

Subject Area: Y12 French

Curriculum Intent: The French A-level curriculum at Trinity Sixth Form Academy aims to equip students with the passion and desire to communicate in French for both academic, professional and personal purposes, both orally and in writing. The depth and breadth of this course will provide the knowledge, skills and virtues for both examinations and an undergraduate degree, with the aim of adding value on a regional, national and international scale. Language is the road map of a culture. It tells you where its people come from and where they are going. – Rita Mae Brown. The course is designed to ensure that students realise, that as bilingual global citizens, fluency in a second language, or as polyglots, will maintain high academic and professional standards, as well as the confidence to make informed life choices. Researching France and the francophone world will not only expose students to authentic materials to broaden cultural horizons, but will provide the insight to make links with other subjects and understand the value of civic virtues through critical thinking, independent study, summary, inference and direct translation, to and from the French language. The speaking, listening, reading and writing components, through the medium of text, audio, film and authentic materials allow students to access historical, political and artistic contexts, as well as literary eras to communicate effectively in French and ignite curiosity to read foreign literature and current affairs. Students participate in immersive French extra-curricular enrichment activities that support their linguistic and personal progress. Their ability to communicate powerfully, confidently and effectively, will enhance their ability to successfully provide a service in their chosen field, as well as being considered an asset to the wider community.

Dates	Content	Assessment	Rationale
Term 1	<p>Social issues and trends/Artistic culture Topics - la famille en voie de changement, la cyber-société Knowledge and skills – manageable, to avoid cognitive overload. Vocabulary/Genders/articles/ Adjective agreements Grammar - Verbs/modal + inf Tenses/accurate conjugations/ Si clauses/Simple Subjunctives Paper 1 Listening/Reading/Summary Translation → French Translation → English Paper 2 Film – Au revoir les enfants. Complex language and critical thinking skills Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech</p> <p>CEIAG: Useful for education/translation/interpreting/humanitarian aid/policy/legal fields on both national and European scales as well as linked to the wider francophone world including parts of Africa and</p>	<p>Week 2 Grammar audit PC1 Paper 1 Listening/Reading/Summary/Translation Paper 3 Speaking card Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics from Y12 most lessons in the week Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay</p> <p>PS/CV's: Students participate in immersive extra-curricular events benefitting the wider community. The European Day of Languages – 26th September</p>	<p>Y12 – 6 topics and student IRP topic. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term, ensuring ample content coverage and the opportunity for spaced repetition testing and interleaving. Building on core GCSE content, students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary. An integrated course for students progressing to further study and future employment, with a focus on language, culture and society, promoting a range of transferable skills, confident communication, grammatical accuracy, critical thinking, research skills and creativity. Social issues and trends include the changing role of family and cyber society. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique/major/minor errors, PEE structure, critical analysis, film context, exploring historical, political and moral Second World War themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative Storybird projects, or university led Flash Fiction competition entries, facilitating literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p>
Term 2	<p>Social issues and trends/Artistic culture Topics - le bénévolat, le patrimoine Knowledge and skills – manageable, to avoid cognitive overload. Vocabulary/Grammar/Possessive adjectives/ DOP/IOP/Present/Perfect Subjunctive/Si clause revision/Verbs + à/de/rien/adjective agreements/ce qui-que Paper 1 Listening/Reading/Summary Translation → French Translation → English Paper 2 Film – Au revoir les enfants. Complex language and critical thinking Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech.</p>	<p>Paper 1 Listening/Reading/Summary/Translation Paper 2 short essay Paper 3 Speaking card Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics from Y12 most lessons in the week Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. Students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Topics include volunteering and heritage. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Second World War themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative projects, or university led competition entries, facilitating literacy and oracy.</p> <p>PS/CVs: International volunteering opportunities</p>
Term 3	<p>Social issues and trends/Artistic culture Topics – la musique francophone contemporaine, le septième art Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary/Grammar/ Genders/ Passive/Passive avoidance. Ce/cette/cet/ces Celui/Celle/Lequel/Laquelle/asking questions/adverbs Listening/Reading/Summary Translation → French Translation → English Paper 2 Film – Au revoir les enfants. Complex language and critical thinking Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speaking</p> <p>CEIAG: Guest speakers and industry links/employer delivering a task related to the content</p>	<p>PC2 Paper 1 Listening/Reading/Summary/Translation Paper 2 short essay Paper 3 Speaking card Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics from Y12 most lessons in the week Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity, valuable to both the individual and society. Artistic cultural topics include contemporary French music and cinema. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Second World War themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative projects, or university led competition entries, facilitating a high level of literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p>
Term 4	<p>All six topics will have been completed by February half term. Topics, vocabulary and content to be interleaved within Paper 1, Paper 2 and Paper 3 supporting activities. Engaging real world links to actively use the content covered so far. Enhanced research skills and credible source searches to support project work and the Paper 3 IRP. Grammar: asking questions for speaking cards PDO agreements/DOP/IOP. Adverbs. Revise the Subjunctive/Perfect Subjunctive.</p>	<p>Paper 1 Listening/Reading/Summary/Translation Paper 2 essay/Paper 3 Speaking card Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay.</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Second World War themes. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content.</p>
Term 5	<p>Paper 1 past paper questions Topics, vocabulary and content to be interleaved within Paper 1, Paper 2 and Paper 3 supporting activities. Engaging real world links to actively use the content covered so far. Enhanced research skills and credible source searches to support project work and the Paper 3 IRP, conversation and Speaking card. Complex grammar revision and understanding verbs with multiple meanings in context. Using the correct register: tense/voice/mood. Recognising the Past Historic. Use literary texts to revise grammar. Personalise according to student needs.</p>	<p>Paper 1 Listening/Reading/Summary/Translation Paper 2 essay/Paper 3 Speaking card Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing. Extended weekly homework.</p>	<p>Final PC of the year preparation. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity Storybird, Flash Fiction and university led essay competitions.</p> <p>CEIAG: Term 4, 5, 6 Guest speakers and international internship opportunities</p>
Term 6	<p>Paper 1 past paper questions. Paper 2 Film/Text – Au revoir les enfants/L'Étranger. Complex language/critical thinking. Paper 3 Speaking card, IRP and conversation. lex grammar revision and understanding verbs with multiple meanings in context. Using the correct register: tense/voice/mood. Recognising the Past Historic</p>	<p>PC Paper 1, Paper 2, Paper 3 Weekly spaced repetition test/Ind. learning 5 hrs</p>	<p>Consolidation. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity using Storybird, Flash Fiction and university led essay competitions.</p>

