



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 11

<b>SUBJECT</b>	French
<b>INTENT</b>	<p>The French Curriculum intends to ignite a curiosity and love of languages and other cultures. Through a focus on both culture and communication the MFL department aim to foster a passion for exploring a foreign Language and comparing it to our own. Language learning provides an insight into others’ countries and cultures and thus widens our intellectual horizons.</p> <p>Learning a foreign language builds a deeper understanding of your own and in addition to the obvious benefits for the key skills of communication and literacy, MFL learners are required to work collaboratively with their peers and develop independent skills. The study of MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world.</p> <p>By the end of year 7 pupils will be able to discuss and describe and give opinions on their family, their hobbies, their school and town as well as communicate clearly in the present tense. by the end of year 8 pupils will continue to give their opinions and reasons why on the topics of free-time activities, technology, their region, healthy living and holidays. Pupils will also be able to communicate using the past present and future tense. By the end of our year 9 Transition year pupils will be able to give increasing detail and complexity on the topics of Family, Technology, hobbies, celebrations as well as showing an understanding of French culture and festivals. Pupils will be able to communicate with increasing complexity and depth using the past, present and future tenses.</p>



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By the end of KS4 pupils will be able to communicate in a range of tenses (including the imperfect and conditional) communicate their opinions and increasingly complex information on a range of topics from Theme 1 (Identity and Culture), Theme 2 (Local, national, international and global areas of interest) and Theme 3 (Current and Future Study and Employment).

Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.

<b>Year Group</b>	<b>11 French</b>					
<b>Rationale/ Narrative</b>	Theme 3 (my future world): I will deepen and develop the knowledge I gained from year 8 topics on school and future plans. I will bring together all skills I have learnt from years 7-10 and hone exam skills particularly in reading and speaking. I will be able to listen and read for detail about theme 3 topics of school, work and future plans. I will also be able to speak spontaneously and ask questions about school, work and future plans. To understand how to respond confidently in the writing and speaking portions of the exam. Textbook: GCSE AQA French (oxford)					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Learning to talk about school, subjects, daily life in school and describing our ideal school.	Learning to talk about our plans beyond high school and discussing positives and negatives of work.	Revision of Year 9 Topics. <ul style="list-style-type: none"> <li>- Family relationships and marriage</li> <li>- Technology and social media</li> <li>- Festivals</li> <li>- Past tense activities.</li> </ul>	How to tackle the Writing Paper.	Terminal Speaking Exam. Reading and Listening Paper walkthrough.	
<b>SKILLS</b>	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening)	Responding to bullet points (Writing and Speaking) deducing key info from a text (r Reading and Listening)	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening)	Developing the writing skills and how to approach each question on the writing paper to maximize	To develop deduction skills for Listening and Reading Papers. Listening for gist and opinion. Reading for detail and lifting	



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	Comparing French and British schools.	Using complex future tense structures	Comparing positive and negatives, using the present tense to describe use of technology, the future tense to talk about intentions surrounding family/marriage, using the past tense to describe recent occasions.	communication and accuracy.	information from the text.	
<b>ASSESSMENTS</b>	<b>Marking Point 1</b> Writing "mon college"	<b>Marking Point 2</b> College Entry Reading and Listening Papers <b>Marking Point 3</b> Theme 3 Speaking Answers	<b>Marking Point 1</b> Speaking Mock Exam	<b>Marking Point 2</b> Writing Paper 1  <b>Marking Point 3</b> Writing Paper 2		