



## CHS Curriculum Intent

**SUCCESSFUL:** An education where imagination, curiosity and resilience enable us to ignite our learning.

**CREATIVE:** A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

**HAPPY:** Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## CHS Curriculum Area Framework for Learning – Years 7-11

<b>SUBJECT</b>	<b>French</b>
<b>INTENT</b>	<p>The French Curriculum intends to ignite a love of languages and spark an interest and tolerance of other cultures. Through a focus on communication the MFL department aim to foster a passion for exploring a foreign language and a different culture. Our French curriculum will provide insight into French speaking countries and their cultures and thus widen pupils' intellectual horizons. In each year, pupils cover topics from all three themes of the French GCSE. This approach ensures pupils are confident in each Theme and are given ample time to revisit, thus reinforcing and deepening knowledge before commencing GCSE courses.</p> <p>By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude, therefore it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our Curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.</p> <p>Our Curriculum in 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. 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>



Year Group	7 – Ma vie – My life					
<b>Rationale/ Narrative</b>	In year 7, pupils learn the basics of the French language in the context of their own lives, whilst comparing it to that of young people in French speaking countries. Pupils are introduced to the basic principles of pronunciation, grammar and vocabulary learning whilst describing the world around them. By the end of the year, pupils should feel confident introducing themselves and expressing opinions on their pastimes and their studies. Pupils should also be able to describe their family and their home and understand and partake in a conversation in a café with an introduction to the near future tense.					
	<b>Autumn 1 Dynamo 1 Module 1</b>	<b>Autumn 2 Dynamo 1 Module 2</b>	<b>Spring 1 Dynamo 1 Module 2</b>	<b>Spring 2 Dynamo 1 Module 3</b>	<b>Summer 1 Dynamo 1 Module 5</b>	<b>Summer 2 Dynamo 1 Module 5</b>
<b>KNOWLEDGE</b>	Vocabulary to introduce myself including age, birthday and my personality. Saying whether I have brothers/sisters.	Different school subjects, the school day and my opinion of subjects.	School subjects and opinions. Describing our teachers. Describing school facilities. Learning about French schools.	Sports and free time activities. Adverbs of frequency. Opinions on what we enjoy doing and why	The weather/seasons. Places in a town or village. Describing where we go at the weekend.	Activities in a town. The near future tense. Saying where we like to go in our town. Taking part in a conversation in a café.
<b>SKILLS</b>	Asking questions and introducing myself and my opinions. Being able to use Pearson Active Learn to practice reading and listening skills online from home.	Giving opinions and justifying them with reasons. Identifying adjectives.	Developing opinions and extending them with a rang of reasons. Using negatives. Using adjectives and adjectival agreement.	Developing and justifying opinions with the infinitive of a verb. Using jouer à and faire de. Using cognates and context in reading and listening activities.	Saying where we go at the weekend. Using the verb aller in all forms. Revision of opinions	Using the near future tense to say what we are going to do. Understanding the difference between tu and vous.



# CHS SOUTH: CURRICULUM

<b>ASSESSMENTS</b>	<b>Marking Point 1</b> <b>Translation task</b> Describing myself, age and family.	<b>Marking Point 2</b> Writing task 30 words describing school subjects and opinions  <b>Marking Point 3</b> Progress Test – Reading and Listening.	<b>Marking Point 1</b> Translation to French  <b>Marking Point 2</b> Grammar point	<b>Marking Point 3</b> <b>Progress tests</b>	<b>Marking Point 1</b> Translation task using the verb aller and places in town.  <b>Marking Point 2</b> Writing task on my town	<b>Marking point 3</b> Speaking exam covering all topics in year 7.
<b>HOME LEARNING</b>	Online reading and listening task 1.	Online reading and listening task.	Online listening and reading task.	Online reading and listening task.	Online reading and listening task.	Preparation for speaking exam.
<b>READING, WRITING, TALK</b>	<b>Talk:</b> Learning to ask questions and introduce ourselves.  <b>Writing:</b> Being able to use avoir and etre accurately to say my age and that of my siblings.  <b>Reading:</b> Recognizing what I know and don't know in a text to deduce meaning. Breaking down information.	<b>Talk:</b> Learning to ask questions about school subjects and giving responses and opinions.  <b>Writing:</b> Using negatives to express opinions  <b>Reading:</b> Identifying negatives that change the meaning in a text.	<b>Talk:</b> Use of sentence stealers to develop longer sentences.  <b>Writing</b> Extending our written work with connectives and time phrases. Writing using negative descriptions (using il y a) of school.  <b>Reading</b> Using inference skills in longer texts.	<b>Talk:</b> Using the verbs jouer and faire to ask and answer questions on what I do in my free time and give extended opinions.  <b>Writing:</b> To be able to write short texts on our leisure activities including connectives.  <b>Reading:</b> Identifying and highlighting contrasting opinions in a text and	<b>Talk:</b> Learning to ask and answer questions in order to invite somebody out and accept or decline invitations politely using tu/vous.  <b>Writing:</b> To be able to write extended texts on our weekend habits around our town.  <b>Reading:</b> Picking out key information from longer texts. Recognizing key vocab	<b>Talk:</b> Taking part in a conversation about where we are going to go. Ordering in a café.  <b>Writing:</b> To be able to write short answers to different speaking questions on what we have learnt this year  <b>Reading:</b> Differentiating between present and future tense. Recognizing key vocab and using synonyms in a text.



