

NKS French Curriculum Map 2022 - 2023

The purpose of studying French at NKS is to foster pupils' curiosity and deepen their understanding of language, communication and culture. Learning French enables pupils to express their thoughts and ideas in another language and to understand and respond to its speakers in both speech and writing. It also provides them with opportunities to communicate for practical purposes and learn new ways of thinking. Learning French provides the foundation for learning further languages, equipping pupils to work and socialise internationally.

As a result of studying French, pupils will: develop a deeper understanding of how language – including English – works; develop their listening, speaking, reading and writing skills; develop useful and transferable study skills; broaden their horizons through a positive approach to a multicultural society; and develop a spontaneous and creative use of French.

Year 7

Students of French in year 7 start their journey from the basics. This allows for key concepts to be embedded from the beginning. Near-native speakers or students who have had previous contact with the language will use this introduction as a chance to revise and analyse what they need to improve on. This course will form the base of any future study of French; thus, we want our students to become confident and passionate about their learning.

During year 7, students begin to understand, speak, read and write French. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Myself:</p> <ul style="list-style-type: none"> • Classroom instructions • Asking to be able to do / have something • Meeting and greeting • Alphabet • Numbers • Ages • Days • Months • Birthdays • Classroom items • Likes and dislikes 	<p>Activities, descriptions, people and dates:</p> <ul style="list-style-type: none"> • Sport & hobbies • Descriptions of yourself • Descriptions of others • Preferences • Giving dates 	<p>School:</p> <ul style="list-style-type: none"> • School subjects • Teachers • Telling the time • Timetables • Food • Uniforms • Agreeing and disagreeing 	<p>Hobbies:</p> <ul style="list-style-type: none"> • French speaking countries • Weather and seasons • Sports • Activities • Saying what you like doing • technology 	<p>My family life:</p> <ul style="list-style-type: none"> • animals • Higher numbers • Family members • Physical descriptions • Where you live • The house • Talking about breakfast • Celebrations 	<p>My surroundings:</p> <ul style="list-style-type: none"> • My town/village • Saying where you go • Invitations • Ordering snacks and drinks • Talking about plans
	<p>Using French to cope with usual classroom situations</p> <p>Understanding concept of gender through using indefinite article</p> <p>Forming and using 'there is/are' and its negative form</p> <p>Using preparation time in Listening and speaking activities</p> <p>Answering role play style tasks</p>	<p>Forming and using adjectival agreement</p> <p>Using the 3rd person singular</p> <p>Forming and using the negative and the infinitive.</p> <p>Using connectives and qualifiers</p> <p>Form and use the possessive adjectives in the 1st and 3rd person singular</p>	<p>Forming and using the definite article</p> <p>Forming and using regular -er verbs</p> <p>Understanding the position of adjectives</p> <p>Answering spoken picture based style task</p>	<p>Developing sentences through the use intensifiers</p> <p>Developing sentences through the use of connectives</p> <p>Forming and using irregular verbs = 'faire'</p> <p>Forming and using jouer 'à'</p> <p>Using aimer + the infinitive</p>	<p>Forming and using the possessive adjectives 'your'</p> <p>Forming and using tolive + 'in'</p> <p>Forming and using the irregular verb 'boire'</p> <p>Forming and using the 1st person plural 'nous' with irregular 'ger' verbs</p> <p>Forming and using the 3rd person plural</p>	<p>Understanding prices</p> <p>Forming and using 'aller + à'</p> <p>Conjugate 'to want to'</p> <p>Using 'tu' and 'vous'</p> <p>Using the conditional 'je voudrais' to order.</p> <p>Forming and using the near future tense.</p>

		Conjugate 'to have' Conjugate 'to be'		Forming and answering questions.	Using reflexive verbs.	Combining the present and the near future tenses.
Assessment	Regular vocabulary tests Speaking – role play style Reading on topic of Myself and including translation French to English	Regular vocabulary tests Listening activities Writing and speaking activities to introduce yourself and others. Translation English to French	Regular vocabulary tests Reading on topic of All about me and including translation French to English Speaking – picture based task on family, animals, activities	Regular vocabulary tests Listening on topic of School Writing supporting paragraph on topics from terms 1-4 and including translation English to French	Regular vocabulary tests Grammar	Regular vocabulary tests End of year assessments in Listening Speaking – conversation introduction style task Reading, including translation French to English Writing unsupported paragraph and including translation English to French
Enrichment and extension	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader) Extension tasks listed on PLCs					

NKS French Curriculum Map 2022 - 2023

Year 8

The Year 8 curriculum builds on and extends previous work by introducing perfect and future tenses. Whilst covering new topics and language, pupils regularly revisit previous vocabulary and grammar. Units are sequenced to encourage progression in terms of grammar and complexity of vocabulary and structures. The units have been carefully selected in order to touch upon as many GCSE topics as possible, giving pupils a broad foundation of vocabulary.

