



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 8

SUBJECT	French
INTENT	<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>



CHORLTON HIGH SCHOOL: CURRICULUM

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	8 Allez 2 – The World Around Me					
Rationale/ Narrative	To be able to talk about my world. Talking about how I use my free time and the positive and negatives of technology. Describing where I live and the issues for young people as well as environmental problems and solutions. Discussing holidays in the past and future, talking about destinations and what we can do there. The knowledge gained in year 8 will cover key topic of The World Around Me and touch on My Future World, this will be revisited in more depth in year 10 and 11, giving pupils a cyclical learning experience that will draw on the foundation set in year 8. I will be able to communicate in the past, present and future.					
	Autumn 1 Allez 2 Unit 1 and 2	Autumn 2 Allez 2 Unit 3	Spring 1 Allez 2 Unit 8	Spring 2 Allez 2 Unit 4 and 5	Summer 1 Allez 2 Unit 7	Summer 2 Allez 2 Unit 9
KNOWLEDGE	Tense Focus: present tense and infinitive phrases To compare France and Britain. To be able to conjugate the present tense accurately. Discussing preferences with regard to music, books, TV and cinema.	Tense Focus: Perfect with avoir Discussing technology and how I use it. Discussing the advantages and disadvantages of social media. Organizing a party and discussing festivals.	Tense Focus: Perfect tense with etre Relationships at home, describe my house and where I live. Giving positives and negatives of locations, discussing recycling and helping the environment.	Tense Focus: perfect Discussing issues for teenagers. Giving opinions on pocket money, pressures, homelessness and life in the past. Discussing healthy living, how to eat a balanced diet and healthy resolutions.	Tense Focus: Near Future and perfect. Discussing and comparing transport, buying tickets. Describing a past and future holiday in detail.	Tense Focus: Future Talk about jobs and qualities needed for certain professions. Talk about part time jobs and positive and negatives of jobs.
SKILLS	To be able to agree and disagree, say date, extend	Use connectives to justify opinions.	Mastering the perfect tense. Using contrasting	Using modal verbs to ask and answer questions. Listening	Consolidating the future tense. Revision of telling the time.	Combining different tenses. Asking questions and using



CHORLTON HIGH SCHOOL: CURRICULUM

	sentences into more complex structures and understand longer texts. Perfecting the present tense from year 7.	Memorization techniques. Use reading strategy to work to infer meaning. Building confidence with the perfect tense.	statements and contrasting past and present activities to help the environment.	strategies. Mastering the Perfect Tense. Translation skills. Accuracy in writing.	Understanding more complex reading texts.	the correct verb to respond. Developing answers using justification and contrasting statements.
ASSESSMENTS	Marking Point 1 Grammar Task present tense and infinitive phrase	Marking Point 2 Grammar task: Perfect tense with avoir Marking Point 3 Progress Test – Reading and Listening and verb checks, (present and perfect with etre)	Marking Point 1 Writing (40 word) Present and perfect tense.	Marking Point 2 Translation: 5 sentences, perfect and present. Marking Point 3 Progress Test – Writing and Listening (present and past).	Marking Point 1 Grammar Task: The near future tense.	Marking Point 2 Translation Task: use of past present and future. Marking Point 3 Progress Checkpoint, reading listening and translation (past, present and future)