



YEAR 13 French

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Quelle vie pour les marginalisés?



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	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture.</p> <p>PSHE/British Values: Discuss tolerance and respect in a diverse society</p> <p>Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates and percentages
Literacy	<p>Vocabulary Tier 2: See vocabulary booklet for Kerboodle vocabulary for these 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 structure, 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, transactions 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 study and 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"> • Examine different groups who are socially marginalised • explain the reasons for and causes of poverty and homelessness • show understanding and evaluation of regional trends • evaluate the data in terms of age, gender, ethnicity etc. • Discuss measures to help those who are marginalised • describe how French society feels about marginalised people • describe how French people view overseas aid; charitable organisations for overseas aid and how they are (or are not) supported • explain why children can become marginalised and the factors that might explain how parents can no longer support children • discuss the importance for children of having the continuity in their education • make links with the family topic, explain how the changing nature of the family affects marginalised groups
Learning Outcomes (Most powerful knowledge)	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
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	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>