

## Topic Sequencing and Rationale

### KS3 French

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	7	<ul style="list-style-type: none"> <li>All about me</li> <li>How do teenagers live elsewhere?</li> <li>Planning a trip (Paris)</li> </ul>	<ul style="list-style-type: none"> <li>Key knowledge for second language acquisition is developed (and revisited from KS2) from the outset through explicit study of cognates, phonics, and key conceptual differences such as masculine/ feminine and word order. Students can then situate further learning through a firm foundation of how language differs/ is similar/ and is therefore acquired effectively.</li> <li>Implicit approaches to basic language such as greetings, age, name etc. allow for better challenge and KS2→KS3 transition. This allows students to create extended passages within short time periods by expressing justified opinions; confidence is key for second language acquisition, so students are provided with early opportunities to experience success.</li> <li>To develop students' cultural capital early and whilst motivation is historically at its highest, practical approaches to the acquisition and application of language is emphasised through developing knowledge to be able to plan trips and holidays abroad giving students real 'purpose' for their learning.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Role models and me</li> <li>How do other countries holiday?</li> <li>At the till</li> </ul>	<ul style="list-style-type: none"> <li>Further opportunities for cultural study are provided through the study of key culturally influential celebrities; progression is developed through in-context study of biography and informative texts. Challenge is therefore self-evident as most texts will be authentic 2<sup>nd</sup> language texts.</li> <li>Students are then asked to reflect on their own cultural understanding and compare to that of another country through the study of holiday habits. Students' abilities to describe their own experiences are therefore developed through the study of other countries providing even deeper knowledge of the world around them.</li> <li>Students have historically bemoaned the lack of relevance in language being used (e.g., describing items in the pencil case); practical knowledge linked to activities of interest is therefore developed e.g., ordering in a restaurant; purchasing fast-food etc. Spontaneous speaking and interaction with a foreign language is therefore developed further following explicit study of key underpinning grammar and structures (three time frames; high frequency communicative expressions e.g. il y a...)</li> </ul>
	9	<ul style="list-style-type: none"> <li>Customs and traditions in France</li> <li>Modern living: influence of technology</li> <li>Life on the big screen</li> </ul>	<ul style="list-style-type: none"> <li>With the opportunity to continue exposure of more students to MFL than we currently do, cultural appreciation is at the forefront of the Y9 curriculum; if this is the last year of study for them in MFL we want to ensure they gain powerful knowledge of the cultures and societies in which the language they are learning is spoken.</li> <li>Cultural capital and raising aspirations to visit and experience these countries is also promoted through the curriculum study of traditions, festivals, and films; language is used communicatively building upon grammatical and linguistic development over the previous two years.</li> <li>Understanding of challenging concepts such as race relations, conflict and culturally significant events is developed through film studies which aims to develop students linguistic but also societal understanding and ability to offer extended and justified views of stimuli; a key aim is to develop students' cultural and linguistic competence through carefully supported and scaffolded film studies.</li> </ul>

## Topic Sequencing and Rationale

### KS4 French

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<ul style="list-style-type: none"><li>• Self and family</li><li>• Free time</li><li>• Healthy living</li><li>• School</li><li>• Holidays</li><li>• Town and Region</li></ul>	<ul style="list-style-type: none"><li>• Rationale of KS4 curriculum is to focus on the individual/ self; then to others (family and friends/ individuals); to places in their immediate world and lived experiences; to finally the larger society and world around them.</li><li>• Students need to contextualise their lives within national and global citizenship and develop cultural knowledge and understanding by comparing their lives and lived experiences with other young people and societies.</li><li>• Grammar and linguistic structures are first of all revisited from KS3 but then built upon with different tenses within each time frame; challenge is embedded throughout in the topics and resources selected (e.g., creative writing tasks for holidays necessitates progression from more 'formulaic' approaches taken at KS3 which seeks more to embed key high frequency language and verbs</li></ul>
	11	<ul style="list-style-type: none"><li>• Environment</li><li>• Global Issues</li><li>• Plans for the future</li><li>• Exam preparation</li></ul>	<ul style="list-style-type: none"><li>• Topics and areas of study are both thematically and contextually linked to the students' chronological ages, the study of environment, global issues, and future plans links with other subject curricula e.g., Personal Development but also to their own immediate areas of interest e.g., careers and future plans.</li><li>• Due to the challenging nature of the themes, students are more mature and better able to access complex concepts for discussion and therefore offer more developed views on the topics chosen.</li><li>• More advanced linguistic topics e.g., the subjunctive mood, lend themselves to these subjects and therefore allow for a clear progression to study of A Level.</li></ul>

