

		Year 13 French Curriculum- Teacher 1 (4 lessons a fortnight)	[✓]
Subject Knowledge and Key Skills			
Young People's Political Engagement	Autumn	I can name and give basic details (left/right wing, leader, key manifesto points) about three political parties in the French-speaking world.	[]
		I can talk about youth participation in elections in the French-speaking world – citing trends from at least one recent election (key issues, participation in rounds and types of vote).	[]
		I can give and explain at least 3 arguments to support and counter the view that the voting age should be lowered to 16 in the French-speaking world.	[]
		I can give and explain (using examples from the French-speaking world) at least 3 reasons why young people tend to abstain from voting.	[]
		I can give and explain (using examples from the French-speaking world) at least 3 examples of how governments and governmental organisations are attempting to combat youth abstention.	[]
		I can find key synonyms in a reading text (Paper 1 exam skill).	[]
		I know of at least 2 ways to manipulate language so as to access marks for the résumé task.	[]
		I am starting to identify the language traps in the 'into French' translation: subjunctive trigger verbs and conjunctions, passive, future tenses, <i>si</i> clauses, PDO agreement, statistical language, and articles (Paper 1 exam skill).	[]
		I know how to use the passive.	[]
		I know when it is not possible to use the passive and how to use 'on' with verbs such as <i>dire à</i> .	[]
		I can name at least 5 verbs followed by <i>à</i> and <i>de</i> .	[]
		I can use the subjunctive forms of the key verbs (<i>aller, être, avoir, faire, devoir, pouvoir, vouloir, venir</i>) and recognise the main triggers for the subjunctive.	[]
Protests, Strikes and Trade Unionism	Autumn/Spring	I can name at least 3 French trade unions and describe actions they have taken.	[]
		I can describe the current trends in trade union membership in France.	[]
		I can describe the main role of trade unions in France.	[]
		I can explain the difference between a strike and a protest.	[]
		I can give reasons for France having a high strike rate.	[]
		I can describe the aims, actions and consequences of at least one strike.	[]
		I can describe the aims, actions and consequences of at least one protest movement.	[]
		I can describe how the government and police have responded to strike action and discuss the public view of this response.	[]
		I can use the relative pronouns <i>ce qui/ce que/ce dont</i> with confidence.	[]
		I can use the relative pronouns: <i>lequel, laquelle, duquel, auquel</i> .	[]
		I understand at least 3 different ways of translating –ing (the gerundif).	[]
		Immigration	Spring/Summer
I can explain the difference between an immigrant, migrant and a <i>chercheur d'asile</i> , and the term <i>immigration clandestine</i> and <i>immigration choisie</i> .	[]		
I can explain the advantages and disadvantages of the policies of ' <i>regroupement familial</i> ', ' <i>régularisation</i> ', ' <i>immigration choisie</i> ', ' <i>le contrat d'intégration républicaine</i> ', and the 2023 law.	[]		
I can explain the causes and impact of non-documented immigration in France and Mayotte.	[]		
I can explain what the jungle was and what the current political response to migrants in Calais is (in particular, the issue of <i>les traversées</i>).	[]		
I can describe the aims, actions and consequences of at least one organisation which supports immigrants in France.	[]		
I can explain the key similarities and differences between the immigration policies of the <i>rassemblement national</i> , <i>Renaissance</i> and <i>la France Insoumise (les Nupes)</i> .	[]		
I can confidently form <i>si</i> clauses with the perfect conditional.	[]		
I can tackle a translation (Fr-Eng, Eng-Fr) involving combined tenses.	[]		

		I can confidently form the future perfect tense.	[]
IRP	Autumn – Spring	Individual research project research and title formation (Autumn term).	[]
		Individual research project key headings (Autumn term).	[]
		Individual research project draft presentation (Spring term).	[]
		Individual research project discussion and debate (Spring/Summer term).	[]

