

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

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| w/c | **Topic Area** |  | **Grammar** | **Skills** |
| Term 1  Mrs Merrett  *Weeks 2/3* | **Aspects of French-speaking society: current trends**  La famille en voie de changement  Monoparentalité, 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 dictionaries  Translating 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 1  Mrs Merrett  *Weeks 4/5* | **Aspects of French-speaking society: current trends**  La famille en voie de changement  La 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 internet  Skimming 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 changement  Grands-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 organised  Identifying 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 2  Mrs 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 and  the range of work volunteers provide | Comparatives  Superlatives  ***Indirect speech*** | Summarising Information and extracting key points  Interpreting and explaining  figures 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 formed  Summarising from  reading 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 for  those that do it and for society as a whole | Direct and Indirect object pronouns  ***Subjunctive*** | Strategies for answering questions in French  Translate 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 French  cinema | Recognising and using the most common forms of present subjunctive | Developing listening techniques for the oral exam  Summarising from  listening |
| *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 its  beginnings until the present day | Understanding and using conditional | Developing revision techniques  Using persuasive  Language |
| *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 vocab  Writing with a purpose |
| *Term 4*  *Mr Mann/*  *Mrs Westlake*  *Weeks 1/2* | *Chosen film – essay skills* | |  |  |  |
| Term 4  Mrs 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 contemporary  francophone music and its diversity of  genre and style | Recognise and understand past historic  Revision of present and past participles | Translation from English to French  Listening 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 contemporary  francophone music, how often and by  what means | Revision of imperfect tense | Developping accurate pronunciation  Justifying 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 to  contemporary francophone music and how it might be safeguarded | Revision of imperatives | Producing interesting sentences  Expressing doubt and  uncertainty |
| Term 5/6 | REVISION/ Begin Book  Independent Research Project  Preparation for orals | |  |  |  |