

## MFL KS5 Curriculum Intent, Implementation and Impact Overview

Year: 13 Subject: French IMPLEMENTATION						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>AQA A level specification coverage, key concepts and skills ('Big Ideas')</b>	<p><b>Context:</b> Literature - 'No et moi' AQA 3.1.2 Positive features of a diverse society</p> <p><b>Key Vocabulary:</b> Loanword, diversity, reflexive, conjugate, clause, analyse, evaluate</p> <p><b>Prior Learning / LTM:</b> GCSE: use of extracts from 'No et moi' in social issues topic, revisit present, perfect, future and conditional tenses</p> <p><b>Cultural Capital:</b> Enjoyment of French literature. Understanding of history of French immigration and concept of 'liberté, égalité, fraternité'</p>	<p><b>Context:</b> Literature - 'No et moi' AQA 3.1.2 Life for the marginalised AQA 3.1.2 How criminals are treated Individual Research Project</p> <p><b>Key Vocabulary:</b> Pluperfect, synonym, marginalise, past participle, auxiliary, migrant, immigrant, analyse, evaluate</p> <p><b>Prior Learning / LTM:</b> GCSE topic: social issues, revisit perfect, imperfect and pluperfect tenses.</p> <p><b>Cultural Capital:</b> Enjoyment of French literature. Understanding of French justice system,</p>	<p><b>Context:</b> AQA 3.2.2 Teenagers, the right to vote and political commitment AQA 3.2.2 Demonstrations, strikes - who holds the power? Film revision</p> <p><b>Key Vocabulary:</b> Infinitive, past historic, clause, recidivism, penal, subjunctive, passive, active, auxiliary, compound, abstention, subject / indirect / direct object pronoun, demonstrative, gerund</p> <p><b>Prior Learning / LTM:</b> Revisit film studied in Y12. Revisit <i>si</i> clauses. Revisit passive and subjunctive.</p> <p><b>Cultural Capital:</b> Political engagement of young people in UK and France. Freedom of speech. Workers' rights.</p>	<p><b>Context:</b> AQA 3.2.2 Politics and immigration Revision of all Y12 3.1.2 topics Film and literature revision Individual Research Project</p> <p><b>Key Vocabulary:</b> Compound, immigration, clandestine, auxiliary</p> <p><b>Prior Learning / LTM:</b> Revisit novel and film. Revisiting Y12 topics. Revisiting metacognitive strategies to maximise efficiency of revision for final examinations.</p> <p><b>Cultural Capital:</b> French political parties, French immigration policy</p>	<p><b>Context:</b> Revision of all Y12 3.2.1 topics Literature revision <b>Key Vocabulary:</b> As per topics being revised.</p> <p><b>Prior Learning / LTM:</b> Revisiting Y12 topics. Revisiting metacognitive strategies to maximise efficiency of revision for final examinations.</p> <p><b>Cultural Capital:</b> As per modules being revised this half term.</p>	N/A
Use accurate pronunciation and intonation. Develop fluency and interaction.	X	X	X	X	X	
Discuss a stimulus, coping with unfamiliar language and unexpected responses.	X	X	X	X	X	
Ask for, express and justify a range of opinions on a range of topics in writing and speech.	X	X	X	X	X	
Develop and use a wide-ranging and deepening vocabulary, including use of idiom.	X	X	X	X	X	

Identify gender of nouns and apply subsequent agreement of associated words.						
Use a range of tenses together, including compound tenses.	X	X	X	X	X	
Use high frequency words in a variety of contexts.						
Apply knowledge of current social issues and artistic culture.	X	X	X	X	X	
Listen and respond to extended passages from a range of contexts, including authentic communication between native speakers.	X	X	X	X	X	
Infer meaning from complex spoken material.	X	X	X	X	X	
Respond to extended texts from a range of authentic sources	X	X	X	X	X	
Infer meaning from increasingly complex texts.	X	X	X	X	X	
Translate increasingly complex texts into French or English.	X	X	X	X	X	
Use appropriate style and structure in essay writing.	X	X		X	X	
Summarise information in own words.	X	X	X	X	X	
Use appropriate research methods, select relevant evidence to support and justify arguments.		X		X		
<b>IMPACT</b>	<p><b>Assessment:</b> Novel essay 1+2, stimulus card, L/R/T exam questions.</p> <p><b>Progression to P18:</b> Essay-writing skills, French literature - foundations for undergraduate study</p>	<p><b>Assessment:</b> Novel essay 3+4, stimulus card, L/R/T exam questions.</p> <p><b>Progression to P18:</b> Essay-writing skills, French literature - foundations for undergraduate study,</p>	<p><b>Assessment:</b> Film essay 5, stimulus card, L/R/T exam questions.</p> <p><b>Progression to P18:</b> Essay-writing skills, political engagement as an adult</p>	<p><b>Assessment:</b> Film essay 6, Novel essay 5 Trial speaking exam</p> <p><b>Progression to P18:</b> Development of independent research skills and enquiry question-</p>	<p><b>Assessment:</b> Novel essay 6, L/R/T exam questions.</p> <p><b>Progression to P18:</b> Refinement of essay-writing skills.</p>	

		development of independent research skills and enquiry question-setting.		setting, refinement of essay-writing skills.		
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Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.