until the present day | Understanding and using conditional | Developing revision techniquesUsing persuasiveLanguage |
| *Term 3 Mr Mann/**Mrs Westlake**Weeks* *5/6* | *Study of chosen film:**‘La Haine’* |  |  |  |
| Term 4 Mrs Merrett*Weeks 1/2* | **Artistic culture in the French-speaking world****Cinéma – le septième art** Le cinéma – une passion nationale ?  | Consider the continuing popularity of French cinema and film festivals | Adverbs | Learning and using sophisticated vocabWriting with a purpose |
| *Term 4**Mr Mann/**Mrs Westlake**Weeks 1/2* | *Chosen film – essay skills*  |  |  |  |
| Term 4Mrs Merrett*Weeks 3/4* | **Artistic culture in the French-speaking world****La musique francophone contemporaine**La diversité de la musique francophone contemporaine | Consider the popularity of contemporaryfrancophone music and its diversity ofgenre and style | Recognise and understand past historicRevision of present and past participles | Translation from English to FrenchListening for detail |
| *Term 4**Mr Mann/**Mrs Westlake**Weeks 3/4* | *Chosen film – essay skills* |  |  |  |
| Term 4 Mrs Merrett*Weeks 5/6*  | **Artistic culture in the French-speaking world****La musique francophone contemporaine**Qui écoute et apprécie cette musique ? | Consider who listens to contemporaryfrancophone music, how often and bywhat means | Revision of imperfect tense | Developping accurate pronunciationJustifying opinions |
| *Term 4**Mr Mann/**Mrs Westlake**Weeks 5/6* | ***Artistic culture in the French-speaking world******La musique francophone contemporaine****Comment sauvegarder cette musique ?*  | Consider and discuss the threats tocontemporary francophone music and how it might be safeguarded | Revision of imperatives | Producing interesting sentencesExpressing doubt anduncertainty |
| Term 5/6 | REVISION/ Begin BookIndependent Research ProjectPreparation for orals |  |  |  |