



# YEAR 12 French

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: La famille en voie de changement



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"><li>• 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</li><li>• 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</li><li>• using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies</li><li>• 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</li><li>• understanding the main points, gist and detail from spoken and written material</li><li>• inferring meaning from complex spoken and written material, including factual and abstract content</li><li>• assimilating and using information from spoken and written sources, including material from online media</li><li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li><li>• translating an unseen passage from French to English</li><li>• translating an unseen passage from English to French</li><li>• 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</li><li>• identify a key question or subject of interest and select relevant information in French from a range of authentic sources, including the internet</li><li>• use information to illustrate knowledge and understanding of the research subject</li><li>• analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.</li></ul>
Spiritual, moral, social, and cultural development	<b>SMSC:</b> Learning how to express yourself and respect other peoples' views/culture. <b>PSHE/British Values:</b> Discuss sexism, changes to LGBTQ+ rights, the different types of marriages and families. <b>Skills Builder:</b> Opportunities for practicing listening, speaking and teamwork
Numeracy	Numbers, dates and percentages
Literacy	<b>Vocabulary Tier 2:</b> See vocabulary booklet for Kerboodle vocabulary for these topics. <b>Vocabulary Tier 3:</b> Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structures, justification. <b>Reading:</b> 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. <b>Writing:</b> Regular summary writing, translations and essay writing <b>Oracy:</b> 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	<b>Careers/Employability:</b> Consider skills, qualities and interests to work abroad.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

<b>QFT/SEND Provision</b>	<p><b>By product:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By resource:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the trends and changes in marriage and other forms of partnerships.</li> <li>• Discuss the changes in LGBTQA+ rights regarding partnership and adoption.</li> <li>• Discuss the merits of different family structure.</li> <li>• Discuss the problems of different family structures.</li> <li>• Discuss the relationships between generations.</li> <li>• Discuss the problems that can arise between generations.</li> <li>• Discuss the different types of family dynamics.</li> <li>• Discuss the role of grandparents within the family.</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Learning Outcomes (Most powerful knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	<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>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>