Subject Area: Y13 French

Curriculum Intent: The French A-level curriculum at Trinity Sixth Form Academy aims to equip students with the passion and desire to communicate in French for both academic, professional and personal purposes, both orally and in writing. The depth and breadth of this course will provide the knowledge, skills and virtues for both examinations and an undergraduate degree, with the aim of adding value on a regional, national and international scale. Language is the road map of a culture. It tells you where its people come from and where they are going. – Rita Mae Brown. The course is designed to ensure that students realise, that as bilingual global citizens, fluency in a second language, or as polyglots, will maintain high academic and professional standards, as well as the confidence to make informed life choices. Researching France and the francophone world will not only expose students to authentic materials to broaden cultural horizons, but will provide the insight to make links with other subjects and understand the value of civic virtues through critical thinking, independent study, summary, inference and direct translation, to and from the French language. The speaking, listening, reading and writing components, through the medium of text, audio, film and authentic materials allow students to access historical, political and artistic contexts, as well as literary eras to communicate effectively in French and ignite curiosity to read foreign literature and current affairs. Students participate in immersive French extra-curricular enrichment activities that support their linguistic and personal progress. Their ability to communicate powerfully, confidently and effectively, will enhance their ability to successfully provide a service in their chosen field, as well as being considered an asset to the wider community.

