



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>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					
Rationale/ Narrative	My World: In year 9 I will develop and deepen the knowledge gained in year 7. 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. Wil 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)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Revision of Basics in French and use of articles. Describing family and family relationships. Discussing future relationship choices.	Discussing free time activities. Being able to write and talk about preference with regard to leisure activities and hobbies.	Discussing food and eating habits. Learning how to order food in restaurants. Preparing answers to Theme 1 Speaking Questions.	Learning writing exam techniques to approach the writing paper and improve the accuracy and communication of our writing. Understanding listening for numbers, particularly times and money.	Learning about French Festivals and giving our opinions on festivals and celebrations.	Learning to describe how we use technology and our favorite aspects of online communication,
SKILLS	Using key verbs in the present tense (avoir and etre) to talk about myself and others. Being able to use reflexive verbs to discuss relationships and accurate future tenses to describe intentions.	Using key verbs in the present and perfect tenses (faire, lire, jouer, regarder, écouter, aller) to accurately communicate about what I do and what I did. Discussing extreme sports	Learning to use quantities and numbers to order and buy food. Learning role play techniques particularly with regard to booking a table in a restaurant and ordering food in a restaurant.	Being able to communicate accurately in past present and future tenses. Being able to listen for clues to support listening proficiency.	Being able to describe festivals in a photo card and giving opinions on our favorite festivals. Describing a past birthday and a future birthday.	Using regular ER verbs (utiliser) to describe how we use technology. Using irregular present tenses (aller/faire) To discuss how and others use technology.
ASSESSMENTS	Marking Point 1	Marking Point 2 GCSE style Translations Task	Marking Point 1 GCSE style Reading Task Higher and	Marking Point 2 GCSE style Translations Task food	Marking Point 1 Grammar Worksheet – the imperfect tense.	Marking Point 2 GCSE style Listening Question



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	<p>GCSE Style Writing Task on Family (40/90 words)</p>	<p>television and Films (Q3 Foundation Paper/ Question 4 Higher Paper)</p> <p>Marking Point 3 Progress Test - GCSE style writing and Listening</p>	<p>Foundation "le monde dans no assiettes"</p>	<p>and eating habits (Q3 Foundation Paper/ Question 4 Higher Paper)</p> <p>Marking Point 3 Progress Test – CGSE style Reading, Listening and Translation</p>		<p>Marking Point 3 GCSE Speaking Answering Theme 1 Questions.</p>
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