



## 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 7

<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.

Year Group	7 Allez 1 – My World					
Rationale/ Narrative	To be able to talk about my myself and my family. To describe what I do and like to do in my free time concerning sports, technology and food. I will be able to briefly describe where I live and other countries. I will have mastered the regular present tense in French and will have learnt key irregular verbs off by heart in the present tense. I will be able to answers questions spontaneously. The knowledge gained in year 7 will cover topics of My World, this will be revisited in more depth in year 9 Transition Year, giving pupils a cyclical learning experience that will draw on the foundation set in year 7.					
	Autumn 1 Allez 1 Unit 1 and 2	Autumn 2 Allez 1 Unit 6	Spring 1 Allez 1 Unit 8	Spring 2 Allez 1 Unit 4	Summer 1 Allez 1 Unit 5	Summer 2 Allez 1 Unit 3.1 and 2.3.
KNOWLEDGE	Introducing myself. Describing myself and others. Talk about my preferences and likes and dislikes.	To describe my style, talk about weather and what I do in my spare time. To talk about sports, I do and play, able to conjugate the verbs JOUER and FAIRE to say what others do in the present tense.	To talk about sports, I do and play, able to conjugate the verbs JOUER and FAIRE to say what others do in the present tense.	To talk about eating preference, what food I like and dislike and use numbers to understand recipes	Be able to give opinions on school subjects, my school and teachers.	Talk about my house and where I live. Being able to give directions and arrange to meet.
SKILLS	Asking questions and introducing myself.	Being able to use the present tense of ER verbs (porter), and	Speaking and writing confidently using the	Using the verbs manger and boire to discuss eating	Being to listen for question words and answer accurately.	Linguistic skills to improve sentence structure and position



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	Using avoir and être to describe myself and others.	using the present tense of faire.	present tenses of jouer, faire, aller.	preferences. Listening for numbers and using deduction skills to pick out information.		of adjectives. Reading and listening skills strategy.
<b>ASSESSMENTS</b>	<p><b>Marking Point 1</b> <b>Writing Task</b> Describing myself, age and family.</p>	<p><b>Marking Point 2</b> Translation Task 30 words - what you do and like to wear.</p> <p><b>Marking Point 3</b> Progress Test – Reading and Listening.</p>	<p><b>Marking Point 1</b> Grammar and conjugation task using jouer, faire, avoir and être</p>	<p><b>Marking Point 2</b> Listening Task food and eating habits.</p> <p><b>Marking Point 3</b> Progress Test – Reading, Listening and Translation</p>	<p><b>Marking Point 1</b> Describing a photo: writing.</p>	<p><b>Marking Point 2</b> Reading Task on town and activities in town</p> <p><b>Marking Point 3</b> Progress Checkpoint - Reading, Listening and Translation and present tense verbs.</p>