# CHS SOUTH: CURRICULUM

				recognizing connectives.	and using synonyms in a text.	
<b>TIER 3 VOCAB</b>	Informal Formal Emphasis Gesture	Connectives Adjectives	Connectives Opinions Adjectives	contrasting opinions connectives.	Time phrases Connectives Opinions Conjugate	Time phrases Connectives Opinions
<b>PSPSMC, BRITISH VALUES</b>	Social / Cultural: Learning about languages that others speak and listening to native French speakers  Moral: Agreeing to the climate for learning.  British Values: Tolerance of other cultures.	Social / Cultural: Learning about Christmas in France, learning about french school systems.  Moral: learning to ask questions and justify opinions  British Values: Understanding a different culture and tolerance of it.	Social / Cultural: Learning about sporting culture in the francophone world.  Moral: Being able to be part of a team in group work.  British Values: Tolerance of others opinions.	Social / Cultural: Learning about sporting culture in the francophone world.  Moral: Being able to be part of a team in group work.  British Values: Tolerance of others opinions.	Social / Cultural: Speaking in group work and café language to improve social skills and understanding of french culture (eg the euro).  Moral: Being able to be part of a team in group work.  British Values: Tolerance of other cultures.	Social / Cultural: Learning about French cities and landmarks in Paris.  Moral: Learning to ask questions and being polite.  British Values: tolerance of other cultures.



# CHS SOUTH: CURRICULUM

<b>Year Group</b>	<b>8 – Mon monde à moi – My own world</b>					
<b>Rationale/ Narrative</b>	In year 8, pupils extend their understanding of French by concentrating on their communicative proficiency in the context of the wider world. They begin to delve deeper into the grammatical workings of the language through understanding and beginning to use three tenses: the past tense, the present tense and the near future tense. By the end of the year pupils should be able to access authentic resources and pick out information from more challenging texts within the context of travel, the media, food, fashion and culture.					
	<b>Spring 2 Dynamo 1 Module 4</b>	<b>Autumn 2 - Dynamo 2 module 2</b>	<b>Autumn 1 - Studio 1 module 2</b>	<b>Summer 2 - Dynamo 2 module 1</b>	<b>Spring 1 - Dynamo 2 module 3</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Describing my family and what they look like. Saying where we live. Giving opinions on our home	Understanding dates, French festivals and other carnivals. Discovering Christmas markets and French Christmas traditions. Revision of the near future tense.	Giving opinions on school subjects. Telling the time and describing our timetable.	Holiday destinations, transports and activities. The verbs avoir and etre. The perfect tense of verbs. Unusual holidays, places of interest and opinions of them. Past and present tense time phrases.	Tv programs and the cinema. Referring to what we do online and digital technology. The use of TWO tenses together.	Revision of all year 8 topics and structures. Describing my family, festivals, school subjects, holidays and TV.
<b>SKILLS</b>	Using possessive adjectives for my family. Describing appearance. Creating an imaginary cartoon family in French using the third person.	Discussing and giving opinions on different festivals and cultural celebrations. Identifying the subject of a listening task and using prediction. Writing about Christmas and New Year in near future tense.	Agreeing and disagreeing in French. Extending opinions. Using connectives in written work. Asking questions. Using the 12 hour clock.	Identifying, understanding and using the past tense to describe a trip and give an opinion of it. Understanding regular and irregular verbs in the past tense. Listening and reading for negatives in the perfect tense. Using the perfect tense of aller.	Using singular and plural adjectival agreement. Asking and answering a range of questions. Spotting synonyms in a text. Using negatives. Looking up perfect tense verbs when reading/listening. Recognizing then using three tenses.	Using extended opinions. Using the near future tense. Using the past tense



