**Curriculum Intent**

Learning a language is an enjoyable, ambitious and inclusive experience for every child, which breaks down cultural barriers and promotes tolerance, confidence and curiosity. We aspire for all language learners to be reflective, empowered and articulate global citizens. Through opportunities to experience the target language culture and country, we aim to inspire students to become passionate linguists. Our curriculum objective is to embed a broad understanding of literacy, oracy and key linguistic structures, so that students can communicate with clarity, fluency and coherence, and develop their transferrable skills. LPSB linguists are open-minded, ambitious and creative young people, who are ready to contribute to global society.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 – Introduction to the film Intouchables | HT3 – Intouchables : Background information, Cultural references, The plot + Key scenes, social setting | HT4 – Intouchables: Themes and Characters | HT5 – Intouchables:  Styles and Techniques | HT6 – Introduction to Theme 4 and Un sac de billes :  Background knowledge |
| **Year 12** | **BROAD** | Core content, knowledge and skills | **Core content and knowledge**  **Paper 1 & 3: Themes**  **Topic knowledge**  **Unit 1 – La famille**  **-** How the structure of the family is changing  - How the institution of marriage is changing  - Relationships within the family unit  **Unit 4 – La musique**  - Francophone music  - The popular musical genre, la chanson française and Haitian music  - The influence of Francophone music  **Grammar knowledge**  **Unit 1 – Grammar**  - Revision of the present tense of regular and common irregular verbs  - The future and immediate future tenses  - interrogatives  **Unit 2 – Grammar**  - Using the definite and indefinite articles  - Using the regular and irregular perfect tense  - Position and agreement of adjectives  - Using pronouns, including direct and indirect objects  **Skills developed**  **Paper 1: Themes**  **-** Summarising information and extracting key points from listening  **-** Doing research and finding useful material online  **-** Using dictionaries (bilingual and online)  - Listening techniques  - Translating from English into French  - Listening to French native speakers  **Paper 3: Speaking**  -Memorising answers to questions on Units 1 and 4 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about Units 1 and 4. | **Core content and knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **Unit 3 – Le travail**  - Work-life balance and attitudes towards work in France  - Reasons why people strike, their rights and trade union intervention  - Gender discrimination in the workplace  **Unit 6 – Célébrations, festivals**  - Celebrations in francophone countries  - Learning more about French and francophone festivals  - Customs and traditions in France  - Customs and traditions in francophone countries  **Grammar knowledge**  **Unit 3 – Grammar**  - Recognising and using comparative and superlative adjectives  - Recognising and using the imperfect and pluperfect tenses  - Using the passive voice and *on*  **Unit 4 – Grammar**  - Using reflexive verbs  - Recognising and understanding the past historic of regular and common irregular verbs  - Understanding inversion of subject and verb after adverbs  **Paper 2: film study *Intouchables***   * Introduction to Paper 2 * Analysis of film posters, eliciting key vocabulary about characters, genre, title, colours used, font, key ideas/theme behind film * (French/GB version) * Analysis of film trailers, eliciting phrases to describe action in film   **Skills developed**  **Paper 1: Themes**  **-** Learning how to summarise information  - Extending vocabulary through word families and the use of synonyms  - Improving reading techniques in preparation for the exams  - Creating more interesting sentences  - Acquiring revision techniques  - Acquiring listening techniques for the examination  - Learning and using more sophisticated language  **Paper 2: film study *Intouchables***  Learning basic vocabulary to talk about films: le premier plan, l’arrière plan, le personage, le theme etc..  **Paper 3: Speaking**  -Memorising answers to questions on Units 3 and 6 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about Units 3 and 6. | **Core content and knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **Unit 2 – L’éducation**  - How the French education system is structured  - Issues that French students might have  - Higher education in France  - Ways of adapting to working life  **Unit 5 – Les medias**  - Freedom of speech in francophone countries  - Print and online media in francophone countries  - The effect of the media on politics and society in francophone countries  **Grammar knowledge**  **Unit 5 - Grammar**  **-** Using present and past participles  **-** Using the negative form  **-** Recognising and understanding the past historic of irregular verbs  **Unit 6 - Grammar**  **-** Using the imperative  - Using “when” followed by the future tense or conditional  - Using the present subjunctive  - Using adverbs  **Paper 2: film study *Intouchables***   * Background information eg names of directors, key actors, key character, date film came out * Cultural references – research carried out and presented regarding key cultural references in the film * The plot + key scenes * Social setting of the film – where the film is shot and the differences in the social backgrounds of the 2 main characters   **Skills developed**  **Paper 1: Themes**  - Using techniques to better understand written French  - Learning techniques to memorise vocabulary  - Acquiring techniques to translate from French into English  - Acquiring techniques to answer questions in French  - Techniques for speaking fluently in French and pronouncing words well  - Comparing contrasting viewpoints and giving your own opinion  - Developing arguments from different angles  **Paper 2: film study *Intouchables***  Learning more vocab / terminology / phrases for cinematic analysis  Learning some topic specific vocabulary eg vocabulaire du handicap  Learning how to structure an essay using the PEEL method  Writing sentences / short paragraphs to talk about the film  **Paper 3: Speaking**  -Memorising answers to questions on Units 2 and 5 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about Units 2 and 5. | **Core content & knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **All units 1-6 revision of content**  **Paper 2: film study *Intouchables***   * Key themes of the film, including friendship, culture clash, prejudices, disability * Characters of the film, both main characters (Philippe and Driss) and secondary characters   **Skills developed**  **Paper 1: Listening, Reading and Translation practice (past papers, exam-style tasks etc)**  **Paper 2: film study *Intouchables***  Further learning of vocab / terminology / phrases for cinematic analysis.  Learning vocabulary to talk about themes and characters eg adjectives  Understanding the markscheme for the essay.  Learning how to plan and write an essay about the film.  **Paper 3: Speaking**  -Memorising answers to questions on all units 1-6 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about all units 1-6.  -Past papers practice / range of stimulus cards practice, questions outside the booklets | **Core content & knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **All units 1-6 revision of content for**  **Paper 1 and paper 3 TES**  **Paper 2: film study *Intouchables***   * Use of music / sound – both diagetic and non-diagetic * Use of colour * Use of flash back * Cinematographic terminology * Editing techniques – analysis of a key scene   **Skills developed**  **Paper 1: Listening, Reading and Translation practice (past papers, exam-style tasks etc)**  **Paper 2: film study *Intouchables***  Further learning of vocab terminology / phrases for cinematic analysis.  Learning vocabulary to talk about styles and techniques eg types of shot / camera angles / use of sound etc..  Practising essay writing skills.  **Paper 3: Speaking**  -Memorising answers to questions on all units 1-6 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about all units 1-6.  -Past papers practice / range of stimulus cards practice, questions outside the booklets | **Core content & knowledge**  **Papers 1 & 3: Themes**  **Grammar revision**  **Torture tenses**  **Post-TES language improvement plan**  **Paper 2: book study *Un sac de billes***   * Review of Paper 2 * Introduction to Joseph Joffo * The Russian pogroms * The occupation of France during WW2 * The Vichy regime * Antisemitism * The Resistance * The Liberation of France   Students then read the novel “Un sac de billes” over the summer holidays.  **Skills developed**  **Paper 1: Listening, Reading and Translation practice (past papers, exam-style tasks etc)**  **Paper 2: book study *Un sac de billes***  Learning key topic vocabulary in preparation for Theme 4  **Paper 3: Speaking**  -Research topics for the Independent Research Project (IRP).  -Choose a main topic and a secondary topic for the mock IRP.  -Note down potential sources in French |
