



YEAR 13 French

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Manifestations, grèves - A qui le pouvoir?



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	<ul style="list-style-type: none">• 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• translating an unseen passage from French to English• translating an unseen passage from English to French• develop research skills in French, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where French is spoken• identify a key question or subject of interest and select relevant information in French from a range of authentic sources, including the internet• use information to illustrate knowledge and understanding of the research subject• analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.
Spiritual, moral, social, and cultural development	SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Discuss the effectiveness of protests and strikes and the power of trade unions. Skills Builder: Opportunities for practicing listening, speaking and teamwork
Numeracy	Numbers, dates and percentages
Literacy	Vocabulary Tier 2: See vocabulary booklet for Kerboodle vocabulary for these 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 structure, 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, transactions 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:

QFT/SEND Provision	<p>By product: see short term plan for lesson-by-lesson examples</p> <p>By resource: see short term plan for lesson-by-lesson examples</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand the important role of unions • Discuss the different trade unions in France and their aims • Discuss the different attitudes towards trade unions • Discuss the effectiveness of protests and strikes • Discuss some recent strikes, their aims and their effectiveness • Discuss who strikes and why • Consider different methods of protesting • Discuss the different attitudes towards strikes, protests and other political tensions <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Learning Outcomes (Most powerful knowledge)	
Current learning to be developed in the future within:	<p>All topics to be recapped throughout the rest of the course.</p> <p>All grammar and skills to be recapped throughout the A-level course.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.