

## Key Stage 3

Year  
7

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Topic Focus:</b><br/>Personal Introductions, Birthdays, &amp; Classroom Language.</p> <p><b>Core Knowledge:</b><br/>Introducing yourself, asking others how they are, saying your age and spelling your name, and stating when your birthday is. Learning numbers from 1 to 31, the calendar, and using essential classroom requests and instructions.</p> <p><b>Grammar:</b><br/>Present tense of the helper verbs <i>avoir</i> (to have) and <i>être</i> (to be). Using subject pronouns (<i>je</i> and <i>tu</i>) to talk about yourself and others. Forming questions, recognizing infinitives, using the impersonal rule <i>il faut</i> + infinitive, and identifying definite and indefinite articles (<i>le/la/les</i> and <i>un/uné</i>).</p> | <p><b>Topic Focus:</b><br/>Family Members, Personalities, &amp; Physical Appearances.</p> <p><b>Core Knowledge:</b><br/>Naming members of your family, describing physical traits, and detailing hair and eye colours for yourself and others. Explaining different personality types and giving reasons for your opinions of people.</p> <p><b>Grammar:</b><br/>Present tense of <i>avoir</i> and <i>être</i> in the 1st and 3rd person singular and plural. Distinguishing singular and plural verbs (<i>s'appelle</i> vs. <i>s'appellent</i>). Using possessive adjectives (<i>mon, ma, mes</i>), applying basic rules of adjectival agreement (masculine, feminine, plural), and structuring simple justifications using <i>parce que</i>.</p> | <p><b>Topic Focus:</b><br/>Exploring Where We Live.</p> <p><b>Core Knowledge:</b><br/>Saying where you and other people live, including the town, country, and geographical setting. Describing what your house looks like, naming the rooms inside, and identifying what features exist or do not exist in your local town.</p> <p><b>Grammar:</b><br/>Using the present tense of the verb <i>habiter</i>. Prepositions of location (<i>à</i> for towns; <i>au, en, aux</i> for countries) and partitive structures (<i>du, de la, de l', des, de</i>). Expressing hypothetical desires using <i>je voudrais habiter</i>.... Mastering the positive and negative phrases <i>il y a</i> (there is/are) and <i>il n'y a pas de</i> (there is/are no).</p> | <p><b>Topic Focus:</b><br/>Local Activities, Social Outings, &amp; Future Plans.</p> <p><b>Core Knowledge:</b><br/>Expressing positive and negative opinions about your local town and giving reasons for your preferences. Talking about where you normally go in your free time and describing where you are going to go this weekend. Making plans and inviting someone to go out.</p> <p><b>Grammar:</b><br/>Present tense of the irregular verb <i>aller</i> (to go) in the 1st and 3rd person. Formation of the near future tense (<i>aller</i> + infinitive). Using the verb <i>vouloir</i> (to want) to make polite requests and invitations.</p> | <p><b>Topic Focus:</b><br/>School Subjects, Uniforms, &amp; Timetables.</p> <p><b>Core Knowledge:</b><br/>Naming school subjects, describing what you study, and expressing likes and dislikes about your subjects and teachers. Describing school uniform colours and styles, detailing your daily school routine and timetable, and describing what is inside your school building.</p> <p><b>Grammar:</b><br/>Present tense of regular -er verbs, specifically focusing on <i>étudier</i> (to study) and <i>porter</i> (to wear). Using the conditional <i>je voudrais</i> + infinitive. Rules for placing adjectives after nouns, telling the time (<i>à</i> + time), and combining <i>il y a</i> and <i>il n'y a pas de</i> to describe school environments.</p> | <p><b>Topic Focus:</b><br/>Designing a school</p> <p><b>Core Knowledge:</b><br/>Collaborative, cross-curricular project: "Design a School". Synthesizing vocabulary for school facilities, descriptions, and rationales to present a custom school layout.</p> <p><b>Grammar:</b><br/>Consolidation of Year 7 grammar structures. Using a mix of opinion phrases, descriptions, and rules (<i>il y a / il n'y a pas de</i> and infinitives) to write and talk about an imaginary school layout.</p> |