By the end of Year 8, pupils should be able to use three tenses in a variety of contexts and be confident in their knowledge of vocabulary across a range of topics. They are also taught how to and justify opinions.

The Year 8 curriculum 2020-2021 takes into consideration lessons missed due to lockdown.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	School holidays <ul style="list-style-type: none"> Saying what you did Describing a theme park Saying where you went Means of transport Describing disastrous holidays. 	Celebrations <ul style="list-style-type: none"> Festivals and celebrations Describing special days Food at the market Discovering specialities Discovering places in France 	Leisure activities <ul style="list-style-type: none"> Celebrities Tv programmes Digital technology Arranging to go to the cinema Leisure activities Shopping 	Your area: <ul style="list-style-type: none"> Where you live The weather. Your region Chores Routine Moving house Discovering a new reason 	Sports: <ul style="list-style-type: none"> Sports Directions Healthy living The body Injury Illnesses 	Summary and revision of the year: <ul style="list-style-type: none"> Vocabulary revisions Tenses revisions Project
Skills and concepts	Revising 'avoir' and être' Forming and using the perfect tense of regular –er verbs Using the perfect tense of irregular verbs Using the perfect tense with 'être' Asking and answering questions Using the present and the perfect tenses together.	Saying what you like and dislike Using the presente tense of regular –ir and –re verbs Revising 'want' in the present and the conditional tenses Using the partitive. Using the near future tense. Combining the present and the near future tenses.	Using singular and plural adjective agreement Forming and answering a range of questions. Buying cinema tickets Using negatives Developing writing and speaking through use of 2 or 3 tenses together.	Using 'pouvoir' + infinitive Using 'devoir' Reflexive verbs Irregular adjectives Combining past present and future	Using 'jouer à' et 'faire de' Using the comparative Using the imperative Using 'il faut' Using 'depuis' Using expressions with 'avoir' Asking and ansering questions in the perfect tense	Using confidently three tenses in writing and speaking activities Using strategies to understand literary texts Answering conversation introduction tasks
Assessment	Regular vocabulary tests Listening on topic of holidays Writing – supported paragraph and English to French translation on topic of Free time	Regular vocabulary tests Reading on topic of celebrations and including French to English translation Speaking – role play style	Regular vocabulary tests Listening on topic of My identity Writing – supported paragraph and English to French translation on topic of My identity	Regular vocabulary tests Reading on topic of Home, food and events, and including French to English translation Speaking – picture-based style	Regular vocabulary tests Grammar including past, present and future tenses	Regular vocabulary tests End of KS3 assessments in Listening Speaking – conversation introduction Reading including French to English translation

						Writing – unsupported paragraph and including English to French translation
Enrichment and extension	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader) Extension tasks listed on PLCs					

NKS French Curriculum Map 2022 - 2023

Year 9

Students at NKS start with the Edexcel GCSE curriculum in Year 9. In order to ease the transition from KS3 to KS4, Year 9 uses Foundation level work for approximately one term with extension within lessons wherever possible.

Most of the content in year 9 relates to topics that students would have come across during years 7 and 8. Every topic starts with revision of familiar language, allowing students to recap and apply their knowledge as the grammatical aspect of the language becomes increasingly more complex.