| **COHERENT** | Prior knowledge required to access this unit | **GCSE Grades 9-7 knowledge of GCSE vocabulary and structures on the topics of:**  -family  -relationships  -identity  -diversity and inclusivity  -friendships  -music genres  -expressing what music genres or artists you listen to  -expressing opinions about music  **GCSE Grades 9-7 knowledge of GCSE Grammar:**  - present tense of regular and common irregular verbs  - The future and immediate future tenses  - interrogatives  - using the definite and indefinite articles  - Using the regular and irregular perfect tense  - Position and agreement of adjectives  - Using pronouns, including direct and indirect objects | **GCSE Grades 9-7 knowledge of GCSE vocabulary and structures on the topics of:**  -world of work  -talking about French celebrations  -French bank holidays  -talking about their experience of attending a festival  -expressing opinions about celebrations & festivals  **GCSE Grades 9-7 knowledge of GCSE Grammar:**  - Recognising and using comparative and superlative adjectives  - Recognising and using the imperfect and pluperfect tenses  - Using the passive voice and *on*  - Using reflexive verbs  - Recognising and understanding the past historic of regular and common irregular verbs  - Understanding inversion of subject and verb after adverbs  - Using the passive voice and *on* | **GCSE Grades 9-7 knowledge of GCSE vocabulary and structures on the topics of:**  -what you do in school  -school subjects  -talking about your school day and timetable  -differences between French schools and English schools  -future plans in terms of education  -talking about media: reading, use of technology, hobbies, watching TV etc  -opinions about technology, hobbies, TV, reading etc  **GCSE Grades 9-7 knowledge of GCSE Grammar:**  - Using present and past participles  **-** Using the negative form  **-** Using the imperative  - Using “when” followed by the future tense or conditional  - Occasionally using the present subjunctive  - Using adverbs | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  **KS5 Grades A\*-C knowledge of A-level grammar, including all that is listed in HT1, 2, 3.** | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  **KS5 Grades A\*-C knowledge of A-level grammar, including all that is listed in HT1, 2, 3.** | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  **KS5 Grades A\*-C knowledge of A-level grammar, including all that is listed in HT1, 2, 3.** |
| **EMPOWERING** | Key vocabulary | **Vocabulary lists**  [1. Theme 1 U1 la famille.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EYcvIPSTCaBBthKFbJe87fcB6WTHQ9F5mOsXymWJ8eng4w?e=RX5ChF)    [4. Theme 2 U4 La musique vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EcwpwlR4R3RLvFfzDjDMMfgBQ4hDl7RHsybg4_imlWE7Rw?e=n3XE8O)  **Grammar Workbooks 1 & 2**  **Intouchables vocabulary lists:** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 1 & 4** | **Vocabulary lists**  [3. Theme 1 U3 Le monde du travail vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/ERlf85CxGhxMmEJ_gyDInpgB_QYp3-3grd145OPKZbkigg?e=4ZcHsa)  [6. Theme 2 U6 Les festivals et les traditions vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/Ea_yYAaHoaJKn1DW51MfdwoBm-oH-unFMwVBu9m66beYIg?e=dsfqmI)  **Grammar Workbooks 1 & 2**  **Intouchables vocabulary lists** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 3 & 6** | **Vocabulary lists**  [2. Theme 1 U2 l\u0027éducation vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EUUw_oVDQr1FpAGjaRZLY50BNgZV1ji2b5XgbvcPGMdBHg?e=R9YtSH)    [5. Theme 2 U5 Les médias vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/ERT9T0P_RL9AqQQP3QSsHdkBuM_WUPO7drEj7gjtqEqoSw?e=AdUQGV)  **Grammar Workbooks 1 & 2**  **Intouchables vocabulary lists** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 2 & 5** | [A-level vocab