



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 9

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>



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	<p>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).</p> <p>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.</p>
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Year Group	9 French – Transition year – My World (Foundation)					
Rationale/ Narrative	<p>My World: In year 9 I will develop and deepen the knowledge gained in year 7 and aspects of year 8. I will be able to apply the grammar I have learnt in year 8 to topics I already know. I will be able to understand and convey opinions and discuss preferences of MY World topics. Including Family and Friends, Free Time Activities, Technology and Festivals. Will also be able to listen and read for detail and gist and be able to respond accurately and confidently in both writing and speaking. Textbook: AQA French (oxford)</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Revision of use of numbers, opinions and reasons in speaking in the present tense</p> <p>Describing family and family relationships. In the present tense.</p>	<p>Learning to describe how we use technology and our favorite aspects of online communication,</p> <p>Using key present verbs to say how I use tech and social media.</p>	<p>Discussing free time activities. Being able to write and talk about preference with regard to leisure activities and hobbies.</p>	<p>Discussing food and eating habits. Learning how to order food in restaurants.</p>	<p>Learning about Celebrations and Traditions.</p> <p>Preparing answers to Speaking Progress Checkpoint.</p>	<p>Learning about French Festivals and giving our opinions on festivals and celebrations.</p>
SKILLS	<p>Using key verbs in the present tense (avoir and etre) to talk about myself and others. Being able to use some key reflexive</p>	<p>Using regular ER verbs (utiliser) to describe how we use technology.</p>	<p>Using key verbs in the present and perfect tenses (faire, lire, jouer, regarder, écouter, aller) to accurately</p>	<p>Learning to use quantities and numbers to order and buy food. Learning role play techniques particularly with</p>	<p>Being able to communicate accurately in past and present tenses. Being able to listen for clues</p>	<p>Being able to give opinions on our favorite festivals. Describing a future visit to a French festival,</p>



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	verbs to discuss relationships	Using irregular present tenses (aller/faire) To discuss how I use technology.	communicate about what I do and what I did.	regard to booking a table in a restaurant and ordering food in a restaurant. Using the past and present tenses	to support listening proficiency.	
ASSESSMENTS	Marking Point 1 Bullet point writing task on Family (40 words)	Marking Point 2 Translation Marking Point 3 Progress Checkpoint, Reading Listening and translation (present tense).	Marking Point 1 Translations Task on sports and hobbies using the past and present.	Marking Point 2 Reading Task on food and a past restaurant visit Marking Point 3 Speaking restaurant scene.	Marking Point 1 Speaking question answers.	Marking Point 2 Listening task on festivals and celebrations. Marking Point 3 Speaking progress checkpoint covering all aspects of my world. (photocard 20 marks / questions 30 marks)