

“Rooted and grounded in Love”.

A Level French



Intent – 'Rooted and grounded in Love

Intent – Rooted

It is our mission to enable all students to flourish in French. Our French curriculum is designed to provide students with knowledge, understanding and an appreciation of another language and culture. Our philosophy is to empower students to communicate and engage with the French language, as well as its culture, thus creating confident linguists and communicators. We aim to foster a love for language learning and a deeper understanding of diverse cultures within the French-speaking world.

At key stage 5, students will continue to develop their grammatical and linguistic skills alongside their understanding of the culture and society of countries where French is spoken. In year 12, students study the film, *L'auvergne espagnole*, which follows Xavier as he embarks on his year abroad in Barcelona. In year 13, students study the book, *Un sac de billes*, which follows the story of a young Jewish boy called Jo who grows up during the German occupation of France during World War II. Students also undertake an individual research project. This allows them to develop their own interests through their independent study of a topic of their own interest.

St Jerome is the patron saint of MFL. His translation of the Bible allowed more people to access God's word for themselves. Our curriculum aims to encourage our students to follow his example; to use our ability to learn and understand different languages to communicate with our worldwide neighbours, to build bridges and to break down barriers in order to create tolerant and respectful world.

The topics we cover within our curriculum have been carefully selected, not only to allow students to master the key grammatical and linguistic skills that are needed to learn a language, but also to ensure that students become global citizens and are able to demonstrate the gospel values: tolerance, compassion, kindness and respect.



French

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Ensuring the dignity of all people: The curriculum's focus on the changing nature of the family encourages students to reflect on the dignity of every person and the importance of supporting families in all their forms.
- Upholding the common good: The study of cyber society allows students think about how technology should serve the common good, rather than encourage isolation, misinformation or exploitation.
- Solidarity and promoting participation: The volunteering unit encourages students to reflect on the Christian call to serve others and work together for the benefit of our communities.
- Promoting the dignity of all people and the common good: Studying French-speaking cultural heritage promotes respect for diversity and the value of every culture. Students are encouraged to appreciate different cultural traditions.
- Ensuring the dignity of all people and participation: The contemporary French music unit allows students to explore how music raises awareness of different social issues, inspires hope and solidarity, gives voice to personal experiences and is an expression of cultural identity.
- Ensuring the dignity of all people: The study of French cinema and the film unit on L'Auberge espagnole explore themes such as identity, integration, relationships and cultural identity. Studying French cinema encourages empathy and a deeper understanding of different life experiences within a different cultural setting.

Advent 1	Topic 1: The changing nature of the family Film Unit: L'Auberge espagnole	Advent 2	Topic 2: Cyber society Film unit: L'Auberge espagnole
Description	• Trends in marriage and other forms of partnership • Merits and problems of different family structures • Relationships between generations • Film study of L'Auberge espagnole	Description	• Transformations in technology • Dangers of digital technology • Users of digital technology and future developments • Film study of L'Auberge espagnole

Lent 1	Topic 3: Volunteering Topic 5: Contemporary French music	Lent 2	Topic 3 and 5 continued Topic 4: Heritage Topic 6: Cinema
Description	• The voluntary section in France • The benefits for those who are helped • The benefits for those who help • The popularity of contemporary French music • Who listens to contemporary French music? • The threats to contemporary French music	Description	• Understanding the notion of heritage • How do famous heritage sites market themselves? • How does heritage impact upon society • French cinema • Developments in French cinema • Popularity of French films and French festivals
Pentecost 1	Topic 4 and 6 continued	Pentecost 2	Introduction to Year 13 content
Description	Same as Lent 2	Description	• Introduction to the literary text 'Un sac de billes' • Introduction to the IRP (Individual Research Project)

French

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Ensuring the dignity of all people: The curriculum's focus on the positive aspects of a diverse society encourages students to reflect on how communities are enriched by bringing together different cultures, perspectives and experiences. Every person is created in the image of God and students are encouraged to recognise diversity as an opportunity for mutual enrichment.
- Option for the poor: Studying poverty, exclusion and discrimination highlights to students the need to protect the dignity of those on the margins of society, prioritise the needs of the most vulnerable and consider who is responsible for challenging these injustices.
- Ensuring the dignity of all people: Through the unit on how criminals are treated, students are encouraged to think about how justice should balance accountability with opportunities for rehabilitation and how legal systems should promote both public safety and respect for human dignity.
- Participation: Exploring young people's right to vote allows student to reflect on the fact that participation in civic life is an important expression of human dignity and responsibility.
- Solidarity: Students can evaluate how collective action contributes to social change through the protests and strikes unit.
- Solidarity and ensuring the dignity of all people: The study of politics and immigration encourages students to reflect on human dignity, hospitality and global responsibility.
- The study of the novel *Un sac de billes* encourages students to reflect on the treatment of Jewish people during the Second World War in France. Told through the eyes of the young Joseph Joffo, the novel explores the importance of human dignity and solidarity.

Advent 1	Topic 1: The positive aspects of a diverse society Literary text: <i>Un sac de billes</i>	Advent 2	Topic 4: Young people, the right to vote and political engagement Literary text: <i>Un sac de billes</i>
Description	• The benefits of a diverse society • The need for tolerance and respect of diversity • How can we promote diversity? • Study of the literary text '<i>Un sac de billes</i>'	Description	• The French political system • Engagement levels of young people • The future of politics • Study of the literary text '<i>Un sac de billes</i>'

Lent 1	Topic 2: Life for marginalised people Topic 5: Protests and strikes	Lent 2	Topic 3: How criminals are treated Topic 6: Politics and immigration
Description	• Different groups who are socially marginalised • Measures to help those who are marginalised • Contrasting attitudes to people who are marginalised • The role of unions • Strikes and protests • Different attitudes towards strikes and protests	Description	• Attitudes to crime • Prison – its merits and problems • Alternative forms of punishment • Political issues concerning immigration • Viewpoints of political parties • Immigration from the standpoint of immigrants
Pentecost 1	Exam preparation	Pentecost 2	Exam preparation
Description	• Revision of topics and grammar in preparation for paper 1 and paper 3 • Revision of the film and literary text in preparation for paper 2	Description	• Revision of topics and grammar in preparation for paper 1 and paper 3 • Revision of the film and literary text in preparation for paper 2