lists](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/Em-H3ajR3ehHv14xqwppNgoB0-u7CzODh1L5pIgvu5uVjQ?e=SigHQI)  **Grammar Workbooks 1 & 2**  **Intouchables vocabulary lists** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 1-6** | [A-level vocab lists](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/Em-H3ajR3ehHv14xqwppNgoB0-u7CzODh1L5pIgvu5uVjQ?e=SigHQI)  **Grammar Workbooks 1 & 2**  **Intouchables vocabulary lists** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 1-6** | [A-level vocab lists](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/Em-H3ajR3ehHv14xqwppNgoB0-u7CzODh1L5pIgvu5uVjQ?e=SigHQI)  **Grammar Workbooks 1 & 2**  **Intouchables vocabulary lists** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 1-6** |
| **CHALLENGING** | Super curricular recommendations | [French A-level Super Curriculum.pptx](https://lplt.sharepoint.com/:p:/s/LPBSStaffResources/EZqDK_AcKLdHmDjNGLvFVWgBGs7WC2wckJzxmH40FeSDVQ?e=fZvtMU) | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 – Introduction to “Un sac de billes” and study of individual chapters 1 - 4 | HT2 - study of individual chapters 5 -11 | HT3 | HT4 | HT5 | HT6 |
| **Year 13** | **BROAD** | Core content, knowledge and skills | **Core content and knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **Unit 10 – La France occupée**  -life for the French under the Vichy regime  -the nature of anti-Semitism in France under the occupation  -life under the occupation and post-war reprisals  **Unit 11 – Le régime de Vichy**  -Marshal Pétain and what life was like for the French under the Vichy regime  -the National Revolution and the role propaganda played in it  -the impact of the policies of Vichy and the fate of Marshal Pétain  **Grammar knowledge**  **Unit 10**  -constructing phrases with the infinitive  -constructing sentences with mixed tenses  -using the present and imperfect forms of the subjunctive  **Unit 11**  -avoiding the use of adverbs  -recognising the past historic form of irregular verbs  -understanding how to use dependent and perfect infinitives  **Paper 2: book study *Un sac de billes***   * Discussion of overall view of the book * Discussion about book as an autobiography * Analysis of prologue * Discussion and analysis of key ideas and plot in chapters 1 – 4 based on 1 lesson per week   **Skills developed**  **Paper 1: Themes**  -inferring information from interviews or reports that you have heard  -planning ongoing tasks to bring language up to A-level standards  -preparing for the oral exam  -acquiring techniques for holding the audience’s attention while giving an oral presentation  -adapting your register according to the task  -recognising and using similes and metaphors  **Paper 2: book study *Un sac de billes***  Learning vocab / terminology / phrases for literary analysis  Learning some topic specific vocabulary eg vocabulaire de la guerre  **Paper 3: Speaking**  -Memorising answers to questions on Units 10 and 11 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about Units 10 and 11. | **Core content and knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **Unit 12 – La Résistance**  -resistance movements in France  -the role of Jean Moulin and women played in the French resistance  -the Free French – who they were and how they supported General de Gaulle  **Unit 7 – L’immigration positive**  -the origins of immigrants and their reasons for coming to France  -the positive contribution of immigrants in France  -how immigrants enrich French culture  **Grammar knowledge**  **Unit 12**  -using different past tenses with expressions of time  -using prepositions  -using interrogatives adjectives and pronouns  **Unit 7**  -using expressions of time – depuis & venir de  -constructing sentences with mixed tenses  -using direct and indirect speech  **Paper 2: book study *Un sac de billes***   * Discussion and analysis of key ideas and plot in chapters 5 – 11 based on 2 lessons per week * Analysis of social context of the book – dovetailing with Theme 4 topic of France during the Occupation.   **Skills developed**  **Paper 1: Themes**  -noting key facts from a listening passage  -planning and carrying out revision  -translating from English into authentic French  -expressing proportions and statistics in written or spoken French  -summarising a listening passage in French  -dealing with unknown language  **Paper 2: book study *Un sac de billes***  Learning more vocab / terminology / phrases for literary analysis  Learning some topic specific vocabulary eg vocabulaire de la guerre  Reviewing how to structure an essay using the PEEL method  Writing sentences / short paragraphs to talk about the book  **Paper 3: Speaking**  -Memorising answers to questions on Units 12 and 7 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about Units 12 and 7. | **Core content and knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **Unit 8 – Les défis de l’immigration**  -the effects of immigration on local people  -the challenges and benefits of immigration and multiculturalism  -issues surrounding multiculturalism in France  **Unit 9 – L’extrême-droite**  -the Front National (FN)  -the rise of the FN  -the aims of the FN party leaders  -what the public think of the FN  **Grammar knowledge**  **Unit 8 – Les défis de l’immigration**  -using demonstrative pronouns and demonstrative adjectives  -using possessive pronouns and possessive adjectives  -acquiring a wider range of uses of the subjunctive  **Unit 9 – L’extrême-droite**  -using comparative and superlative adverbs  -using the passive with tenses other than the present  -using indefinite adjectives and pronouns  -using the perfect subjunctive  **Paper 2: book study *Un sac de billes***   * Characters of the book, main character Jo and secondary characters such as Maurice, Henri + Albert, père Joffo, Subinagui, Mancelier, Ange Testi, Le prêtre dans le train, le curé de la Buffa, Mlle Hauser, Ferdinand, etc.. * Key themes of the film, including childhood, lost innocence, war, persecution, hope, fear   **Skills developed**  -extracting and summarising information from a longer passage  -researching an event or series of events  -translating from French to English to give authentic English  -checking writing for an appropriate range of language and accuracy  -weighing up opinions and drawing conclusions  -adding variety to language  -using a variety of complex grammatical structures  **Paper 1: Themes**  -extracting and summarising information from a longer passage  -researching an event or series of events  -translating from French to English to give authentic English  -checking writing for an appropriate range of language and accuracy  -weighing up opinions and drawing conclusions  -adding variety to language  -using a variety of complex grammatical structures  **Paper 2: book study *Un sac de billes***  Further learning of vocab / terminology / phrases for literary analysis.  Learning vocabulary to talk about themes and characters eg adjectives  Essay writing practice  **Paper 3: Speaking**  -Memorising answers to questions on Units 8 and 9 (details above) using the Speaking Teaching Booklets.  -Mastery / fluency levels in speaking, conversing about Units 8 and 9. | **Core content and knowledge**  **Papers 1 & 3: Themes**  **Topic knowledge**  **All units 1-12 revision of content**  **Paper 2: book study *Un sac de billes***   * Continuation of key themes of the film, including childhood, lost innocence, war, persecution, hope, fear * Techniques used in the novel, such as linear structure, use of prologue + epilogue, use of first person narrative (narrative perspective of child/adult), use of dialogues, use of jumps in time, use of formal and informal register, number of chapters, rhythm of pace of action * Style of novel such as autobiography, a coming of age story   **Skills developed**  **Paper 1: Themes**  **All A-level units 1-12 revision**  **Past papers for paper 1**  **Reading comprehension**  **Listening comprehension**  **Translation practice**  **Paper 2: book study *Un sac de billes***  Further learning of vocab / terminology / phrases for literary analysis eg la perspective narrative, un récit iniatique, le registre (formel/familier), la structure linéaire  Essay writing practice  **Paper 3: Speaking**  -Memorising answers to all questions Units 1-12  -Practice of past papers and stimulus  -Mastery / fluency levels in speaking, conversing about all units 1-12. | **Core content and knowledge**  **Paper 1 : Themes**  **Topic knowledge**  **All units 1-6 revision of content**  **Paper 2: book study *Un sac de billes***   * Consolidation of book and revision of film. Using past papers to practice essays, using mark schemes for indicative content the exam reports to read sample essays and read the examiner feedback   **Skills developed**  **Paper 1: Themes**  **Paper 1 practice of Listening, Reading and Translation**  **Paper 2: book study *Un sac de billes***  Practice marking sample essays to familiarise students further with the mark schemes.  **Paper 3: Final A-level oral examination April** |  |