# CHS SOUTH: CURRICULUM

<b>ASSESSMENTS</b>	<p><b>Marking Point 1</b> Translation English to French and writing task in French</p> <p><b>Marking Point 2</b> Writing task</p>	<p><b>Marking Point 3</b> Progress Test –Reading and Listening</p>	<p><b>Marking Point 1</b> Translation on school subjects and opinions</p> <p><b>Marking Point 2</b> Writing (40 word) Present and future tense on festivals/celebrations</p>	<p><b>Marking Point 3</b> Progress Tests</p>	<p><b>Marking Point 1</b> Translation: three tenses on TV film and tech.</p>	<p><b>Marking Point 2</b> Writing: answers to speaking questions</p> <p><b>Marking point 3</b> Speaking exam covering all topics in year 7.</p>
<b>HOME LEARNING</b>	<p>Online reading and listening task.</p>	<p>Progress test revision on Teams.</p> <p>Online listening and reading activities.</p>	<p>Online listening and reading activities.</p>	<p>Progress Test revision on Teams.</p> <p>Online listening and reading activities.</p>	<p>Online listening and reading activities.</p>	<p>Preparation for speaking exam.</p>
<b>READING, WRITING, TALK</b>	<p><b>Talk:</b> Learning to ask and answer questions on how people look using ‘Guess who’ game as a prompt. Asking and answering questions on our houses/flats and where they are.</p> <p><b>Writing:</b> To be able to write extended texts on our homelife, family and what we eat.</p>	<p><b>Talk:</b> Asking questions about festivals and giving responses and opinions. Use of sentence stealers to develop longer sentences.</p> <p><b>Writing:</b> Using verbs accurately in the present tense and future tense together to describe and contrast activities.</p> <p><b>Reading:</b></p>	<p><b>Talk:</b> Talking about our school subjects. Asking the time and responding in French.</p> <p><b>Writing:</b> Using extended opinions to describe our school subjects and writing about our timetable.</p> <p><b>Reading:</b> Skim reading to deduce meaning. Identifying</p>	<p><b>Talk:</b> Taking part in a conversation with a doctor describing symptoms.</p> <p><b>Writing:</b> To be able to write extended text on our lifestyle and giving advice on how to keep fit.</p> <p><b>Reading:</b> Reading authentic resources on sports</p>	<p><b>Talk:</b> Arranging to go out with a friend and practicing buying cinema tickets using role play style prompts.</p> <p><b>Writing:</b> To be able to write extended sentences in French giving an accurate account of an outing in three tenses.</p>	<p><b>Talk:</b> Taking part in a conversation about myself, my school, my hobbies and my town.</p> <p><b>Writing:</b> To be able to write short answers to different speaking questions on what we have learnt this year</p> <p><b>Reading:</b></p>



# CHS SOUTH: CURRICULUM

	<p><b>Reading:</b> Dissecting a longer text that contains lots of unknown vocabulary. Using authentic resources.</p>	<p>Using authentic resources in unusual formats to be able to find information. Skim reading to deduce meaning.</p>	<p>different opinions in french.</p>	<p>starts including longer texts and posters and being able to pick out key information.</p>	<p><b>Reading:</b> Using authentic materials to skim read for known vocabulary. Picking out information from longer texts on celebrities.</p>	<p>Differentiating between present and future tense. Recognizing key vocab and using synonyms in a text.</p>
<b>TIER 3 VOCAB</b>		<p>French festivals The verb aller Activities at festivals Numbers Dates Food Quantities  See knowledge organisers</p>	<p>School subjects Opinions Connectives Adjectives Time phrases  See knowledge organisers</p>	<p>Holiday destinations Transports Activities Opinions Time phrases  See knowledge organisers</p>	<p>TV programs Films Online activities Time phrases  See knowledge organisers</p>	<p>Time phrases Connectives Opinions</p>
<b>PSPSMC, BRITISH VALUES</b>	<p>Social / Cultural: Learning about a cultural event in the francophone world and its historical importance.</p> <p>Moral: Asking questions and justifying opinions.</p> <p>British Values: Celebration of a different culture.</p>	<p>Social / Cultural: Learning about several different cultures' food traditions. Group work to develop social skills</p> <p>Moral: Learning to ask questions and justify opinions.</p> <p>British Values: Tolerance of others opinion and respect of other cultures.</p>	<p>Social / Cultural: Learning about French schools.</p> <p>Moral: Learning to ask questions and justify opinions.</p> <p>British Values: Tolerance of others opinions and respect of other cultures.</p>	<p>Social / Cultural: Learning about French sports stars.</p> <p>Moral: Learning to ask questions.</p> <p>British Values: Tolerance of other cultures.</p>	<p>Social / Cultural: Learning about French leisure times</p> <p>Moral: Being able to be part of a team in group work.</p> <p>British Values: Understanding sporting culture in France.</p>	<p>Social / Cultural: Learning about French cities and landmarks in Paris.</p> <p>Moral: Learning to ask questions and being polite.</p> <p>British Values: tolerance of other cultures.</p>