The Scheme of Work derives from a logical sequence of learning which encompasses revisiting previously acquired grammar, vocabulary and general language skills. This allows students to move with ease and confidence from one topic to another.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Theme: Identity and culture (Relationships) <ul style="list-style-type: none"> Family members Appearances Towns Activities Telling the time Friendships Family relationships 	Theme: Identity and culture (Relationships) <ul style="list-style-type: none"> Making arrangements Evenings out Then and now Role models 	Theme: Identity and culture: (Free time) <ul style="list-style-type: none"> Sport Music Technology Films and television 	Theme: Identity and culture (Free time) <ul style="list-style-type: none"> Reading Television programmes Actors and films 	Theme: Identity and culture (Daily life and celebrations) <ul style="list-style-type: none"> Food and meals Shopping for clothes Daily life Food for special occasions 	Theme: Identity and culture (Daily life and celebrations) <ul style="list-style-type: none"> Formal and informal register Family celebrations Festivals Traditions
Skills and concepts	Revising and using regular -er verbs in the present tense Forming and using reflexive verbs Answering the written picture-based question Answering the 40-word question Using strategies to translate from English to French	Revising and using the near future tense Revising and using the perfect tense Forming and using the imperfect tense Improving writing and speaking through using present, perfect and imperfect tenses together Answering the role play task Improving listening skills through use of the preparation time Improving reading skills through questions first strategy	Developing sentences by using 'depuis' with the present tense Forming and using comparatives Answering the 90-word question	Revising and using the imperfect tense Forming and using direct object pronouns Forming and using superlative adjectives Answering the spoken picture-based task	Revising and using 'to be able to' Revising and using 'to have to' Developing sentences by using the pronoun 'en' Using strategies to prepare for the conversation task	Forming questions in the formal and informal registers Developing sentences by using 'venir de' + infinitive Improving writing and speaking by using a combination of tenses
Assessment	Regular vocabulary tests Writing on topic of Relationships including picture-based task, 40 word task and Higher-level translation from English to French	Regular vocabulary tests Listening on topic of Relationships Reading on topic of Relationships including Higher level translation French to English Speaking – role play style	Regular vocabulary tests Writing on topic of free time including photo task, 90 word task and Higher level translation from English to French	Regular vocabulary tests Listening on topic of free time Reading on topic of free time including Higher level translation French to English Speaking – picture based task style	Regular vocabulary tests Grammar Speaking – Conversation style introduction plus questions	Regular vocabulary tests End of Year assessments: Listening sample paper Reading sample paper Writing sample paper

Enrichment and extension	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader) Grammar and Translation workbooks available to all pupils for homework and extension. Activelearn Exercises available to all pupils for extension.
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NKS French Curriculum Map 2022 - 2023

Year 10

The year 10 curriculum builds on and extends the work done in year 9 by covering new themes and new grammar. Students are supported with regular revision of previous grammar and vocabulary through starter tasks at the beginning of lessons. At this point in the course, students are encouraged to make links between the different areas of the curriculum, adapting the vocabulary and grammar to work in new contexts.

The language becomes increasingly more complex; thus, students will be developing the necessary skills to face higher tier reading and listening tasks, as well as more intricate translations into French.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Theme: Local area, holiday and travel (My region) <ul style="list-style-type: none"> • My town • Weather • Transport • Directions • My region 	Theme: Local area, holiday and travel (My region) <ul style="list-style-type: none"> • Tourist activities • Making plans • Community projects 	Theme: Local area, holiday and travel: (Holidays) <ul style="list-style-type: none"> • Holiday activities • Ideal holiday • Hotel reservations • Hotel reviews 	Theme: Local area, holiday and travel: (Holidays) <ul style="list-style-type: none"> • Ordering in a restaurant • Travelling • Buying souvenirs • Holiday disasters 	Theme: School: <ul style="list-style-type: none"> • School subjects • My school • Comparing schools 	Theme: School: <ul style="list-style-type: none"> • School rules • Enjoying school • School exchanges
Skills and concepts	Developing sentences by using the pronoun 'y' Forming and using a variety of negatives Improving listening skills through use of the preparation time Improving reading skills through questions first strategy	Forming and asking questions using 'which/what' Forming and using the future tense Improving writing and speaking by using present, perfect and future tenses together Answering the role play task	Forming and using the conditional tense Forming and using reflexive verbs in the perfect tense Answering the 80-90 / 130-150 word tasks Using strategies to translate from English to French	Developing sentences by using 'en' + present participle Developing sentences by using 'avant de' + infinitive Forming and using demonstrative adjectives and pronouns Forming and using the pluperfect tense Using strategies to prepare for the conversation task	Revising and using the 3 rd person singular Revising and using the 3 rd personal plural	Revising and using 'il faut' Developing sentences by using 'il est interdit de' Forming and using the imperative Improving writing and speaking by using past, present and future timeframes Answering the picture based task
Assessment	Regular vocabulary tests Reading past paper Foundation Listening past paper Foundation	Regular vocabulary tests Speaking – role play style on any topics/themes studied so far Grammar	Regular vocabulary tests Writing 90 word task, 150 word task, Higher translation English to French	Regular vocabulary tests Speaking – role play task and Conversation introduction and questions Listening Higher past paper	Regular vocabulary tests PPE Reading Foundation / Higher past paper PPE Writing Foundation / Higher adapted paper PPE Listening Foundation past paper PPE Speaking	Regular vocabulary tests Translation- both reading and writing tasks.