		Year 13 French Curriculum- Teacher 2 (3 lessons a fortnight)	[✓]
Subject Knowledge and Key Skills			
Positive Aspects of a Diverse Society	Autumn	I can explain the main trends in immigration to France (Maghreb, eastern Europe).	[]
		I can describe how immigrants have contributed to cultural life in France (e.g. food, sport, music, language development).	[]
		I can describe and give examples of how citizens have benefitted from living with others.	[]
		I can explain what <i>laïcité</i> is and why the <i>affaire foulard</i> was controversial.	[]
		I can describe the actions the government has taken to promote tolerance.	[]
		I can describe how age discrimination has been tackled in France.	[]
		I can describe how transphobia and homophobia has been tackled in the French-speaking world.	[]
		I can describe how handicapped people in France are protected from discrimination and how they have changed attitudes.	[]
		I can describe how discrimination against women has been tackled: gender pay gap, femicide, <i>balance ton porc</i> .	[]
		I can give examples of how tolerance is promoted in the workplace, schools and society.	[]
		Consolidation of the Imperfect tense.	[]
		Consolidation of the Perfect tense.	[]
		I can form and use the Pluperfect tense.	[]
		La Haine	Autumn/Spring
I can explain the reasons for French riots in 2005.	[]		
I can describe the living condition of the ' <i>banlieusards</i> ' in France.	[]		
I can talk about the main scenes of the film (17).	[]		
I can talk about the main topics of the film: the suburbs, the police, the violence.	[]		
I can talk about the identity of <i>les banlieusards</i> .	[]		
I can analyse the main 3 characters: <i>Vinz, Hubert, Saïd</i> .	[]		
I can talk about the secondary characters: <i>Nordine, Samir, Notre-Dame, les journalistes, femmes, habitants de la cite</i> .	[]		
I can talk about the director's methods: <i>la structure du film, la langue, les techniques visuelles, les techniques cinématographiques, la bande sonore</i>	[]		
I can memorise and use accurately the main quotes of the film.	[]		
I can use a rich variety of specific topic vocabulary related to the film/characters.	[]		
I can use PEEL (Point Example Explanation Link) in an essay to structure my Points.	[]		
I can use a range of synonyms (e.g. <i>les flics/les policiers/les forces de l'ordre</i>).	[]		
I can use various grammatical structures, such as the subjunctive and present participle, accurately in a formal essay structure.	[]		
Criminality	Spring/Summer	I can describe the main types of crime that French society has to face (delinquency, cyber-crime, terrorism, theft).	[]
		I can discuss the role of different groups (parents, government, school, citizens) in preventing and contributing to delinquency.	[]

		I can describe how different crimes are sanctioned or punished in France and the French-speaking world (including use of electronic tag, death penalty, incarceration, community service, and open prisons).	[]
		I can describe the policies and attitudes towards the death penalty in France and the French-speaking countries.	[]
		I can describe the key issues facing French prisons and those of the French-speaking world (overpopulation, violence, drugs, the role of prison guards, radicalisation).	[]
		I can describe the French government's response to the problems facing prisons.	[]
		I can offer arguments for and against prison as a good response to crime and its role in prevention of reoffending.	[]
		I can recognise and understand the past historic tense.	[]
		I can confidently use and identify the need for 'si' clauses in speaking and translation.	[]
		I can use a wide range of infinitive constructions in discussion and debate.	[]
		I can use statistical language and figures with confidence to describe trends.	[]

		Year 13 French Curriculum- Teacher 2 (2 lessons a fortnight)	[✓]
Subject Knowledge and Key Skills			
No et moi	Autumn- Spring	I have read the French novel ' <i>No et moi</i> ' in the target language.	[]
		I can analyse the main characters and their interactions, offering specific quotes to support my analysis in writing.	[]
		I can analyse key themes in the novel (friendship, homelessness, loss, loneliness, school, and family), and can make reference to specific quotes to support my analysis in writing and discussion.	[]
		I can confidently use the PEEL technique to structure my essay.	[]
		I can use specific vocabulary, structures and devices needed to write a literary essay.	[]
		I can describe the literary devices used as part of characterisation and narration and am aware of register and tone.	[]
		I can summarise key points succinctly in French.	[]
Marginalised Groups in Society	Spring-Summer	I can name and give basic facts about at least three socially marginalised groups in France/the French-speaking world.	[]
		I can give and explain the terms ' <i>la marginalisation</i> ' and ' <i>la pauvreté</i> ' (in the French-speaking world).	[]
		I can give and explain at least 3 reasons why there are increasing number of 'SDF' in France and what government/local council response to the issue of SDF has been.	[]
		I can give examples and explain how at least 3 organisations help the homeless in France/the French speaking world.	[]
		I can describe differing attitudes to those who are marginalised.	[]
		I can talk about the CV anonyme and inclusion legislation in schools.	[]
		I can vary language using synonyms.	[]
		I can argue and debate persuasively using a range of terms to express approval and disapproval.	[]