

		Year 12 French Curriculum - Teacher 1 (4 lessons a fortnight)	[✓]
Subject Knowledge and Key Skills			
Cyber Society	Autumn	I can discuss the role/use/impact of digital technology and can give and explain at least 5 ways in which the Internet has transformed everyday life across the French-speaking world.	[]
		I can evaluate and discuss current attitudes towards technology and can give and explain at least 3 reasons (using examples from the French-speaking world) to support and counter the view that society is becoming overly dependent on technology.	[]
		I can evaluate and discuss (using examples from the French-speaking world) the dangers and negative aspects of digital technology – e.g. online bullying, cybercrime, influence of social media – including the effectiveness of measures to combat/reduce the threats of online harm.	[]
		I can evaluate and discuss (using examples from the French-speaking world) the different users of technology and the digital world they inhabit - particularly generational differences vis-à-vis use of social media/smartphones/YouTubers/influencers/bloggers/IT literacy etc.	[]
		I can discuss possible future developments (using context from the French-speaking world to support my predictions) and can give and explain at least 3 ways in which technology may evolve in different sectors (e.g. education, employment, science).	[]
		I can find key synonyms in a reading text.	[]
		I can express and justify my opinions in a debate about the pros and cons of new technologies.	[]
		I can answer questions in French in reading or listening comprehension tasks, identifying and extracting relevant information from texts.	[]
Cultural Heritage	Autumn/Spring	I can give a detailed definition of what constitutes 'heritage'; I can give examples of different types of heritage and I understand key terminology (e.g. ' <i>patrimoine matériel</i> ' vs ' <i>immatériel</i> ').	[]
		I can evaluate the richness of heritage in the French-speaking world, giving examples of famous sites (natural and man-made), including those listed by UNESCO; I can research and give a presentation on the heritage of a region of France.	[]
		I can discuss the impact and importance of heritage on a local, regional and national scale (e.g. regional identity, national pride, tourism/economy).	[]
		I can explain the role of UNESCO in the protection of France's historic sites and monuments, including what is meant by ' <i>la liste du patrimoine mondial de l'humanité</i> ' and ' <i>la liste indicative</i> '.	[]
		I can give examples of other policies/initiatives to promote interest in heritage (particularly amongst young French people) and the restoration of buildings/châteaux/monuments (e.g. <i>Journées du patrimoine</i> , <i>Loto du Patrimoine</i> , <i>Nuit des Musées</i>) and can assess their effectiveness.	[]
		I can evaluate and debate current attitudes towards heritage and heritage preservation – whether/why/how historic monuments/sites should be protected and maintained, who benefits and how should this work be funded/prioritised? (e.g. Notre Dame)	[]
		I can consider the influence of heritage on tourism – I can identify France's most popular historic sites and how they market themselves; I can evaluate the positive and negative effects of tourism for a site and local area.	[]
		I can discuss the role of technology and innovation to promote heritage/tourism whilst protecting endangered monuments/sites (e.g. pros/cons of virtual reality, social media, reproductions).	[]
		I understand what is meant by 'PCI' (intangible cultural heritage); I can give a variety of examples (music/dance, festivals, traditions, crafts) from the francophone world, including those elements of French culture which are recognised by UNESCO, and consider how they reflect and contribute to the diversity of French-speaking cultures.	[]
		I can discuss and evaluate the importance of intangible cultural heritage in constructing a regional/national identity and how attitudes may have changed over time (e.g. regional languages); I can say how these traditions are celebrated and preserved/passed on to future generations.	[]
I understand the importance of gastronomy in France's cultural heritage and can discuss the role of food/regional specialities/culinary traditions in French-speaking societies and how this continues to change.	[]		

		Extension: I can discuss the idea of ‘modern heritage’ and can consider which modern buildings or art forms could form part of French cultural heritage in the future, using context from the French-speaking world to support my predictions.	[]
		I can make a presentation in French which demonstrates I have understood key information and drawn conclusions from independent research; I can answer spontaneous questions in French.	[]
		I can apply the rules of agreement for regular and key irregular adjectives (noting common patterns); I can use comparatives and superlatives, including irregular forms (e.g. <i>meilleur, pire</i>).	[]
		I know how to use <i>si</i> sentences (present and future).	[]
Contemporary Francophone Music	Spring/Summer	I can discuss the popularity of contemporary francophone music and its diversity of genre and style; I can explain which music genres are most popular in France today and give examples of a variety of current francophone artists/groups/songs (including those with international success).	[]
		I can discuss current trends/influences in francophone music and how this has evolved in recent years; I can make comparisons with popular 20 th century artists/genres (e.g. <i>la chanson française</i>), giving reasons for changing tastes in music and identifying music which has endured.	[]
		I can discuss who listens to contemporary francophone music, how often, by what means, and the role/importance of music in their lives - with a particular focus on young people and their music tastes, including how they access and discover new music.	[]
		I can talk about the increasing influence of technology on music listening habits; I can compare the impact and advantages of streaming and social media vs radio listening trends and sales of vinyl/CDs.	[]
		I can evaluate and discuss potential threats to contemporary francophone music – e.g. dominance of Anglo/American music, illegal downloading/streaming, use of AI, decline in quality of music.	[]
		I can discuss how francophone music can be protected, celebrated and promoted (at home and abroad) and can explain reasons for its current growth - including the role of music festivals (<i>la Fête de la musique</i>), TV talent shows (<i>La Voix, La Nouvelle Star</i>), awards ceremonies (<i>Victoires de la Musique, Les Flammes</i>), collaborations with international artists, and quotas policy.	[]
		I understand what is meant by ‘ <i>l’exception culturelle</i> ’ and can evaluate the effectiveness of the use of quotas to protect airplay of francophone music on French/Québec radio stations.	[]
		I can express and justify my opinions in a debate about the pros/cons of the policy of quotas for francophone music.	[]
		I can make a presentation in French on a music genre or festival which demonstrates I have understood key information and drawn conclusions from independent research; I know how to use question forms and can answer spontaneous questions in French.	[]
		I can recognise statistics from listening passages and use them to support my own analysis; I can express larger numbers, dates, fractions, and percentages in French.	[]
		I can translate passages on this topic into French/English, paying particular attention to translation traps (e.g. tenses, pronouns, word order and article differences between French and English).	[]

