



## Year 12 Curriculum intent - 2022-23

### French

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<p><b>Themes 1.1-1.3</b>  <b>LMa</b> -Describe and discuss trends in marriage and other forms of partnership.            Discuss the merits and problems of different family structures.            Consider relationships between the generations and discuss problems that can arise.</p> <p>Literature analysis - Un sac de billes (continuous study throughout the whole year)</p> <p><b>Theme 4.1- 4.3</b>  <b>SWa</b> - Understand the notions of heritage and heritage preservation on a regional and national scale.            Consider the ways in which some of the country's most famous heritage sites market themselves.            Consider how heritage impacts upon and is guided by culture in society.</p> <p><b>Independent Lessons</b>            Teachers will introduce the topic and, during the independent lessons, students will complete exam skills tasks and grammar drills using the content provided.</p>		<p><b>Themes 2.1-2.3</b>  <b>LMa</b> - Describe and discuss how technology has transformed everyday life.            Consider and discuss the dangers of digital technology.            Consider the different users of digital technology and discuss possible future developments.</p> <p>Literature analysis - Un sac de billes (continuous study throughout the whole year)</p> <p><b>Theme 5.1-5.3</b>  <b>SWa</b> - Consider the popularity of contemporary francophone music and its diversity of genre and style.            Consider who listens to contemporary francophone music, how often and by what means.            Consider and discuss the threats to contemporary francophone music and how it might be safeguarded.</p> <p><b>Independent Lessons</b>            Teachers will introduce the topic and, during the independent lessons, students will complete exam skills tasks and grammar drills using the</p>		<p><b>Themes 3.1-3.3</b>  <b>LMa</b> - Examine the voluntary sector in France and the range of work volunteers provide.            Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help.            Look at the benefits of voluntary work for those that do it and for society as a whole.</p> <p>Literature analysis - Un sac de billes (continuous study throughout the whole year)</p> <p><b>Themes 6.1-6.3</b>  <b>SWa</b> -            Consider a variety of aspects of French cinema.            Consider the major developments in the evolution of French cinema from its beginnings to the present day.            Consider the continuing popularity of French cinema and film festivals.</p> <p>Film analysis - La Haine</p> <p><b>Independent Lessons</b>            Teachers will introduce the topic and,</p>	



		content provided.	during the independent lessons, students will complete exam skills tasks and grammar drills using the content provided.
<b>Knowledge &amp; Understanding</b>	<p>Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French</p> <ul style="list-style-type: none"> <li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression - including the list of grammar in this specification</li> <li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers</li> <li>• reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li> <li>• understanding the main points,</li> </ul>	<p>Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French</p> <ul style="list-style-type: none"> <li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression - including the list of grammar in this specification</li> <li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers</li> <li>• reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li> <li>• understanding the main points, gist</li> </ul>	<p>Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French</p> <ul style="list-style-type: none"> <li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression - including the list of grammar in this specification</li> <li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers</li> <li>• reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li> <li>• understanding the main points, gist and detail from spoken and written material</li> <li>• inferring meaning from complex spoken and written material, including factual and</li> </ul>



	<p>gist and detail from spoken and written material</p> <ul style="list-style-type: none"> <li>• inferring meaning from complex spoken and written material, including factual and abstract content</li> <li>• assimilating and using information from spoken and written sources, including material from online media</li> <li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li> <li>• translating an unseen passage from French into English</li> <li>• translating unseen sentences from English into French.</li> </ul>		<p>and detail from spoken and written material</p> <ul style="list-style-type: none"> <li>• inferring meaning from complex spoken and written material, including factual and abstract content</li> <li>• assimilating and using information from spoken and written sources, including material from online media</li> <li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li> <li>• translating an unseen passage from French into English</li> <li>• translating unseen sentences from English into French.</li> </ul>		<p>abstract content</p> <ul style="list-style-type: none"> <li>• assimilating and using information from spoken and written sources, including material from online media</li> <li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li> <li>• translating an unseen passage from French into English</li> <li>• translating unseen sentences from English into French.</li> </ul>	
<b>Assessment</b>	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments Mock exam	End of unit assessments	AS Exam
<b>Why this? Why now?</b>	<p>Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification – this is a development from KS4 only passages will now be longer.</p> <p>Questions will target main points, gist and detail and will require either non-verbal responses or responses in German.</p> <p>Students must write in full sentences and use their own words as far as possible in this question.</p>		<p>Questions will target main points, gist and detail and will require either non-verbal responses or responses in German – pupils will develop their ability to condense information</p> <p>Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences</p> <p>Students will need to summarise in German what they have understood from a passage they have heard and marks will be awarded for the quality of German used</p>		<p>Pupils will now have a good knowledge and understanding of the different themes covered by the different teachers. They will be able to target main points, listen for gist and give relevant information with supporting evidence learnt from the programme of study. Pupil quality of language will be much improved from GCSE and students should be able to use a high quality of spoken and written language. Students should be able to write in full sentences and be able to paraphrase as much as possible in order to not just repeat what they see or hear when summarising. Pupils should be confident using various stimulus texts including non-fiction and</p>	



