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| **YEAR 12 French**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Film Study – La haine** | |
| **Curriculum Intent** | **In addition to working further on objectives from Years 7-11, pupils will be taught, following National Curriculum guidelines, the following this term:** |
| **Skills/Assessment Objective Links** | * using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French * applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification * using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies * listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary * understanding the main points, gist and detail from spoken and written material * inferring meaning from complex spoken and written material, including factual and abstract content * assimilating and using information from spoken and written sources, including material from online media * summarising information from spoken and written sources, reporting key points and subject matter in speech and writing * identify a key question or subject of interest and select relevant information in French from a range of authentic sources, including the internet |
| **Spiritual, moral, social, and cultural development** | **SMSC:** Learning how to express yourself and respect other peoples’ views/culture.  **PSHE/British Values:** Discuss racism, social exclusion, police brutality and the political response to these.  **Skills Builder:** Opportunities for practicing constructing an academic essay |
| **Numeracy** | Numbers, dates and percentages |
| **Literacy** | **Vocabulary Tier 2:** See vocabulary booklet for La haine vocabulary for this topics.  **Vocabulary Tier 3:** Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structures, justification.  **Reading:** Regular reading activities (every other lesson minimum) – reciprocal strategies used, such as prediction, draw a picture, create a heading, reading bingo, two truths and a lie.  **Writing:** Regular summary writing, translations and essay writing  **Oracy:** Think, pair, share opportunities in every lesson, reading aloud activities as a whole class/group/pair (popcorn, ping pong reading, 1,2,3,4 game), opportunities for discussion on what makes a good piece of writing/speaking. etc, paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz, trade .etc.) |
| **Becoming future ready** | **Careers/Employability:**  Consider skills, qualities and interests to work abroad. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product: see short term plan for lesson-by-lesson examples**  **By resource:**  see short term plan for lesson-by-lesson examples  **By Intervention**: by providing different levels of supervision and support  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:   * give a synopsis of the film * describe, compare and contrast the 3 main characters in detail * analyse to what extent the viewer feels sympathy with the characters * explain how the banlieue and its inhabitants are portrayed * describe and compare the 2 main locations * explain the real events that inspired the film * analyse how realistic the film is * explain how the police are portrayed * describe some of the techniques used by the director * describe the success of the film * understand the controversies of the film * structure an analytical essay * use essay style language |
| **Learning Outcomes (Most powerful knowledge)** |
| **Current learning to be developed in the future within:** | All topics to be recapped throughout the rest of the course.  All grammar and skills to be recapped throughout the A-level course. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |