

French Department – LOWER SIXTH course (EW), scheme of work 2019-2020:

Resources: Edexcel A Level French (Hodder), Dynamic Learning, Edexcel A Level French Grammar Workbooks 1 + 2, Folio Plus - Camus: *L'Étranger*

Guided learning hours: EW lessons 60 minutes + 60 minutes + 40 minutes

Time-line	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Lower Sixth, Term 1:				
Weeks 1 to 4	<p>Revision of main grammar to bridge the gap from GCSE</p> <p>Thème 1 - Les changements dans la société française</p> <p>Unité 2 L'éducation</p> <p>2.1 L'enseignement en France</p> <p>Definite and indefinite articles</p> <p>2.2 Aïe! L'école me stresse!</p> <p>Perfect tense</p>	<p>Throughout the year, textbook exercises are followed closely: for each topic the "On s'échauffe", reading, grammar, listening and some of the discussion tasks are done. Translations from the textbook and the three Dynamic Learning English into French translations are used. Some grammar points are backed up with exercises from the Grammar Workbook where needed. Each individual exercise is not listed here, but the published Hodder A Level French Scheme of work is followed.</p> <p>Own-produced materials (grammar "revision" worksheet, reading comprehension)</p> <p>Page 28-31</p> <p>Page 32-35</p>	<p>Initial written work on own-produced materials to assess level and knowledge of all pupils</p> <p>Initial informal speaking work to assess pupils' level</p> <p>Developing essential skills – dictionary use / internet research / organising notes</p> <p>Pupils introduced to Dynamic Learning</p> <p>Throughout the year: About 3 hours' prep per week is set for EW's part of the course. Dynamic Learning vocabulary tests, video</p>	<p>Students need to spend a good amount of their time in the first weeks going over grammar in order to develop the productive skills needed for the demands of the course. They focus on the basic skills they will need to use and develop during their course such as dictionary use. Individual guidance given to weaker pupils where necessary.</p> <p>A theme by theme approach gives students the focus of one theme at a time and also ensures</p>

Weeks 5-7	<p>2.3 Je m'oriente vers l'enseignement supérieur</p> <p>Position and agreement of adjectives Translating from French into English</p> <p>2.4 De l'enseignement au boulot</p> <p>Direct and indirect object pronouns Advice about answering written questions in French</p>	<p>Page 36-39</p> <p>Page 40-43</p>	<p>tests, interactive grammar tests can be corrected online. All other written work e.g. reading comprehensions, listening comprehensions, translations, are marked according to the MFL departmental mark scheme.</p>	<p>progressive, systematic grammar revision and learning.</p> <p>Throughout the year:</p> <p>Pupil access to Dynamic Learning resources for vocabulary testing, video tests, interactive grammar tests, etc. allows for independent learning at a suitable level.</p>
Weeks 8-10	<p>Unité 4 La musique</p> <p>4.1 La musique francophone</p> <p>Reflexive verbs More hints for listening</p> <p>Begin study of first literature text, <i>L'Étranger</i></p>	<p>P60-63 Study lyrics and listen to YouTube examples of la chanson française (Vian <i>Le Déserteur</i>, Barbara <i>Il pleut sur Nantes</i>)</p> <p>Folio Plus - Camus: <i>L'Étranger</i> Chapter 1</p>	<p>Research and deliver presentation on a French speaking 20th century singer</p> <p>Research background to author and colonial Algeria.</p>	<p>Differentiated translations graded easy / medium / hard show individual progress as the topic progresses</p> <p>Varied classroom activities (e.g. formal teaching, group and pair work, independent reading, oral presentations) cater for a variety of learning styles.</p> <p>Oral presentations encourage pupils to take responsibility for their learning and work to their optimum level</p> <p>Literature / Film taster pages used for extension work - <i>Les 400 Coups</i>, <i>Boule de Suif</i>, <i>Le Blé en herbe</i>, <i>La Place</i></p>
Weeks 11-13	<p>4.2 Les tendances musicales</p> <p>Recognition of past historic More hints for translating from English into French</p> <p>Literature</p>	<p>P64-67</p> <p>Folio Plus - Camus: <i>L'Étranger</i> Chapter 2 and 3</p>	<p>Research and deliver presentation on a contemporary Francophone style of music or musician</p> <p>Gradual introduction to chapter summary writing (gap-fill exercises, QA on each chapter leading to pupils' own chapter summaries), thematic note-writing, highlighting essential quotations etc.</p>	
'British values' evidence? Numeracy?	Learn more about the French education system – comparison with British system		Developing independent study habits	

Communication skills? Knowledge across diff. areas of learning?	First introduction to French literature and Algerian history Discover the tradition of la chanson française – comparison with British music of same era			
Lower Sixth, term 2:				
Weeks 1 to 3	4.3 L'influence de la musique Inversion of subject and verb after adverbs Literature	P68-70 Folio Plus - Camus: <i>L'Étranger</i> Chapter 4 and 5	Ongoing Dynamic Learning use	
Weeks 4 to 5	L'influence de la musique (cont.) Literature	P71 Folio Plus - Camus: <i>L'Étranger</i> Chapter 6		
Weeks 6 to 8	Thème 2 – La culture politique et artistique dans les pays francophones Unité 6. Les festivals et les traditions 6.1 Les célébrations francophones Imperatives Producing interesting sentences Literature	P88-91 Folio Plus - Camus: <i>L'Étranger</i> 2 nd part, Chapter 1, 2 and 3		
Weeks 9 to 10	6.2 Les festivals francophones Quand + future and conditional Revision techniques Literature	P92-95 Folio Plus - Camus: <i>L'Étranger</i> 2 nd part, Chapter 4 and 5		
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Learning about non-British festivals and customs fosters tolerance of other cultures			

Lower Sixth, term 3:				
Weeks 1 to 3	<p>6.3 Les coutumes et les traditions en France</p> <p>Continuing work on the subjunctive</p> <p>Discussion of characters in <i>L'Étranger</i></p>	P96-99	<p>Developing vocabulary to discuss and write about literature</p> <p>First literature essay on a secondary character</p>	
Weeks 4-5	<p>6.4 Les coutumes du monde francophone</p> <p>More about adverbs</p> <p>Discussion of themes in <i>L'Étranger</i></p> <p>Further preparation for literature essay writing</p>	P100-103	<p>Research and deliver presentation on a Francophone festival / tradition</p> <p>Second literature essay on the theme of death</p>	
Weeks 6-8	<p>Revision of LVI topics and grammar</p> <p>Revision of <i>L'Étranger</i></p>	<p>Practice written exam style language questions using past Edexcel papers</p> <p>Prepare for speaking exam using past Edexcel stimulus sheets</p> <p>Possible literature exam questions discussed</p>	<p>Internal school exam in week 3:</p> <p>Paper 1 Listening, Reading and Translation</p> <p>Paper 2 Written Response to text and translation</p> <p>Paper 3 Speaking</p> <p>Percentage result given</p>	
Weeks 9 to 10	Introduction to UVI work			

<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>			<p>Revision techniques to encourage independent study Challenging speaking exam fosters a mature level of communication and ability to present facts to back up an argument</p>	
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