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Topic Focus:</b><br/>Holiday Activities, Destinations, and Festivals.</p> <p><b>Core Knowledge:</b><br/>Saying what you visited, what it was like, and what you did during holidays. Stating where you went (countries) and how you travelled. Describing what festivals you like or dislike, dates, and describing people and actions in a festival photo.</p> <p><b>Grammar:</b><br/>Perfect tense of regular -er verbs (full paradigm) and irregular verbs (avoir family, e.g., <i>bu, vu, fait, pris</i>). Perfect tense of aller (verbs taking être with gender agreement). Saying 'to' or 'in' with countries (<i>en, au, aux, à</i>). Negation in the past tense (<i>ne... pas de</i>). Present tense of regular -er, -ir, -re verbs in 1st and 3rd person. Opinion + infinitive structure.</p> | <p><b>Topic Focus:</b><br/>Market Shopping, Food Specialties, and extended writing</p> <p><b>Core Knowledge:</b><br/>Buying food at a market, using transactional language, and expressing quantities. Discussing food eaten on special occasions and describing local food specialties. Learning and applying the "10 Keys" framework for extended writing.</p> <p><b>Grammar:</b><br/>Quantity + <i>de</i>. Near future tense (<i>je vais + infinitive</i>). Partitive articles (<i>du, de la, des</i>) vs. opinion + noun. Writing with the "10 Keys" (connectives, opinions, reasons, qualifiers, comparatives, negatives, past, future, time expressions, infinitive phrases). Regular -ir and -re verbs in the present tense</p> | <p><b>Topic Focus:</b><br/>Home Regions, Weather, and Sports.</p> <p><b>Core Knowledge:</b><br/>Talking about where you live (town, countryside, mountains, seaside) and describing the weather. Talking about regional activities and what can or cannot be done there. Detailing sports you play, describing how active you are, and comparing different sports.</p> <p><b>Grammar:</b><br/>Saying 'in' with <i>dans, en, au, à la</i>. Using the verb <i>pouvoir + infinitive</i> and 'on' to mean 'you/we'. Using <i>jouer à</i> and <i>faire de</i> with sports, and their present tense paradigms. Forming comparatives (<i>plus... que / moins... que</i>) with adjectival agreement.</p> | <p><b>Topic Focus:</b><br/>Television, Digital Technology, and Leisure Plans.</p> <p><b>Core Knowledge:</b><br/>Expressing preferences regarding TV programs, actors, and actresses, and giving reasons. Discussing screen time, digital habits, and online activities. Making plans to go to the cinema, discussing film genres, and coordinating times.</p> <p><b>Grammar:</b><br/>Adjective agreement (including irregulars like <i>généreux, sérieux, beau/belle</i>). Question formation using <i>[question word] + est-ce que + tu</i>. Near future tense and the 24-hour clock. Three negative structures (<i>ne... pas, ne... jamais, ne... rien</i>) and possessive adjectives (<i>son, sa, ses</i>).</p> | <p><b>Topic Focus:</b><br/>Shopping Excursions and Multi-Tense Leisure Descriptions.</p> <p><b>Core Knowledge:</b><br/>Describing past shopping trips, including items bought, food/drink consumed, and activities completed. Structuring detailed accounts of free time habits using past, present, and future timeframes. Refining extended writing portfolios.</p> <p><b>Grammar:</b><br/>Verb consolidation in the perfect tense (regular -er; irregulars, and être verbs). Present tense of <i>prendre</i>. Integrating three tenses (present, perfect, near future) together with complex connectives</p> | <p><b>Topic Focus:</b><br/>Summer Camps, Routines, and Promotional Brochures.</p> <p><b>Core Knowledge:</b><br/>Exploring types of summer camps and detailing camp activities. Describing daily routines at camp. Reading, analyzing, and creating a promotional brochure for a new region.</p> <p><b>Grammar:</b><br/>Expressing capability and restrictions with <i>on peut / on ne peut pas + infinitive</i>. Near future tense for routines. Consolidation of the three main tenses (present, perfect, near future) for descriptive and promotional writing.</p> |

