





<p>Autumn 2</p>	<p><b><u>Teacher 1 and Teacher 2, Theme 1.</u></b></p> <p>Les changements dans la société française.</p> <p><b>Teacher 1, Sub-theme 3 :</b> ‘Le monde du travail’:</p> <ul style="list-style-type: none"> <li>• La vie active en France et les attitudes envers le travail.</li> <li>• Le droit à la grève</li> <li>• l'égalité des sexes</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Demonstrative, possessive and indefinite pronouns</li> </ul> <p><b>Teacher 2:</b></p> <p><b>Theme 1, Sub-theme 2 :</b> ‘L'Éducation’</p> <ul style="list-style-type: none"> <li>• Le système éducatif</li> <li>• Les questions estudiantines</li> </ul> <p><b>Grammar:</b></p> <p>Present subjunctive with :</p> <ul style="list-style-type: none"> <li>• Verbs of possibility, necessity and obligation</li> <li>• verbs of emotions</li> <li>• impersonal expressions</li> <li>• conjunctions of time</li> </ul>	<p>12</p> <p>12</p>	<p>Regular vocab tests</p> <p><b>Assessment</b> for Theme 1, sub-theme 2 (<i>Le système éducatif</i>) and Theme 1, sub-theme 3 (<i>Le Monde du Travail</i>)</p> <p><b>Skills :</b></p> <p>Listening, Speaking and translating</p>
<p>Spring 1</p>	<p><b><u>Teacher 1 and Teacher 2, Theme 2</u></b></p> <p>La culture politique et artistique dans les pays francophones.</p> <p><b>Teacher 1, Sub-theme 1:</b> La Musique</p> <ul style="list-style-type: none"> <li>• Les changements et les développements.</li> <li>• L'impact de la musique sur la culture populaire</li> </ul> <p><b>Teacher 1, Sub-theme 3 :</b> Les festivals et les traditions</p> <ul style="list-style-type: none"> <li>• Les festivals, fêtes, coutumes et traditions</li> </ul> <p>Or : Revision for <b>the ASSESSMENT</b></p>	<p>12</p>	<p>Regular vocab tests</p> <p><b>Assessment</b> for Theme 2 (sub-theme 1 (<i>La Musique</i>), sub-theme 2 (<i>Les Médias</i>) and subtheme 3 (<i>Festivals et Traditions</i>))</p> <p><b>Skills :</b></p>



	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Future and Conditional tenses.</li> <li>• Future perfect and conditional perfect tenses</li> <li>• use of quand</li> </ul> <p><b>Teacher 2, Sub-theme 2: “Les Medias”</b></p> <ul style="list-style-type: none"> <li>• La liberté d’expression</li> <li>• La presse écrite et en ligne</li> <li>• L’impact sur la société et la politique</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Negation</li> <li>• Coordinated conjunctions</li> <li>• Direct and indirect object pronouns</li> <li>• Agreement of the past participle in compound tenses</li> <li>• ‘y’ and ‘en’</li> </ul>	12	Reading, Writing and translating.
Spring 2	<p><b>Teacher 1: Work 1</b> Film study (La Haine) / build up writing skills (see Zig Zag / Hodder Education + other)</p> <p><b>Teacher 2, Theme 2: ‘Les Festivals et les traditions’</b></p> <p><b>Teacher 2, Sub-theme 3</b></p> <ul style="list-style-type: none"> <li>• Les festives et les fêtes</li> <li>• Les coutumes et les traditions</li> </ul> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>• Word order (inversion after speech)</li> </ul>		<p><b>Skills Teacher 1:</b> Writing: Essay writing</p> <p><b>Skills Teacher 2:</b> Listening and Reading.</p>
Summer 1	<p><b>Teacher 1:</b> Continue La Haine and write an essay (give detailed feedback with mark scheme)</p>		Regular vocab tests



	<b>Teacher 2:</b> Revision Topics, Grammar and Translation. Grammar: cover any grammar points that have not been covered or need revisiting		
Summer 2	<b>Teacher 1:</b> Finish La Haine and write a second essay, applying feedback from previous essay. <b>Teacher 2:</b> Year 12 out on exam leave IRP presentation		Regular vocab tests <b>EXAMS</b>

Review			
Date	Comment	Staff Code	Actions?