



Grammatical skills covered throughout the course. Emphasis based on student response and understanding.

We teach **Edexcel French A Level** and there are six topic units:

Theme 3: L'immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- L'impact positif de l'immigration sur la société française
Les contributions des immigrés à l'économie et à la culture.
- Répondre aux défis de l'immigration et de l'intégration en France
Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.
- L'extrême droite
La montée du Front National; les leaders du Front National; l'opinion publique.

Theme 4: L'Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

- La France occupée
La collaboration; l'antisémitisme.
- Le régime de Vichy
Maréchal Pétain et la Révolution nationale.
- La Résistance
Jean Moulin, Charles de Gaulle et les femmes de la Résistance; l'implication des Français dans la Résistance.

And they are taught in this order:

	Teacher 1 – Immigration and the multicultural French society	Teacher 2 – Occupation and resistance
Autumn 1	The positive impact of immigration on French society (Les intouchables)	Occupied France (L'Étranger)
Autumn 2	Responding to the challenges of immigration and integration in France (Les intouchables)	The Vichy regime (L'Étranger)
Spring 1	The extreme right (Les intouchables)	The resistance (L'Étranger)
Spring 2	Les intouchables	IRP (L'Étranger)
Summer 1	Revision and Exam practice	



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.1 - L'impact positif de l'immigration en France			
The positive impact of immigration and integration	Grammatical reinforcement: Consolidation of present tense; revision of key structures for expressing opinions and justification. Grammatical skills: Use of a range of tenses to describe trends and developments; expressing cause and consequence; developing range through use of synonyms; accurate use of nouns and adjectives; expressing and justifying opinions. Thematic understanding: Les immigrés en France : d'où viennent-ils et pourquoi sont-ils venus ? L'immigration comme nécessité pour l'économie française; contribution des immigrés à l'enrichissement culturel de la France; impact de l'immigration sur la société contemporaine. Strategic skills: Summary writing; interpreting data and trends; structuring and developing arguments; listening and reading for detail; evaluating viewpoints and selecting relevant information. Other skills: Developing cultural awareness; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary related to immigration and society.	Students build on Year 12 work on identity, culture and society, including themes such as family, education and media. They draw on prior knowledge of discussing social issues and expressing opinions using a range of tenses and structures.	Leads to study of Les défis de l'immigration et de l'intégration en France and L'extrême droite. Supports development of analytical and evaluative skills required for A-level speaking and writing examinations.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.2 - Les défis de l'immigration et de l'intégration en France			
The challenges of immigration and integration in France	Grammatical reinforcement: Consolidation of present and past tenses; revision of structures for expressing opinions and evaluation. Grammatical skills: Use of a range of tenses to discuss social issues; expressing cause, consequence and contrast; developing range through synonyms; accurate use of pronouns and prepositions; expressing agreement and disagreement. Thematic understanding: Vivre ensemble dans une société multiculturelle; les défis et les bienfaits de l'immigration et du multiculturalisme; les enjeux de l'intégration en France; tensions sociales et marginalisation; réponses de la société et du gouvernement. Strategic skills: Summary writing; structuring and developing arguments; listening and reading for comprehension; evaluating viewpoints; selecting and synthesising information from a range of sources. Other skills: Developing critical understanding of social issues; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary related to immigration and integration.	Students build on L'impact positif de l'immigration en France, including knowledge of reasons for immigration and its benefits. They draw on Year 12 work on social and cultural issues and prior experience of expressing and justifying opinions.	Leads to study of L'extrême droite and wider political responses to immigration. Supports development of analytical and evaluative skills required for A-level speaking and writing examinations.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.3 - L'extrême droite			
The extreme right	Grammatical reinforcement: Consolidation of present and past tenses; revision of structures for expressing opinions, justification and evaluation. Grammatical skills: Use of a range of tenses to discuss political developments; expressing cause and consequence; developing range through synonyms; accurate use of complex sentence structures to support argument. Thematic understanding: Le Front National; la montée du Front National; les objectifs des chefs de file du FN; influence de l'extrême droite sur la société et la politique françaises; réactions du public et du gouvernement. Strategic skills: Summary writing; analysing and evaluating viewpoints; structuring and developing arguments; listening and reading for detail; selecting and synthesising relevant information. Other skills: Developing critical understanding of political issues; expressing and justifying opinions; engaging in discussion and debate; building topic-specific political vocabulary.	Students build on Les défis de l'immigration et de l'intégration en France, including understanding of multiculturalism and social tensions. They draw on prior knowledge of political and social issues and experience of constructing arguments and expressing opinions.	Supports transition to Theme 4: L'Occupation et la Résistance. Develops analytical and evaluative skills required for A-level speaking and writing examinations.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 4.1 - La France occupée			
Occupied France	Grammatical reinforcement: Review of the subjunctive; consolidation of structures for expressing opinion and uncertainty. Grammatical skills: Use of the subjunctive in context; expressing cause and consequence; developing accuracy in complex sentence structures; using a range of tenses to describe historical events. Thematic understanding: La France sous l'Occupation et la collaboration; l'antisémitisme pendant l'Occupation; la vie quotidienne sous l'Occupation; les représailles et les conséquences après la guerre. Strategic skills: Reading for gist and detail; summarising historical information; structuring and developing arguments; analysing sources and viewpoints; listening for key information. Other skills: Developing understanding of historical context; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary related to history and society.	Students build on Year 12 work on the subjunctive and expressing opinions. They draw on prior experience of discussing social and cultural issues and begin to apply these skills to historical contexts.	Leads to study of Le régime de Vichy and La Résistance. Supports development of analytical and evaluative skills required for A-level speaking and writing examinations.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 4.2 - Le régime de Vichy			
