



# fortismere

## Modern Languages Department - French KS5 Curriculum Map 2020-21

|          |               |  |  |
|----------|---------------|--|--|
|          | Le 7e art     | <p>Considering different expressions of artistic output in French society</p> <p>The history and evolution of French cinema</p> <p>Si clauses (pluperfect and past conditional)</p> <p>The continuing popularity of French cinema</p> <p>Film festivals</p> <p>Connectives with the subjunctive</p>  |  |
| Spring 1 | Les 400 coups | <p>Research into society in the 1950s</p> <p>Watching the film and understanding cinematic devices (authorial intent, les plans)</p> <p>Analysis of key themes (education, freedom, nouvelle, lies/stealing, expression of oneself vague features) and characters (Antoine, Gilberte, René, Julien)</p> <p>Essay writing techniques and use of evidence to support ideas</p><br><p>Understanding the notion of heritage</p> <p>Preservation of heritage on à regional and national scale</p> <p>Consider the marketing of major heritage sites</p> <p>The impact of culture on heritage in society</p> <p>Si clauses (present and future tense)</p> <p>Comparatives and superlatives</p> <p>The subjunctive mood</p> |  |
|          | Patrimoine    |  |  |
| Spring 2 | Musique       | The popularity and diversity of francophone music  |  |

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|             |   |   |   |
|-------------|---|---|---|
|             |   | <p>Use of question words and command forms</p> <p>Who listens to contemporary francophone music</p> <p>Use of the subjunctive for wishes and emotions</p> <p>How do people listen to music in francophone nations</p> <p>The threats to francophone music and how it may be safeguarded</p> <p>Use of the conditional</p> |   |
| Summer 1    | Preparation for mock exams, speaking practice   |   |   |
| Summer 2    | <p>Review of 20th century French history</p> <p>What does it mean to be French?</p> <p>Introduction of the IRP</p> <p>Revision of content and exam skills</p> |   |   |
| <b>Yr13</b> | <p><b>Topic</b></p> <p><b>Area</b>Une société diverse:</p>  | <b>Knowledge/skills to be taught.</b>   | <b>Resources/support at home</b>          |
| Autumn 1    | L'étranger  | <p>Recap of the key points</p> <p>Studies of the characters, social background, setting,...</p>   | <p>Kerboodle</p> <p>Frenchteacher.net</p> |

|          |   |  |   |
|----------|---|--|---|
|          | Les marginalisés  | <p>Essay writing technique and practice.<br/>Use of literary vocabulary</p> <p>Examine different groups who are socially marginalised<br/>Form and use the perfect tense<br/>Measure to help the marginalised<br/>Contrasting attitudes towards marginalised groups<br/>The pluperfect tense</p> | <p>Quizlet<br/>Wordreference<br/>Podcasts</p>   |
| Autumn 2 | <p>Une société diverse</p> <p>Preparation for IRP<br/>Exams skills ahead of mocks</p> | <p>Consider its benefits, need for tolerance and promotion of a richer world<br/>Present, past, conditional</p>  | <p>Kerboodle<br/>Frenchteacher.net<br/>Wordreference<br/>French government website<br/>Media reports and articles</p> |

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|          |  |   |   |
|----------|--|---|---|
| Spring 1 | <p>Comment on traite les criminels</p><br><p>Manifestations, grèves, à qui le pouvoir?</p>                     | <p>Discuss crimes, prison and punishments</p> <p>Expressing obligations</p><br><p>Understanding the important role of unions</p> <p>Subject and object pronouns</p> <p>Strikes, different ways to protest</p> <p>Relative pronouns</p> <p>Different attitudes towards strikes, protests and political tensions</p> <p>Demonstrative adjectives</p>  | <p>Kerboodle</p> <p>Frenchteacher.net</p> <p>Wordreference</p> <p>French government website (Law)</p> <p>Media reports and articles</p> |
| Spring 2 | <p>Les ados et l'engagement politique To be continued in Summer 2.</p><br><p>La politique et l'immigration</p> | <p>Discuss the right to vote, French political system and engagement of young people in politics.</p> <p>Passive voice</p> <p>Subjunctive mood</p> <p>Express doubt and certainties</p> <p>Talk about data and trends</p><br><p>Political issues around immigration in francophone countries</p> <p>Combining tenses</p> <p>Different political parties' approach to immigration</p> <p>Future perfect, conditional perfect</p> <p>Immigration from the viewpoint of immigrants, racism</p> | <p>Kerboodle</p> <p>French government website</p> <p>Podcasts</p> <p>Newspaper articles and videos</p>                                  |

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| Summer 1 | <p>Les ados et l'engagement politique - end</p> <p>Revision of entire programme</p> <p>Finalise IRP</p> | <p>Practice of exam techniques (paraphrasing, summarising, translating)</p> <p>Presentation skills</p> | <p>Revision booklet: text and audio-files on all topics covered</p> <p>Translations</p> <p>Practice papers</p> |
|----------|---|--|--|
| Summer 2 | <p>Revision of content and skills continues</p>   |  |  |