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| <p><b>Topic Focus:</b><br/>Personal Interests, Extracurricular Activities, Identity, Celebrations, and Part-Time Jobs</p> <p><b>Core Knowledge:</b><br/>Talking about leisure likes and dislikes (such as cinema, reading, and music). Describing after-school clubs and schedules. Describing physical appearances, and personality traits of yourself and your friends. Detailing how you celebrated a recent birthday. Discussing ways to earn pocket money through chores.</p> <p><b>Grammar:</b><br/>Using <i>aimer</i>, <i>adorer</i>, or <i>détester</i> + noun or infinitive verb structures. Present tense verbs, including regular forms, reflexive verbs (<i>s'entendre</i>, <i>se disputer</i>), <i>avoir</i>, and <i>être</i>. Expressing <i>jouer à</i> for sports vs. <i>jouer de</i> for musical instruments. Simple negation (<i>ne... pas</i>, <i>ne... rien</i>). Adjectival agreement and feminine/plural adjustments. Perfect tense of regular -er verbs, irregular verbs (<i>avoir</i> auxiliary), and motion verbs taking <i>être</i>. Using <i>on peut</i> + infinitive to express opportunity, and <i>pour</i> + infinitive to express purpose.</p> | <p><b>Topic Focus:</b><br/>Future Careers, Ambitions, and Teen Entrepreneurs.</p> <p><b>Core Knowledge:</b><br/>Stating what job you want to do in the future and explaining why. Discussing long-term goals, including where you are going to live or buy a house. Describing past tasks, chores, and jobs done yesterday. Learning about young entrepreneurs and various ways teenagers make money.</p> <p><b>Grammar:</b><br/>Distinguishing between masculine and feminine job nouns. Using modal verbs <i>vouloir</i> + infinitive (<i>je veux être...</i>), <i>pouvoir</i>, and <i>devoir</i>. Using the conjunction <i>car</i> as an alternative to <i>parce que</i>. Forming and using the near future tense (<i>je vais</i> + infinitive). Perfect tense with negation (<i>ne... pas</i>). Combining present and near future tenses within a single context. Introduction to conditional structures.</p> | <p><b>Topic Focus:</b><br/>Music, Francophone Artists, Concerts, and Future Tours.</p> <p><b>Core Knowledge:</b><br/>Identifying musical instruments and music genres. Discussing singers in the francophone world, expressing opinions on songs, and analyzing lyrics. Describing personal musical preferences and streaming habits. Outlining future musical projects, travel plans, or tours. Describing a past trip to a live concert.</p> <p><b>Grammar:</b><br/>Using <i>jouer de</i> + musical instruments. Adjectival agreement with singular nouns. Expressions of frequency and the negative structure <i>ne... jamais</i>. Forming comparatives (<i>meilleur que</i>, <i>plus... que</i>). Using <i>je viens de</i> + infinitive to express the immediate past. Combining present and near future tenses. Perfect tense of regular and irregular verbs, including past negation (<i>je n'ai pas mangé de...</i>).</p> | <p><b>Topic Focus:</b><br/>Media Profiles, Eating Habits, and Protecting Nature.</p> <p><b>Core Knowledge:</b><br/>Conducting a musician interview. Describing food, eating habits, diets, and debates surrounding veganism. Discussing animals, the natural world, and identifying practical actions needed to protect endangered species.</p> <p><b>Grammar:</b><br/>Integrating present and perfect tenses together. Utilizing partitive articles (<i>du</i>, <i>de la</i>, <i>de l'</i>, <i>des</i>). Using negative structures (<i>ne... pas</i>, <i>ne... jamais</i>). Applying the obligation formula <i>il faut</i> + infinitive. Using <i>pour</i> + infinitive. Introduction to direct object pronouns, the comparative, and the imperfect tense.</p> | <p><b>Topic Focus:</b><br/>Environmental Campaigns, Plastic Waste, and Changing the World.</p> <p><b>Core Knowledge:</b><br/>Talking about what you and your community have done recently to help the environment. Discussing plastic pollution, recycling, and conservation campaigns. Expressing what you would like to do to change the world and improve society.</p> <p><b>Grammar:</b><br/>Using <i>on</i> to mean "we" in the perfect tense. Distinguishing between definite articles (<i>le/la/les</i>) and partitive articles (<i>du/de la/des</i>). Using possessive adjectives. Using <i>je voudrais</i> / <i>j'aimerais</i> + infinitive. Master forming and applying the conditional tense. Combining three distinct time frames (present, perfect, and conditional) with complex time phrases. Expressing quantities with <i>moins de</i> and <i>plus de</i>. Introduction to superlatives.</p> | <p><b>Topic Focus:</b><br/>Cultural Film Studies</p> <p><b>Core Knowledge:</b><br/>Demonstrating speaking, listening, reading, and writing performance during the end-of-year assessment window. Reviewing exam feedback and redrafting extended written tasks. Studying the plot, characters, themes, and setting of the classic French film <i>Les Choristes</i>.</p> <p><b>Grammar:</b><br/>Consolidation of core Key Stage 3 grammar across multiple tenses (present, perfect, near future, conditional). Developing descriptive writing and film review skills using character descriptions, past tense plot summaries, and conditional opinions.</p> |