Enrichment and extension	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader) Grammar and Translation workbooks available to all pupils for homework and extension. Activelearn Exercises available to all pupils for extension.
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NKS French Curriculum Map 2022 - 2023

Year 11

The Year 11 2020-2021 curriculum addresses lessons missed due to lockdown and builds on and extends the work done in Year 10. New topics and more challenging grammar are covered in the last two themes of the specification. Students are actively encouraged to constantly apply their prior knowledge to become increasingly more confident in their manipulation of French.

In the last terms, time permitting, a general review of the course takes place. This is an opportunity for students to identify the areas they need to work on more thoroughly in order to succeed in their final exam.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Theme: Future aspirations, study and work (Ambitions and work) <ul style="list-style-type: none"> • Jobs • Work preferences • Career choices • Plans, hopes and wishes 	Theme: Future aspirations, study and work: (Ambitions and work) <ul style="list-style-type: none"> • Importance of languages • Job applications • Case studies 	Theme: International and global dimension (Environmental issues) <ul style="list-style-type: none"> • What inspires you • Global problems • Protecting the environment 	Theme: International and global dimension (Bringing the world together) <ul style="list-style-type: none"> • Ethical shopping • Volunteering • Big events 	Revision	n/a
Skills and concepts	- - - - - Forming and using 'better/worse' and 'the best/worst' Forming and understanding the subjunctive tense	- - - - - Forming and using adverbs Forming and using direct object pronouns in the perfect tense Forming and using verbs followed 'à' or 'de'	- - - - - Recognising connections between word types Forming and using 'to be able to' and 'to have to' in the conditional tense	- - - - - Forming and using the passive voice Forming and using indirect object pronouns Arguing for and against	- - - - - n/a	- - - - - n/a
Assessment	Regular vocabulary tests Writing 150 word task on the theme of school	Regular vocabulary tests PPE Listening – Higher and Foundation PPE Reading – Higher or Foundation past paper PPE Writing – Higher or Foundation past paper PPE Speaking	Regular vocabulary tests Writing Foundation and Higher tasks covering additional topics and themes not included in PPE	Regular vocabulary tests PPE Listening – Higher and Foundation PPE Reading – Higher or Foundation past paper PPE Writing – Higher or Foundation past paper	Regular vocabulary tests	
Enrichment and extension	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Grammar and Translation workbooks available to all pupils for extension. Activelearn Exercises available to all pupils for extension. Target 5/9 Writing books available on request for additional support/extension Lunchtime and/ or afterschool intervention (targeted) sessions.					

NKS French Curriculum Map 2022 - 2023

Year 12

Prior to commencing A Level students will have studied French at GCSE level and the minimum requirement is a grade 6.

An understanding of students' starting points is achieved by completing a grammar test within the first few weeks and by general conversation in lessons.

Our Y12 curriculum builds on and extends this by covering the specific themes for A Level year 12 (as per below) giving students a better understanding of the French culture and of the French speaking world. It develops their ability to use the language in different contexts. Their knowledge of grammar is enhanced on an ongoing basis as well. Their essay writing skills are developed in year 12 through the study of the film *Les Intouchables*.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	<p><i>Theme 1: Changes in the French society</i></p> <p>Changes in family structures</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 1: Changes in the French society</i></p> <p>Education</p> <p><i>Grammar</i></p> <p><i>Study of the film Les Intouchables.</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 1: Changes in the French society</i></p> <p>Work market</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 2: Political and artistic culture in French speaking countries</i></p> <p>music</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 2: Political and artistic culture in French speaking countries</i></p> <p>festivals and traditions</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 2: Political and artistic culture in French speaking countries</i></p> <p>festivals and traditions</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>
Skills and concepts	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French culture (particularly family structures in France)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p> <p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French culture (particularly education in France)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French culture (particularly work market in France)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p> <p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly music in the French speaking countries)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly festivals and traditions in the French speaking countries)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly festivals and traditions in the French speaking countries)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>

	Development of research skills Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.	Debates and classroom discussions are used to develop speaking abilities Development of research skills Development of essay writing skills and film analysis skills Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.	Development of research skills Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.	Debates and classroom discussions are used to develop speaking abilities Development of research skills Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.	Debates and classroom discussions are used to develop speaking abilities Development of research skills Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.	Debates and classroom discussions are used to develop speaking abilities Development of research skills Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.
Assessment	Reading & listening and translation on Unit 1	Reading & listening and translation on Unit 2 & Speaking	Reading & listening and translation on Unit 3 & Essay	Reading / listening / writing Speaking mock	Reading & listening and translation on Unit 3 & Essay	Essay
Enrichment and extension	Lunchtime support sessions Extra lessons during free periods. Study guides for works Zigzag bridging the gap GCSE to A-level booklet.					

