

| Unit Overview: KS5 – The impact of immigration  |       |       |       |       |       |       |                |    |
|---|-------|-------|-------|-------|-------|-------|----------------|----|
| Half- Term:   | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | No of Lessons: | 24 |
| <b>Key Focus for Unit:</b><br><i>What is the key knowledge being delivered?</i><br><i>What is the intent of this unit?</i>  |       |       |       |       |       |       |                |    |
| <ol style="list-style-type: none"> <li>1. Discuss the origins of immigration in France</li> <li>2. Discuss the positive impacts of immigration and what immigrants bring to society.</li> <li>3. Examine the challenges of integration for immigrants.</li> <li>4. Discuss marginalisation and offer solutions.</li> <li>5. Demonstrate awareness of immigration policy.</li> <li>6. Discuss the public opinion on immigration in France.</li> <li>7. Talk about the future impact of immigration on French society.</li> <li>8. Give key examples from the TL culture to justify your ideas.</li> </ol>  |       |       |       |       |       |       |                |    |
| <b>Key Knowledge and Big Ideas:</b><br><i>What <b>Powerful Knowledge</b> and <b>Big Ideas</b> are explored in this Unit?</i><br><i>How have these progressed from previous learning? What <b>gaps in knowledge</b> have you identified from <b>baselining</b> and how are they being closed?</i>  |       |       |       |       |       |       |                |    |
| <b>Big Idea and Powerful Knowledge:</b> <ol style="list-style-type: none"> <li>1. The Big Idea is Immigration and the multicultural society in France, and the key focus is on describing the impact, benefits, challenges and public opinion on immigration.</li> <li>2. Key vocabulary and structures are revisited, including using a variety of tenses and offering a range of opinions, justified with examples from the TL culture.</li> <li>3. Students are also supported to master key grammatical concepts such as using direct and indirect object pronouns, using the passive voice and using the present subjunctive.</li> <li>4. Common misconceptions identified from KS4/5, such as using tenses in a range of pronouns and using the present subjunctive are addressed through consistent practice, hinge questions and low-stakes retrieval practice quizzing.</li> <li>5. Students revisit employing connectives, sequencers and time markers to extend their sentences.</li> <li>6. Pupils develop their knowledge of advanced, analytical and idiomatic language.</li> </ol> |       |       |       |       |       |       |                |    |
| <b>Unit Assessment:</b><br><i>How will this unit be assessed?</i><br><i>What is the frequency of assessments – baselines etc?</i>   |       |       |       |       |       |       |                |    |
| <ol style="list-style-type: none"> <li>1. Formative assessment through: <ul style="list-style-type: none"> <li>- Retrieval practice quizzing (Do Now)</li> <li>- Questioning in lessons</li> <li>- MS Forms quizzes</li> <li>- Marking in books (extended writing tasks)</li> <li>- Exam questions in lesson</li> </ul> </li> <li>2. Summative (End of unit) assessment at the end of the half term <ul style="list-style-type: none"> <li>- <b>Paper 1 (Listening, Reading, Translation)</b> which assesses students on the topic of <b>Immigration</b> but also other A Level topics.</li> <li>- <b>Speaking Card</b> on the topic of <b>Immigration</b>.</li> </ul> </li> </ol>  |       |       |       |       |       |       |                |    |
| <b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>• Identify a variety of vocabulary related to the topic of immigration.</li> <li>• Recall at least 6 examples of the benefits of immigration.</li> <li>• Recall at least 6 examples of the challenges faced by immigrants.</li> </ul>  |       |       |       |       |       |       |                |    |

- Identify and discuss examples of immigration policy.
- Give opinions about the impact of immigration.
- Use 5 tenses in a range of pronouns
- Give justified opinions with reasons.
- Use connectives consistently to link sentences.
- Use examples of fancy phrases and idiomatic language.
- Translate short paragraphs accurately into English.
- Translate short paragraphs accurately into TL.

| <u>Key Skills Explored</u>  | <u>Vocabulary Selected for DVI</u>  | <u>Links to Previous Unit</u>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>- How to offer a variety of opinions</li> <li>- How to compare a range of viewpoints</li> <li>- How to translate into English and into TL successfully</li> <li>- How to read and listen for gist</li> <li>- How to form and answer questions</li> <li>- How to check for understanding</li> </ul> | <p><b>Tier 1:</b><br/>           Enrichir<br/>           La guerre<br/>           La frontiere<br/>           Valoriser<br/>           Les moeurs<br/>           Vivre<br/>           Un melange<br/>           ameliorer</p> <p><b>Tier 2 :</b><br/>           La France Metropolitaine<br/>           Un ressortissant<br/>           Les croyances<br/>           La discrimination<br/>           Le multiculturalisme</p>  | <ol style="list-style-type: none"> <li>1. Revision of key opinion phrases.</li> <li>2. Revision of adjectives.</li> <li>3. Revision of using five tenses.</li> <li>4. Revision of the present subjunctive.</li> </ol> |
| <b><u>Links to Careers/Employability</u></b>  | <b><u>How does this unit prepare students for the next unit?</u></b>  |   |
| <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Public speaking</li> <li>- Literacy skills</li> <li>- Translation</li> <li>- Cultural capital</li> </ul>   | <ol style="list-style-type: none"> <li>1. The next KS5 unit focuses on describing political culture in France (Occupation)</li> <li>2. Students will be prepared to continue to practise giving justified opinions and using accurate adjective agreement.</li> <li>3. Students will also be able to use their knowledge of the present tense.</li> <li>4. Their growing understanding of expressing opinions supported by examples from the TL culture will help them to prepare for the next unit.</li> </ol> |   |