# Key Stage 4

Exam Board: Edexcel

year  
10

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Topic Focus:</b><br/>Digital Life, Active Living, Entertainment, Outings, and Sports Competitions.</p> <p><b>Core Knowledge:</b><br/>Discussing online activities, social media pros and cons, weekly routines, films, and television viewing. Booking cinema tickets, making plans to go out, responding to invitations, and detailing past weekend activities. Describing participation in sports competitions and participating in interviews.</p> <p><b>Grammar:</b><br/>Present tense of regular -er verbs and irregular verbs (<i>aller, avoir, être, faire</i>). Opinion expressions with <i>c'est</i>. Interrogative adjectives (<i>quel/quelle/quels/quelles</i>). Near future tense (<i>aller + infinitive</i>) and time-telling structures. Perfect tense of regular and high-frequency irregular verbs (<i>boire, faire, prendre, lire, voir</i>) with negation and subject-verb inversion for questions. Combining present and perfect tenses.</p> | <p><b>Topic Focus:</b><br/>Family Routines, Friendships, Role Models, and Celebrations.</p> <p><b>Core Knowledge:</b><br/>Talking about weekend routines with family and friends. Describing personal relationships, what makes a good friend, and identifying personal role models. Discussing family celebrations, festivals, and describing people in photos.</p> <p><b>Grammar:</b><br/>Emphatic pronouns after prepositions (<i>moi, toi, lui, elle, nous, vous, eux, elles</i>). Present tense of reflexive verbs. Possessive adjectives (<i>mon/ma/mes, etc.</i>). Sequencers, connectives, and adjectival agreements (including position and agreement for descriptions). Direct object pronouns. Recognizing adverbs and combining three tenses (perfect, present, near future).</p> | <p><b>Topic Focus:</b><br/>Academic Life, School Rules, Progress, and Primary School Memories.</p> <p><b>Core Knowledge:</b><br/>Talking about favourite subjects, school rules, and identifying what is fair or unfair. Discussing academic progress, achievements, and looking back on primary school memories.</p> <p><b>Grammar:</b><br/>Comparative adjectives (<i>plus + adjective + que, moins + adjective + que</i>). Giving opinions with reasons. Impersonal verb structures followed by infinitives (<i>il faut + infinitive, il est [adjectif] + de + infinitive</i>). Irregular verbs in the perfect tense. Formation and use of the imperfect tense.</p> | <p><b>Topic Focus:</b><br/>Languages for the Future, Food, Meals, and Mealtimes.</p> <p><b>Core Knowledge:</b><br/>Discussing the benefits of learning languages and how they impact career plans. Describing meals, eating habits, and daily mealtimes.</p> <p><b>Grammar:</b><br/>Integrating three tenses together (imperfect, present, near future). Complex negative phrases (<i>ne... aucun(e), ne... ni... ni, ne... que</i>). Using the partitive article and the pronoun <i>en</i> for food and quantities.</p> | <p><b>Topic Focus:</b><br/>Mental Health, Physical Well-being, Ailments, and Lifestyle Changes.</p> <p><b>Core Knowledge:</b><br/>Talking about mental health and feeling good. Describing physical illnesses, symptoms, and accidents. Discussing personal resolutions, lifestyle changes, and what to do to improve daily life.</p> <p><b>Grammar:</b><br/>Modal verbs <i>devoir, vouloir, pouvoir</i>. Idiomatic pain expressions (<i>avoir mal au/à la/aux</i>). Reflexive verbs in the perfect tense. Simple future tense. Combining the imperfect, present, and simple future tenses alongside the perfect and near future.</p> | <p><b>Topic Focus:</b><br/>Dream Holidays, Travel to Corsica, Global Festivals.</p> <p><b>Core Knowledge:</b><br/>Outlining dream holiday destinations and travel plans. Discussing journeys, specifically traveling to Corsica. Exploring world festivals and traditional celebrations.</p> <p><b>Grammar:</b><br/>Formation and use of the conditional tense. Formulating complex questions. Using idiomatic verb phrases (<i>il vaut la peine / il vaut mieux</i>). Combining the perfect and imperfect tenses together in context. Using the relative pronouns <i>qui</i> and <i>que</i>.</p> |