		Year 12 French Curriculum- Teacher 2 (3 lessons a fortnight)	[✓]
Subject Knowledge and Key Skills			
The Changing Nature of Families	Autumn	I can talk about trends in the life of couples in the French-speaking world.	[]
		I can explain the difference between <i>se marier</i> and <i>se pacser</i> .	[]
		I can explain at least two reasons why being ' <i>pacsé</i> ' is popular in France.	[]
		I can explain the importance of the <i>mariage pour tous</i> movement.	[]
		I can give statistics about divorce rates in France.	[]
		I can give statistics about the number of single parent families in French-speaking countries.	[]
		I can talk about the changes to laws around gay parents and adoption in French-speaking countries.	[]
		I can talk about the problems and concerns in French-speaking family life (including <i>enfants boomerang</i>).	[]
		I can explain what a ' <i>famille recomposée</i> ' is and explain why it is important in modern life.	[]
		I can skim texts for gist in preparation of <i>Résumé</i> task and reading comprehension.	[]
		I can explain the role of grandparents in French family life: supporting and being supported.	[]
Volunteering	Autumn/Spring	I can name 3 French charities and explain their 'missions'.	[]
		I can explain which type of charity work is most popular in France and French-speaking countries.	[]
		I can explain the importance of volunteering for young people in the French-speaking world.	[]
		I can explain the importance of volunteering for retired people in the French-speaking world.	[]
		I can explain the role of charities in raising awareness of issues (e.g. <i>nuit solidaire, les Enfoirés, le Sidaction</i>).	[]
		I can explain why charity work is needed in France and the French-speaking world.	[]
		I can give 2 examples of people who were helped by charities, or 2 issues which have been improved by the work of charities.	[]
		I can explain why volunteering is good for the CV of young people.	[]
		I can explain how the government encourages people to do voluntary work.	[]
		I can use statistical language to describe trends and data features of a text.	[]
		I can summarise key ideas from reading and listening and am starting to manipulate language in writing résumés.	[]
		I can translate passages on this topic into English, paying particular attention to translation traps (e.g. tenses, pronouns, word order and article differences between French and English).	[]
		I can translate and use the connectives (<i>si, quand, puisque, dès que, lorsque</i>).	[]
		I can confidently form and use the future tense of all key regular and irregular verbs.	[]
Cinema: The 7th Art	Spring/Summer	I can say what genre of film the French like the most.	[]
		I can explain where the expression ' <i>le 7^{ème} Art</i> ' comes from.	[]
		I can name 5 French or Francophone actors/actresses/films.	[]
		I can name 3 French or Francophone film directors/2 cinema companies.	[]
		I can explain which film genres are most popular in France.	[]
		I can explain how important cinema is for the French people as a cultural activity.	[]
		I can explain the role of independent films in France (<i>film d'art/d'essai</i>).	[]
		I can name key figures and explain their role in the birth of cinema (<i>Les frères Lumière, Georges Méliès, Charles Pathé</i>).	[]
		I can explain what ' <i>la nouvelle vague</i> ' is and how it influenced the world of cinema, and can name French film makers of the movement.	[]
		I can explain and give statistics on the influence of TV series/Netflix on French cinema/quotas.	[]
		I can explain the importance of film festival in francophone world and name at least 3 (Cannes, Avoriaz, Annecy).	[]
		I can talk about the place of independent cinema/theatres/grand complex.	[]
		I can explain what ' <i>l'exemption culturelle</i> ' is.	[]

	I can explain how France protects its cinema industry (before <i>l'exception culturelle</i>).	[]
	I have consolidated my understanding of the use of infinitive constructions.	[]
	I understand and can recognise when 'si' clauses (pluperfect/conditional perfect) are used.	[]
	I can recognise and name at least 5 connectives followed by the subjunctive.	[]

In addition to the content above, a special course runs alongside lessons in Y12 in the Autumn and Spring terms which gives students the opportunity to develop a broad awareness of cultural and societal issues of the day. This course is designed to respond to linguistic misconceptions that arise in topic lessons and broaden students' awareness of issues facing countries and citizens of the French-speaking world in preparation for the A04 requirement of the A Level speaking exam.