

Year 13- FRENCH

Subject and Year Group	Autumn Year 13	Autumn 2 Year 13	Spring 1 Year 13	Spring 2 Year 13	Summer 1 Year 13	Summer 2 Year 13
Topic/Unit to be studied	Un Sac de billes	Un sac de billes	Quelle vie pour les marginalisés	Comment on traite les criminels	Revision- Topics and film	
	Les aspects positifs d'une société diverse	La politique et l'immigration	Les ados, le droit de vote et l'engagement politique	Les manifestations, grèves- à qui le pouvoir ?	Revision – Topics and film	
				Individual Research Project		
Core Knowledge and skills	<ul style="list-style-type: none"> <li>Understanding of the social and historical context of the book</li> <li>Life in occupied France, the antisemitism and the consequences of this on the Joffo family</li> </ul>	<ul style="list-style-type: none"> <li>In depth study of the characters and themes in the novel</li> <li>The loss of childhood and innocence</li> <li>Fear and hope</li> <li>Family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Examine different groups who are marginalised.</li> <li>Discuss measures to help the marginalised.</li> <li>Consider contrasting attitudes to the marginalised.</li> </ul>	<ul style="list-style-type: none"> <li>Examine different attitudes to crime.</li> <li>Discuss prison and its merits/ downsides.</li> <li>Consider alternative forms of punishment.</li> </ul>	<ul style="list-style-type: none"> <li>Re-visit Y12 topics and Y13 topics through exam prep- speaking card (paper 3) and mixed skills (paper 1) questions.</li> <li>Revision of Entre les murs and Un Sac de billes (paper 2)</li> </ul>	
	<ul style="list-style-type: none"> <li>Consider benefits of living in an ethnically diverse society.</li> <li>Consider need for tolerance and respect.</li> <li>Promoting diversity to create a richer world.</li> </ul>	<ul style="list-style-type: none"> <li>Political issues concerning immigration in France.</li> <li>Consider different political views.</li> <li>Consider viewpoints of immigrants and issues of racism.</li> </ul>	<ul style="list-style-type: none"> <li>Arguments for/ against vote at 16.</li> <li>Examine French political system.</li> <li>Discuss political engagement of French youth.</li> </ul>	<ul style="list-style-type: none"> <li>Understand importance of unions.</li> <li>Discuss strikes and protests.</li> <li>Discuss different attitudes to protest.</li> </ul>		
Grammar	Use of the past historic as the formal narrative past Use of colloquial language by the children in the novel	Development of literary language allowing the students to develop analytical and critical skills	The imperfect tense/ perfect tense/ pluperfect tense	Recognise & understand past historic/ si + clauses/ infinitive constructions	Revisit grammar points through integrated and interleaved practice across all 4 skills.	
	Present tense/ future tense/ conditional	Imperfect vs perfect/ future perfect/ conditional perfect	Form and use the passive/ form and use the subjunctive	Subject/ object pronouns; relative pronouns/ demonstrative adjectives and pronouns		
Assessment for and of learning:	<input type="checkbox"/> Vocabulary tests <input type="checkbox"/> Speaking Cards <input type="checkbox"/> Open book questions <input type="checkbox"/> Summary & Translation		<input type="checkbox"/> Vocabulary tests <input type="checkbox"/> Speaking Cards <input type="checkbox"/> Open book questions <input type="checkbox"/> Mock A – Level			