## Topic Sequencing and Rationale

### KS5 French

	Year	What is taught? Overview of Topics		Why this? Why then?	
KS5	12	La famille en voie de changement	La cyber-société	Close progression from GCSE study. Students are familiar with the topics and can relate to their own personal lives which enables them to build upon this prior knowledge to successfully accumulate new language and structures in the context of the Francophone world.	In reducing cognitive load of completely new language and themes, students have more capacity to acquire more advanced language and application e.g., debates, evaluation of positives and negatives etc.
		Le rôle du bénévolat		Students' wider knowledge and understanding of the Francophone world is developed following a period of transition in the prior units. Evaluation and analysis are developed through studying the importance and impact of voluntary work; something which they may have reference to in their own personal contexts.	
		Entre les murs (film study)	La musique francophone contemporaine	Having studied evaluation and analysis developing linguistic and written confidence with prior units, the study of film analysis can begin.	Building upon prior knowledge from GCSE or key language skills such as drawing upon cognates and loan words, music is studied with an in-depth analysis of the importance of French-language conservation and promotion as well as the role and influence of other cultures in the Francophone world.
		Le septième art	Une culture fière de son patrimoine	Having practically studied a film and explored key cinematic language in context, students then explore the wider role, importance, and influence of cinema as an art form in the Francophone world.	Drawing upon ideas of culture and influence of language in music, the concept of the protection of Francophone language and culture is further explored through the concept of cultural heritage: tourism, monuments, and customs.

13	Un Sac de billes	Les aspects positifs d'une société diverse	Students build upon prior knowledge of creating extended analytical and evaluative writing on a French text (film). Students linguistic, cultural, and thematic understanding is further developed by study of an important book reflecting French history and the treatment of Jews during the Second World War.	Students are introduced to the different ethnic and social groups the Francophone world. Having studied concepts of multiculturalism and the need to study, understand and celebrate other cultures, students are encouraged to apply this understanding in the specific Francophone context.
	Un Sac de billes	La politique et l'immigration	Students are pushed to further develop their engagement with received ideas but also to develop their own sense of judgment and justification.	Following on from the previous unit, students are then introduced to the political tensions that surround issues of culture and ethnic identity in the French political world. Students are encouraged to consider their own context but focus analysis and comment on the situation in France.
	<p>IRP</p> <p>The Individual Research Project is introduced and finalised concurrently with the end of A Level study to provide a synoptic opportunity for students to explore, research and present a critical piece of research based on an area of more in-depth study inspired by the other topics present on the syllabus. Students will be required to build upon and demonstrate increasing confidence with concepts of presentation, critique and debate.</p>			
	Quelle vie pour les marginalisés	Les ados, le droit de vote et l'engagement politique	Students have already been introduced to concepts of multiculturalism and different groups in society (diversity). This unit builds upon this prior study and asks students to develop their understanding of the different attitudes to different marginalised groups Francophone society, what effect this has on individual and collective groups and what we can do to better include marginalised groups.	Linked to students own chronological age and building upon developing understanding of the French political system, arguments surrounding the right to vote for 16-year-olds is explored with wider questions of political engagement explored. Students are encouraged to synthesise existing arguments to produce and present their own justified points of view.
	Comment on traite les criminels	Les manifestations, grèves- à qui le pouvoir ?	Students examine questions of crime and punishment. They explore reasons for and remedies to criminality. Heavily sociological in theme and language, students approach this topic having previously explored marginalisation of groups in society; knowledge of debating and justifying firm of views are also developed further.	Continuing on from studying students' own perceptions and importance of engagement with the political system in the Francophone world. Wider political influences are studied by examining the role of trade unions and protest movements in France. This requires advanced linguistic and grammatical knowledge and engagement with the current and historical political context both in their own lives, but more importantly in France.
	Revision- Topics and film & Exam Skills			