



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	<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 • 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	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture.</p> <p>PSHE/British Values: Discuss racism, social exclusion, police brutality and the political response to these.</p> <p>Skills Builder: Opportunities for practicing constructing an academic essay</p>
Numeracy	Numbers, dates and percentages
Literacy	<p>Vocabulary Tier 2: See vocabulary booklet for La haine vocabulary for this topics.</p> <p>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.</p> <p>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.</p> <p>Writing: Regular summary writing, translations and essay writing</p> <p>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.)</p>
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
QFT/SEND Provision	<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"> • 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:	<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.