Dates	Content	Assessment	Rationale
Term 1	<p>Social issues and trends Topics - Une société diverse/quelle vie pour les marginalisés Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary/Grammar/Tenses/ Past Historic/Si + hybrid tenses Genders/articles/Adjective & verb agreements Listening/Reading/Summary Translation → French Translation → English Paper 2 Film – Au revoir les enfants. Text – L'Étranger. Complex language and critical thinking skills Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech</p> <p>CEIAG: Useful for education/translation/interpreting/humanitarian aid/policy/legal fields on both national and European scales as well as linked to the wider francophone world including parts of Africa and Canada</p>	<p>PC1 Paper 1 Listening/Reading/Summary/Translation Paper 3 Speaking card and IRP Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics from Y12 most lessons in the week Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay PS/CV's: Students participate in immersive extra-curricular events benefitting the wider community. The European Day of Languages – 26th September</p>	<p>Y13 – 6 topics and student IRP topic. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term, ensuring ample content coverage and the opportunity for spaced repetition testing and interleaving. Building on core GCSE content, students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary. An integrated course for students progressing to further study and future employment, with a focus on language, culture and society, promoting a range of transferable skills, confident communication, grammatical accuracy, critical thinking, research skills and creativity. Social issues and trends include the importance of a diverse society and marginalised groups. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique/major/minor errors, PEE structure, critical analysis, film context, exploring historical, political and moral Second World War themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative Storybird projects, or university led Flash Fiction competition entries, facilitating literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p>
Term 2	<p>Social issues and trends Topics - La criminalité/les ados, le droit de vote et l'engagement politique Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary//Grammar/Possessive adjectives/ DOP/IOP/Emphatic/PDO agreements/Present and Perfect Subjunctive/Si clause revision/Verbs + à/de/rien/adjective agreements Listening/Reading/Summary Translation → French Translation → English Paper 2 Film – Au revoir les enfants. Text – L'Étranger Complex language and critical thinking Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech.</p>	<p>PC2 Trial Exam. Paper 1 Listening/Reading/Summary/Translation Paper 2 essays Paper 3 Speaking card and IRP Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics from Y12 most lessons in the week Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. Students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Topics include crime and political engagement and the right to vote. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Second World War and post war francophone themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative projects, or university led competition entries, facilitating literacy and oracy.</p> <p>CEIAG Industry links and employers delivering a task related to content</p>
Term 3	<p>Social issues and trends Topics – Manifestations, grèves à qui le pouvoir/la politique et l'immigration Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary/Grammar/ Passive/Passive avoidance. Ce/cette/cet/ces Celui/Celle/Lequel/Laquelle/asking questions/adverbs Listening/Reading/Summary Translation → French Translation → English Paper 2 Film – Au revoir les enfants. Text – L'Étranger. Complex language and critical thinking Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech</p>	<p>PC3 Paper 1 Listening/Reading/Summary/Translation Paper 2 essays Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics from Y12 most lessons in the week Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity, valuable to both the individual and society. Artistic cultural topics include demonstrations, strikes, politics and immigration. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Second World War and post war francophone themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative projects, or university led competition entries, facilitating a high level of literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p>
Term 4	<p>All six topics to be completed by February half term. All 12 Y12/13 topics to consolidated via spaced rep testing and retrieval, as well as interleaving. Topics, vocabulary and content to be interleaved within Paper 1, Paper 2 and Paper 3 supporting activities. Paper 2 Film/Text – Au revoir les enfants/L'Étranger revision Engaging real world links to actively use the content covered so far. Enhanced research skills and credible source searches to support project work and the Paper 3 Speaking card, IRP and conversation. Complex grammar revision, personalise according to student needs. Tense/Voice/Mood</p>	<p>PC4 Paper 1 Listening/Reading/Summary/Translation Paper 2 essays/Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay.</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Second World War and post war francophone themes. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content.</p> <p>PS/CVs International volunteering opportunities</p>
Term 5	<p>Paper 1 past paper questions. Paper 2 Film/Text – Au revoir les enfants/L'Étranger. Complex language/critical thinking. Paper 3 Speaking cards Topics, vocabulary and content to be interleaved within Paper 1, Paper 2 and Paper 3 supporting activities. Engaging real world links to actively use the content covered so far. Enhanced research skills and credible source searches supporting project work and the Paper 3 IRP. Complex grammar revision and understanding verbs with multiple meanings in context. Using the correct register: tense/voice/mood. Revising the Past Historic. Use literary texts to revise grammar. Personalise according to student needs.</p>	<p>PC5/EXAM. Paper 1 Listening/Reading/Summary/Translation Paper 2 essays/Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing. Extended weekly homework.</p>	<p>Exam preparation, consolidation and revision. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research and creativity skills.</p> <p>CEIAG: Term 4, 5, 6 Guest speakers and international internship opportunities</p>
Term 6	N/A		