year  
11

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Topic Focus:</b><br/>Accommodations, Staycation Activities, Global Environmental Problems, Geography, and Climate.</p> <p><b>Core Knowledge:</b><br/>Booking hotels and reviewing accommodation. Describing staycation holiday activities and evaluating environmental issues like pollution, resource depletion, and species extinction in areas like Madagascar. Discussing geography, climate, numbers, and percentages.</p> <p><b>Grammar:</b><br/>Perfect tense of modal verbs. Using negative structures with past tense verbs. Identifying positive and negative opinions. Using a range of tenses, including the <i>si</i> + present + simple future structure. Forming comparatives and superlatives. Understanding the passive voice.</p> | <p><b>Topic Focus:</b><br/>Planet Preservation, New Technologies, and Town Descriptions</p> <p><b>Core Knowledge:</b><br/>Discussing individual and school-led actions to protect the environment. Using new technologies, describing towns, and practicing asking for and giving directions. Developing skills in describing a photo and transcribing unfamiliar words.</p> <p><b>Grammar:</b><br/>Using the <i>nous</i> form of the imperative. Recap of the perfect tense and the usage of <i>il faut</i>. Constructing <i>en</i> + present participle. Distinguishing between the imperfect and perfect tenses. Using <i>être en train de</i> and <i>venir de</i>. Using the pronoun <i>y</i> and translating <i>depuis</i>. Combining <i>à</i> and <i>de</i> with the definite article.</p> | <p><b>Topic Focus:</b><br/>Trends, Shopping, Dream Homes, and Future Ambitions.</p> <p><b>Core Knowledge:</b><br/>Discussing fashion trends, shopping, and describing an ideal house. Talking about towns visited in the past. Expressing future plans, hopes, travel logistics, and money-earning opportunities. Practicing transactional role-plays like buying tickets at a train station.</p> <p><b>Grammar:</b><br/>Using <i>de</i> to express possession. Constructing complex conditional clauses using <i>si</i> + imperfect + conditional. Placing adjectives that come before the noun. Identifying verb endings to distinguish tenses. Utilizing a range of future structures, including <i>après avoir</i> + past participle. Master of the <i>passé composé</i> with <i>être</i>.</p> | <p><b>Topic Focus:</b><br/>Career Paths, Professions, and GCSE Speaking Preparation.</p> <p><b>Core Knowledge:</b><br/>Exploring various career opportunities, professional duties, and future workplace aspirations. Preparing for speaking mock exams, practicing read-alouds, role-plays, photo descriptions, and conversations.</p> <p><b>Grammar:</b><br/>Learning how to use infinitives as nouns. Mastering verb constructions requiring <i>à</i> or <i>de</i> before an infinitive. Translating questions and structuring extended verbal responses.</p> | <p><b>Topic Focus:</b><br/>Independent Speaking Preparation &amp; Core Revision.</p> <p><b>Core Knowledge:</b><br/>Developing conversational fluency and spontaneous speaking skills. Reviewing all major thematic vocabulary from Key Stage 4 to prepare for final interactive language applications.</p> <p><b>Grammar:</b><br/>Synthesis and application of all core grammar tenses, negative structures, and complex sentence connectors under exam-style conditions.</p> | <p><b>Topic Focus:</b><br/>Course review and transition studies.</p> <p><b>Core Knowledge:</b><br/>Final synthesis of Key Stage 4 target language thematic contexts. Developing independent language study habits to support the transition to post-16 language learning.</p> <p><b>Grammar:</b><br/>Consolidation of all major grammar systems built across Key Stage 3 and Key Stage 4, focusing on structure, justification, and linguistic variety.</p> |