The Vichy Regime	Grammatical reinforcement: Consolidation of pronouns; revision of structures for expressing opinions and evaluation. Grammatical skills: Use of relative pronouns; use of the passive voice; developing accuracy in complex sentence structures; using a range of tenses to describe and analyse historical events. Thematic understanding: Le maréchal Pétain et le régime de Vichy; la Révolution nationale; la politique de Vichy et ses conséquences; impact du régime sur la société française. Strategic skills: Reading for gist and detail; summarising historical information; structuring and developing arguments; analysing sources and viewpoints; listening for key information. Other skills: Developing understanding of historical and political context; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary related to politics and history.	Students build on La France occupée, including understanding of collaboration and life under Occupation. They draw on prior knowledge of pronouns from Year 12 and experience of analysing social and historical issues.	Leads to study of La Résistance. Supports development of analytical and evaluative skills required for A-level speaking and writing examinations.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 4.3 – La Résistance			
The resistance	Grammatical reinforcement: Consolidation of reporting structures; revision of expressing opinions and evaluation. Grammatical skills: Use of indirect speech; developing accuracy in complex sentence structures; using a range of tenses to narrate and analyse historical events; expressing cause and consequence. Thematic understanding: La Résistance française; l'importance de Jean Moulin; le rôle des femmes dans la Résistance; les Français libres et le général de Gaulle; impact et héritage de la Résistance. Strategic skills: Reading for gist and detail; summarising historical information; structuring and developing arguments; analysing sources and viewpoints; listening for key information. Other skills: Developing understanding of historical context; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary related to history and resistance.	Students build on La France occupée et Le régime de Vichy, including understanding of life under Occupation and political structures. They draw on prior experience of analysing historical and social issues and using a range of grammatical structures.	Supports preparation for Paper 2 (written examination) through development of analytical and essay-writing skills. Links to study of literary and film works and contributes to wider understanding for the IRP.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Les intouchables			
Les intouchables	Grammatical reinforcement: Consolidation of key tenses (present, perfect, imperfect, pluperfect, conditional); revision of structures for expressing opinions and evaluation. Grammatical skills: Use of the subjunctive (after expressions of emotion, doubt and necessity); use of complex sentence structures; accurate use of object pronouns; developing range and precision in analytical writing. Thematic understanding: Themes of friendship, social class and inequality; disability and inclusion; humour and its role in the film; character development (Philippe and Driss); social and cultural context of contemporary France; director's message and representation of society. Strategic skills: Essay writing; structuring analytical arguments; analysing film techniques (music, cinematography, characterisation, contrast); selecting and integrating evidence; evaluating different interpretations. Other skills: Developing critical analysis of visual texts; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary; responding to exam-style questions.	Students build on Year 12 introduction to the film, including understanding of plot, characters and key themes. They draw on initial experience of analysing film techniques and constructing basic analytical responses.	Preparation for Paper 2 (written examination – film essay). Development of advanced analytical writing and critical evaluation. Supports comparison with literary texts and independent interpretation in examination responses.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
<u>L'Étranger</u>			
L'Étranger	Grammatical reinforcement: Consolidation of key tenses (present, perfect, imperfect, pluperfect, conditional); revision of structures for expressing opinions and evaluation. Grammatical skills: Use of the subjunctive (after expressions of emotion, doubt and necessity); use of complex sentence structures and subordinate clauses; developing precision and range in analytical writing. Thematic understanding: Themes of absurdity, existentialism and alienation; characterisation of Meursault; relationships and emotional detachment; role of society and justice; historical and philosophical context of the novel; authorial message and narrative style. Strategic skills: Essay writing; structuring analytical arguments; analysing literary techniques and narrative methods; selecting and integrating textual evidence; evaluating different interpretations. Other skills: Developing critical analysis of literary texts; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary; responding to exam-style questions.	Students build on Year 12 introduction to the novel, including understanding of plot, characters and key themes. They draw on initial experience of literary analysis and essay writing, as well as prior study of film and thematic units.	Preparation for Paper 2 (written examination – literature essay). Development of advanced analytical writing and critical evaluation. Supports independent interpretation and comparison with film and wider thematic content in examination responses.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Independent Research Project			
Independent Research Project	Grammatical reinforcement: Consolidation of a wide range of tenses and structures; revision of language for expressing opinions, justification and evaluation. Grammatical skills: Use of complex sentence structures; accurate manipulation of language to express argument, hypothesis and evaluation; developing fluency and precision in spoken French. Thematic understanding: Independent study of a topic related to the French-speaking world; development of in-depth knowledge and understanding of social, cultural or political issues; exploration of different perspectives and viewpoints. Strategic skills: Research skills; summarising skills; structuring and delivering a presentation; responding spontaneously to questions; developing and defending arguments; selecting and synthesising information from a range of sources. Other skills: Independent analysis and written work; developing autonomy in learning; critical thinking and evaluation; building topic-specific vocabulary; improving confidence and fluency in extended discussion.	Students build on Year 12 introduction to the IRP, including selecting a topic, conducting research and delivering short presentations. They draw on speaking skills developed across the course, including expressing and justifying opinions and using a range of grammatical structures.	Preparation for Paper 3 (speaking examination), including presentation and discussion of the IRP topic. Supports development of spontaneous speaking, argumentation and critical evaluation required for success in the final examination.