	<p>The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the context may fall outside of these themes and sub-themes - this is a development of the unknown literary section of the GCSE exam.</p> <p>Across the stimulus texts for reading, reference will be made to at least one German-speaking country other than Germany - pupil have experience of various accents but predominantly Germany so will need to ensure they are doing much independent study that involves other German speaking countries.</p> <p>The content of each speaking card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions - this is a skill pupils have developed at GCSE and they will now develop their spontaneous speech further.</p> <p>Students will develop their analytical knowledge and ability to structure an essay in preparation for their written assessment. They will develop their ability to express opinions and analyse information.</p>	<p>Students will translate sentences amounting to at least 70 words from English into German. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in German containing some of the vocabulary and structures which they will need for the translation.</p>	<p>literary fiction. They will be less phased when the context may fall outside the themes covered in lesson. Students will answer essay questions based on 'Un sac de billes' which will require a critical response. Students will be expected to write approx 250 words which is a leap from GCSE but pupils should feel confident in this by the end of AS study. Students should be able to speak confidently and coherently around the taught subject areas and language should be generally accurate. Pupils will have a good grasp of grammar and are able to manipulate complex language.</p>
<p><b>Skills &amp; Characteristics</b></p>	<ul style="list-style-type: none"> <li>• enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society</li> </ul>	<ul style="list-style-type: none"> <li>• enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the</li> </ul>	<ul style="list-style-type: none"> <li>• enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture</li> </ul>



	<p>of the country or countries where the language is spoken</p> <ul style="list-style-type: none"><li>• develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language</li><li>• develop their ability to interact effectively with users of the language in speech and in writing, including through online media</li><li>• develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence</li><li>• engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context</li><li>• develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken</li><li>• mediate between cultures and between speakers of the language and speakers of English</li><li>• foster their ability to learn other languages</li></ul>	<p>country or countries where the language is spoken</p> <ul style="list-style-type: none"><li>• develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language</li><li>• develop their ability to interact effectively with users of the language in speech and in writing, including through online media</li><li>• develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence</li><li>• engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context</li><li>• develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken</li><li>• mediate between cultures and between speakers of the language and speakers of English</li><li>• foster their ability to learn other languages</li><li>• equip themselves with transferable skills such as autonomy,</li></ul>	<p>and society of the country or countries where the language is spoken</p> <ul style="list-style-type: none"><li>• develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language</li><li>• develop their ability to interact effectively with users of the language in speech and in writing, including through online media</li><li>• develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence</li><li>• engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context</li><li>• develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken</li><li>• mediate between cultures and between speakers of the language and speakers of English</li><li>• foster their ability to learn other languages</li><li>• equip themselves with transferable skills such as autonomy, resourcefulness,</li></ul>
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	<ul style="list-style-type: none"> <li>equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.</li> </ul>	<p>resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.</p>	<p>creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.</p>
<b>Aspirations &amp; Careers</b>	<p>Teacher</p> <p>Writer</p> <p>Flight attendant</p> <p>Pilot</p> <p>Interpreter</p>	<p>Translation</p> <p>Diplomatic services</p> <p>Editing</p> <p>Journalism</p> <p>Researcher</p>	<p>Banking</p> <p>Armed forces</p> <p>Legal services</p> <p>Embassy work</p> <p>Customer care experiences</p>