NKS French Curriculum Map 2022 - 2023

Year 13

Our Y13 curriculum builds on and extends the work done in Y12 by covering further social issues and trends, political and historical culture. We also continue to develop their critical and analytical skills and students develop a more detailed knowledge and understanding of Au revoir les Enfants and Un Sac de Billes. Students will also further develop their research skills by initiating and conducting individual research on a topic they choose. Their knowledge of grammar is enhanced further.

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

<p>Content – Knowledge and Understanding</p>	<p><i>Theme 3: Immigration and French multicultural society</i></p>	<p><i>Theme 3: Immigration and French multicultural society</i></p>	<p><i>Theme 4: Occupation and Resistance</i></p>	<p><i>Theme 4: Occupation and Resistance</i></p>	<p><i>Revision: Theme 1 and 2 covered in Yr 12.</i></p>	<p>N/A</p>
<p>Skills and concepts</p>	<p>The positive impact of immigration on French society</p> <p>Answers to the challenges of immigration and integration in France</p> <p>Grammar</p> <p>Examination techniques and practise</p> <p>-----</p>	<p>Answers to the challenges of immigration and integration in France</p> <p>The far right</p> <p>Study of the book <i>No et moi</i></p> <p>Grammar</p> <p>Examination techniques and practise</p> <p>-----</p>	<p>Occupied France</p> <p>The Vichy regime</p> <p>Study of the book <i>No et moi</i></p> <p>Grammar</p> <p>Examination techniques and practise</p> <p>Speaking: IRP preparation</p> <p>-----</p>	<p>The Vichy regime</p> <p>The Resistance</p> <p>Grammar</p> <p>Examination techniques and practise</p> <p>Speaking: IRP preparation.</p> <p>-----</p>		
	<p>Knowledge of vocabulary / grammar</p>	<p>Knowledge of vocabulary / grammar</p>	<p>-----</p>	<p>Knowledge of vocabulary / grammar</p>		
	<p>Better knowledge, understanding and appreciation of French speaking countries (particularly on the theme of immigration and French multicultural society)</p>	<p>Better knowledge, understanding and appreciation of French speaking countries (particularly on the theme of immigration and French multicultural society)</p>	<p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly on the topics of occupation and The Vichy regime)</p>	<p>Better knowledge, understanding and appreciation of French speaking countries (particularly on the topics of The Vichy regime and the Resistance)</p>	<p>-----</p> <p>No new concepts to be introduced, practise of skills and examination techniques</p>	<p>-----</p> <p>N/A</p>
	<p>Development of reading and listening skills through the use of authentic materials</p>	<p>Development of reading and listening skills through the use of authentic materials</p>	<p>Development of reading and listening skills through the use of authentic materials</p>	<p>Development of reading and listening skills through the use of authentic materials</p>		
	<p>Development of translation skills</p> <p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>Development of translation skills</p>	<p>Development of translation skills</p>	<p>Development of translation skills</p>		
	<p>Development of research skills</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p>		
	<p>Development of essay writing skills and literary analysis skills</p>	<p>Development of essay writing skills and literary analysis skills</p>	<p>Development of essay writing skills and literary analysis skills</p>	<p>Development of essay writing skills and literary analysis skills</p>		
	<p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Development of research skills</p> <p>Development of essay writing skills and literary analysis skills</p>	<p>Development of research skills</p> <p>Development of essay writing skills and literary analysis skills</p>	<p>Development of research skills</p> <p>Development of essay writing skills and literary analysis skills</p>		
	<p>Development of critical and analytical thinking</p>	<p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>		
	<p>Development as independent researchers (IRP)</p>	<p>Development of critical and analytical thinking</p>		<p>Development of critical and analytical thinking</p>		

		Development as independent researchers (IRP)	Development of critical and analytical thinking Development as independent researchers (IRP)	Development as independent researchers (IRP)		
Assessment	End of theme assessment.	Reading / listening / writing Speaking mock	Writing and speaking assessment.	Reading / listening / writing Speaking mock	N/A	N/A
Enrichment and extension	Lunchtime support sessions Extra lessons during free periods. Study guides for works ZigZag listening and reading booklets					