# Key Stage 5

Exam Board: Edexcel

|            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| year<br>12 | <p>Thème 1: Les changements dans la société française</p> <ul style="list-style-type: none"> <li>• Les changements dans les structures familiales</li> <li>• L'éducation</li> <li>• Le monde du travail</li> </ul> <p>Thème 2: La culture politique et artistique dans les pays francophones</p> <ul style="list-style-type: none"> <li>• La musique</li> <li>• Les médias</li> <li>• Les festivals et les traditions</li> </ul> <p>Film: La Haine (Kassovitz)</p>                                                | <p>Thème 1: Les changements dans la société française</p> <ul style="list-style-type: none"> <li>• Les changements dans les structures familiales</li> <li>• L'éducation</li> <li>• Le monde du travail</li> </ul> <p>Thème 2: La culture politique et artistique dans les pays francophones</p> <ul style="list-style-type: none"> <li>• La musique</li> <li>• Les médias</li> <li>• Les festivals et les traditions</li> </ul> <p>Film: La Haine (Kassovitz)</p>                                                | <p>Thème 1: Les changements dans la société française</p> <ul style="list-style-type: none"> <li>• Les changements dans les structures familiales</li> <li>• L'éducation</li> <li>• Le monde du travail</li> </ul> <p>Thème 2: La culture politique et artistique dans les pays francophones</p> <ul style="list-style-type: none"> <li>• La musique</li> <li>• Les médias</li> <li>• Les festivals et les traditions</li> </ul> <p>Film: La Haine (Kassovitz)</p>                                                | <p>Thème 1: Les changements dans la société française</p> <ul style="list-style-type: none"> <li>• Les changements dans les structures familiales</li> <li>• L'éducation</li> <li>• Le monde du travail</li> </ul> <p>Thème 2: La culture politique et artistique dans les pays francophones</p> <ul style="list-style-type: none"> <li>• La musique</li> <li>• Les médias</li> <li>• Les festivals et les traditions</li> </ul> <p>Film: La Haine (Kassovitz)</p>                                                | <p>Thème 1: Les changements dans la société française</p> <ul style="list-style-type: none"> <li>• Les changements dans les structures familiales</li> <li>• L'éducation</li> <li>• Le monde du travail</li> </ul> <p>Thème 2: La culture politique et artistique dans les pays francophones</p> <ul style="list-style-type: none"> <li>• La musique</li> <li>• Les médias</li> <li>• Les festivals et les traditions</li> </ul> <p>Film: La Haine (Kassovitz)</p>                                                | <p>Thème 1: Les changements dans la société française</p> <ul style="list-style-type: none"> <li>• Les changements dans les structures familiales</li> <li>• L'éducation</li> <li>• Le monde du travail</li> </ul> <p>Thème 2: La culture politique et artistique dans les pays francophones</p> <ul style="list-style-type: none"> <li>• La musique</li> <li>• Les médias</li> <li>• Les festivals et les traditions</li> </ul> <p>Film: La Haine (Kassovitz)</p>                                                |
