



Year 12 Curriculum intent – 2022-23

French

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Themes 1-1-3.3</p> <p>LMa -Describe and discuss trends in marriage and other forms of partnership. Discuss the merits and problems of different family structures. Consider relationships between the generation and discand =6blthe</p>					



		content provided.	during the independent lessons' students will complete e(ams%ills tas%s and grammar drills using the content provided.
<p>Knowledge (understanding)</p>	<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 other 0 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 0 listening and responding to spoken passages including some extended passages from a range of different contexts and sources' covering different registers and types' including authentic communication involving one or more speakers 0 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 0 understanding the main points'</p>	<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 other 0 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 0 listening and responding to spoken passages including some extended passages from a range of different contexts and sources' covering different registers and types' including authentic communication involving one or more speakers 0 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 0 understanding the main points'</p>	<p>announcements</p>



	<p>&he content of the stimulus te(tts will be based on the themes and sub-themes in this speci+cation' e(cept in the case of literary te(tts where the conte(t may fall outside of these themes and sub-themes – this is a de#elopment of the un%nown literary section of the 5C!) e(am.</p> <p>1cross the stimulus te(tts for reading' reference will be made to at least one 5erman-spea%ing country other than 5ermany – pupil ha#e e(perience of #arious accents but predominantly 5ermany so will need to ensure they are doing much independent study that in#ol#es other 5erman spea%ing countries. &he content of each spea%ing card will be based on one of the sub-themes in this speci+cation. Cards will contain images' te(t and three , uestions – this is a s%ill pupils ha#e de#eloped at 5C!) and they will now de#elop their spontaneous speech further.</p> <p>! tudents will de#elop their analytical %nowledge and ability to structure an essay in preparation for their written assessment. &hey will de#elop their ability to e(press opinions and analyse information.</p>	<p>! tudents will translate sentences amounting to at least 78 words from)nglish into 5erman. &he content will be based on the themes and sub-themes in this speci+cation and students will be pro#ided with a supporting te(t in 5erman containing some of the #ocabulary and structures which they will need for the translation.</p>	<p>literary +ction. &hey will be less phased when the conte(t may fall outside the themes co#ered in lesson. ! tudents will answer essay , uestions based on 9Un sac de billes\$ which will re,uire a critical response. ! tudents will be e(pected to write appro(: ; 8 words which is a leap from 5C!) but pupils should feel con+dent in this by the end of 1! study. ! tudents should be able to spea% con+dently and coherently around the taught sub-ect areas and language should be generally accurate. 6upils will ha#e a good grasp of grammar and are able to manipulate comple(language.</p>
<p>S+ills ' Characterist ics</p>	<p>0 enhance their linguistic s%ills and promote and de#elop their capacity for critical thin%ing on the basis of their %nowledge and understanding of the language' culture and society</p>	<p>0 enhance their linguistic s%ills and promote and de#elop their capacity for critical thin%ing on the basis of their %nowledge and understanding of the language' culture and society of the</p>	<p>0 enhance their linguistic s%ills and promote and de#elop their capacity for critical thin%ing on the basis of their %nowledge and understanding of the language' culture</p>



	<p>of the country or countries where the language is spoken 0 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 0 develop their ability to interact effectively with users of the language in speech and in writing' including through online media 0 develop language learning skills and strategies' including communication strategies to sustain communication and build fluency and confidence 0 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 0 develop knowledge about matters central to the society and culture' past and present' of the country or countries where the language is spoken 0 mediate between cultures and between speakers of the language and speakers of English 0 foster their ability to learn other languages</p>	<p>country or countries where the language is spoken 0 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 0 develop their ability to interact effectively with users of the language in speech and in writing' including through online media 0 develop language learning skills and strategies' including communication strategies to sustain communication and build fluency and confidence 0 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 0 develop knowledge about matters central to the society and culture' past and present' of the country or countries where the language is spoken 0 mediate between cultures and between speakers of the language and speakers of English 0 foster their ability to learn other languages 0 equip themselves with transferable skills such as autonomy'</p>	<p>and society of the country or countries where the language is spoken 0 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 0 develop their ability to interact effectively with users of the language in speech and in writing' including through online media 0 develop language learning skills and strategies' including communication</p>
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	<p>to equip themselves with transferable skills such as autonomy' resourcefulness' creativity' critical thinking' and linguistic' cultural and cognitive capability that will enable them to proceed to further study or to employment.</p>	<p>resourcefulness' creativity' critical thinking' and linguistic' cultural and cognitive capability that will enable them to proceed to further study or to employment.</p>	<p>creativity' critical thinking' and linguistic' cultural and cognitive capability that will enable them to proceed to further study or to employment.</p>
<p>Aspirations ' Careers</p>	<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>Armed forces</p> <p>Legal services</p> <p>Embassy work</p> <p>Customer care experiences</p>