

# KS5 Curriculum Overview 2023/24

## Department: French

### Description of KS5 Curriculum:

The KS5 Curriculum consists of stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken. Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including French music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice, which allows them to focus on their own particular areas of interest within their language study.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills. Continuous low stakes assessment allows students to embrace the challenge of mastering new grammatical ideas and high level vocabulary, and prepares them thoroughly for further study.

### Sequence of Learning:

KS5	Term 1 Content	Term 2 Content	Term 3 Content
Year 12	<p><b>Changes in family structure</b></p> <ul style="list-style-type: none"> <li>The roles of women in the family.</li> <li>Marriage and civil partnership.</li> <li>Single parenting, single sex families and reconstituted families.</li> <li>Grandparents, parents and children.</li> </ul> <p><b>Cyber-society</b></p> <ul style="list-style-type: none"> <li>How technology aids everyday life</li> <li>What dangers does a cyber-society produce?</li> <li>Who are the internet users of today?</li> </ul>	<p><b>Charity work</b></p> <ul style="list-style-type: none"> <li>Who are charity workers and what do they do?</li> <li>What benefits does charity work bring to the beneficiaries and those who carry out the work?</li> </ul> <p><b>Heritage and culture</b></p> <ul style="list-style-type: none"> <li>National, regional and local heritage</li> <li>Heritage and tourism</li> <li>How heritage reflects culture.</li> </ul>	<p><b>Francophone music</b></p> <ul style="list-style-type: none"> <li>Diversity in Francophone music</li> <li>Who listens to and appreciates francophone music?</li> <li>How do we safeguard francophone music?</li> </ul> <p><b>Cinema</b></p> <ul style="list-style-type: none"> <li>Why is cinema considered to be the '7<sup>th</sup> Art'?</li> <li>Evolution of cinema</li> <li>Why is cinema a national passion in France?</li> </ul> <p><b>Cultural Study</b> La Haine</p>
Year 13	<p><b>The positive aspects of a diverse society</b></p> <ul style="list-style-type: none"> <li>Enrichment due to ethnic diversity</li> <li>Diversity, tolerance and respect</li> </ul>	<p><b>Crime and the justice system</b></p> <ul style="list-style-type: none"> <li>What are the attitudes towards criminality?</li> <li>Effectiveness of prisons</li> <li>Other sanctions</li> </ul>	<p><b>Protests and strikes</b></p> <ul style="list-style-type: none"> <li>The power of unions</li> <li>Are protests and strikes effective?</li> <li>Attitudes towards political tension</li> </ul>

	<ul style="list-style-type: none"> <li>• Diversity – lifelong learning</li> </ul> <p><b>Life of the marginalised</b></p> <ul style="list-style-type: none"> <li>• Who are the marginalised in France?</li> <li>• What help is available for the marginalised?</li> <li>• What are the attitudes towards the marginalised?</li> </ul> <p><b>Cultural study</b> No et moi</p>	<p><b>Teenagers, the right to vote and political engagement</b></p> <ul style="list-style-type: none"> <li>• For or against the right to vote at 16?</li> <li>• Teenagers and political engagement</li> <li>• The future of politics in France.</li> </ul>	<p><b>Politics and immigration</b></p> <ul style="list-style-type: none"> <li>• Political solutions to immigration</li> <li>• Immigration and political parties</li> <li>• Do immigrants fully engage with politics?</li> </ul>
--	---	--	---