| **COHERENT** | Prior knowledge required to access this unit | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  **KS5 Grades A\*-C knowledge of A-level Yr12 grammar, including all that is listed in HT1, 2, 3, 4.** | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units and Yr13 Units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  U10 – la France occupée  U11 – Le régime de Vichy  **KS5 Grades A\*-C knowledge of A-level Yr12 grammar, and Yr13 grammar, including all that is listed in HT1.** | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units and Yr13 units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  U10 – la France occupée  U11 – Le régime de Vichy  U12 – La Résistance  U7 – L’immigration positive  **KS5 Grades A\*-C knowledge of A-level Yr12 grammar, and Yr13 grammar, including all that is listed in HT1, 2.** | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all six Yr12 Units and Yr13 units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  U10 – la France occupée  U11 – Le régime de Vichy  U12 – La Résistance  U7 – L’immigration positive  U8 – Les défis de l’immigration  U9 – l’extreme-droite  **KS5 Grades A\*-C knowledge of A-level Yr12 grammar, and Yr13 grammar, including all that is listed in HT1, 2, 3.** | **KS5 Grades A\*-C knowledge of A-level vocabulary and structures on all 12 A-level Units:**  U1 – la famille  U2 – l’éducation  U3 – le travail  U4 – la musique  U5 – les médias  U6 – les célébrations et festivals  U10 – la France occupée  U11 – Le régime de Vichy  U12 – La Résistance  U7 – L’immigration positive  U8 – Les défis de l’immigration  U9 – l’extreme-droite  **KS5 Grades A\*-C knowledge of A-level grammar.** |  |
| **EMPOWERING** | Key vocabulary | **Vocabulary lists**  [10. Theme 4 U10 La France occupée vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EcyP45KWtlNPilgqde7CKg8BYuNxqxlI40b2lCi1gih2lg?e=BQPlZk)**,**  [11. Theme 4 U11 Le régime de Vichy vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EYvhhdwFd4JNkusy-duP0tgBiVHVlXqTP9uZ5yjafs9AMg?e=Inssv3)  **Grammar Workbooks 1 & 2**  **Un sac de billes vocabulary lists**  [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 10, 11** | **Vocabulary lists**  [12. Theme 4 U12 La Résistance vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/Ee7AVUzcFGFApyZyLNGBGJQBXArSu8PcQPEiFDIG4AQuTA?e=Pxshwr)**,**  [7. Theme 3 U7 Les immigrés en France vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/Ec0XxDpfrDhJvXUXijBVey4BA3APs5LcxItZyMtBLe-XGg?e=qKvbGK)  **Grammar Workbooks 1 & 2**  **Un sac de billes vocabulary lists** [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 12, 7** | **Vocabulary lists**  [8. Theme 3 U8 L'immigration et la société de l'intégration en France vocab.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EeK2knnmNx1Gn4uoud74-XsBUKrrr8EwzsjIvRU4Z7olng?e=aan6sF)**,**  [9. Theme 3 U9 L'extreme droite.docx](https://lplt.sharepoint.com/:w:/s/LPBSStaffResources/EdhY9ZJ6NwFElAwNpRb0n14BCpWuK96-STOhh72udfGY8g?e=5buW87)  **Grammar Workbooks 1 & 2**  **Un sac de billes vocabulary lists**  [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 8, 9** | **Vocabulary lists**  [A-level vocab lists](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/Em-H3ajR3ehHv14xqwppNgoB0-u7CzODh1L5pIgvu5uVjQ?e=SigHQI)  **Grammar Workbooks 1 & 2**  **Un sac de billes vocabulary lists**  [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 1-12** | **Vocabulary lists**  [A-level vocab lists](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/Em-H3ajR3ehHv14xqwppNgoB0-u7CzODh1L5pIgvu5uVjQ?e=SigHQI)  **Grammar Workbooks 1 & 2**  **Un sac de billes vocabulary lists**  [film book essay writing resources](https://lplt.sharepoint.com/:f:/s/LPBSStaffResources/EtjTQZdOepBFmxgdEbAauGQBwHr1t9RLyowp7C_kxBO_yA?e=WsNaIR)  **Speaking Teaching Booklet for Units 1-12** |  |
| **CHALLENGING** | Super curricular recommendations | [French A-level Super Curriculum.pptx](https://lplt.sharepoint.com/:p:/s/LPBSStaffResources/EZqDK_AcKLdHmDjNGLvFVWgBGs7WC2wckJzxmH40FeSDVQ?e=fZvtMU) | | | | | |