| year<br>13 | <p>Thème 3: L'immigration et la société multiculturelle française</p> <ul style="list-style-type: none"> <li>• L'impact positif de l'immigration sur la société française</li> <li>• Répondre aux défis de l'immigration et de l'intégration en France:</li> <li>• L'extrême droite</li> </ul> <p>Thème 4: L'Occupation et la Résistance</p> <ul style="list-style-type: none"> <li>• La France occupée</li> <li>• Le régime de Vichy</li> <li>• La Résistance</li> </ul> <p>Novel: L'Etranger (Albert Camus)</p> | <p>Thème 3: L'immigration et la société multiculturelle française</p> <ul style="list-style-type: none"> <li>• L'impact positif de l'immigration sur la société française</li> <li>• Répondre aux défis de l'immigration et de l'intégration en France:</li> <li>• L'extrême droite</li> </ul> <p>Thème 4: L'Occupation et la Résistance</p> <ul style="list-style-type: none"> <li>• La France occupée</li> <li>• Le régime de Vichy</li> <li>• La Résistance</li> </ul> <p>Novel: L'Etranger (Albert Camus)</p> | <p>Thème 3: L'immigration et la société multiculturelle française</p> <ul style="list-style-type: none"> <li>• L'impact positif de l'immigration sur la société française</li> <li>• Répondre aux défis de l'immigration et de l'intégration en France:</li> <li>• L'extrême droite</li> </ul> <p>Thème 4: L'Occupation et la Résistance</p> <ul style="list-style-type: none"> <li>• La France occupée</li> <li>• Le régime de Vichy</li> <li>• La Résistance</li> </ul> <p>Novel: L'Etranger (Albert Camus)</p> | <p>Thème 3: L'immigration et la société multiculturelle française</p> <ul style="list-style-type: none"> <li>• L'impact positif de l'immigration sur la société française</li> <li>• Répondre aux défis de l'immigration et de l'intégration en France:</li> <li>• L'extrême droite</li> </ul> <p>Thème 4: L'Occupation et la Résistance</p> <ul style="list-style-type: none"> <li>• La France occupée</li> <li>• Le régime de Vichy</li> <li>• La Résistance</li> </ul> <p>Novel: L'Etranger (Albert Camus)</p> | <p>Thème 3: L'immigration et la société multiculturelle française</p> <ul style="list-style-type: none"> <li>• L'impact positif de l'immigration sur la société française</li> <li>• Répondre aux défis de l'immigration et de l'intégration en France:</li> <li>• L'extrême droite</li> </ul> <p>Thème 4: L'Occupation et la Résistance</p> <ul style="list-style-type: none"> <li>• La France occupée</li> <li>• Le régime de Vichy</li> <li>• La Résistance</li> </ul> <p>Novel: L'Etranger (Albert Camus)</p> | <p>Thème 3: L'immigration et la société multiculturelle française</p> <ul style="list-style-type: none"> <li>• L'impact positif de l'immigration sur la société française</li> <li>• Répondre aux défis de l'immigration et de l'intégration en France:</li> <li>• L'extrême droite</li> </ul> <p>Thème 4: L'Occupation et la Résistance</p> <ul style="list-style-type: none"> <li>• La France occupée</li> <li>• Le régime de Vichy</li> <li>• La Résistance</li> </ul> <p>Novel: L'Etranger (Albert Camus)</p> |