# CHS SOUTH: CURRICULUM

Year Group	9 French					
Rationale/ Narrative	In year 9 pupils begin to explore the more mature topics present in the MFL curriculum, such as the world of work and healthy eating. They begin with a term of revision to ensure a solid foundation and build upon this each week with more complex vocabulary and grammatical structures. They will then work on being able to talk about making healthy choices, and in will learn to discuss jobs, both part time and future career choices.					
	Autumn 1 Dynamo 3 mod 1	Autumn 2 Dynamo 3 mod 2	Spring 1 Dynamo 3 mod 3	Spring 2 Studio 3 mod 2	Summer 1 Dynamo 2 module 4	Summer 2 Dynamo 2 module 5
KNOWLEDGE	How to describe our friends and relationships. Birthday celebrations and outings in the past tense.	Part time jobs and chores. Careers, future plans and interests. The future tense.	Talking about music tastes. Talking in the past tense about a trip to a concert. Using three tenses together. Comparatives.	Discussing food and eating habits. Learning different food groups in French. Using negatives to say what you don't/never eat/drink. Saying what you ate yesterday and are going to eat/do more of.	Where I live, my region, what you can do there and the weather. Places in town.	Sports opinions comparatives and past tense. Revision of future tense, using three tenses together
SKILLS	Using opinions with nouns and infinitives. Conjugating verbs in the present tense. Recognizing and using reflexive verbs. Using the perfect tense to describe an event.	Using modal verbs vouloir, pouvoir and devoir. Revision of the present tense. Using the future tense to talk about jobs.	Using the comparative. Revision of opinions. Revising the future tense and using it with the present. Using the perfect tense and present tense together.	Using a range of negatives. using three tenses to talk about food.	Describing the weather where I live. Using modal verbs devoir/pouvoir + infinitive. Scanning longer texts for meaning and discovering different ways to convey the same meaning.	Using three tenses to talk about sports and sporting facilities in my town. Preparing for general conversation questions.
ASSESSMENTS	<b>Marking Point 1</b> Writing Task on family members and relationships.	<b>Marking Point 3</b>	<b>Marking Point 1</b> Writing Task on music and concerts using three tenses.	<b>Marking Point 2</b> Translations on eating habits	<b>Marking Point 1</b> Writing: 90 words. My town	<b>Marking Point 2</b> written answers for speaking examination.



# CHS SOUTH: CURRICULUM

	<b>Marking Point 2</b> Translations Task on birthdays and past tense.	Progress Test – Reading and Listening.		<b>Marking Point 3</b> Progress Test - Reading, Listening.		<b>Marking Point 3</b> Progress Test speaking
<b>HOME LEARNING</b>	Online reading and listening task.	Progress Test revision  Online reading and listening task.	Online reading and listening task	Progress test revision  Online reading and listening task	Online listening and reading activities.	Speaking Test revision  Online listening and reading activities. ,
<b>READING, WRITING, TALK</b>	<p><b>Talk:</b> Giving detailed information on relationships with others in conversations.</p> <p><b>Reading-</b> Applying new vocabulary to breakdown longer reading passages and elicit information.</p> <p><b>Writing</b> Writing complex sentences to respond succinctly to the GCSE bullet point format about myself and my friends</p>	<p><b>Talk:</b> Using a range of vocabulary and structures. Asking questions. Using two tenses in speech</p> <p><b>Reading-</b> Identifying three tenses and noticing negatives. Applying new vocabulary in longer written passages.</p> <p><b>Writing</b> Translating accurately into two tenses on the topic of jobs and future plans.</p>	<p><b>Talk:</b> Preparing an interview and using two tenses together to ask questions.</p> <p><b>Reading-</b> Reading about different people’s lives. Applying new knowledge to authentic materials.</p> <p><b>Writing</b> Giving complex opinions justifying our music tastes. Discussing musical habits in three tenses.</p>	<p><b>Talk:</b> Describing photos (GCSE skill) discussing GCSE topic of the environment and how we can change the world for the better</p> <p><b>Reading</b> Reading about mature topic of the natural world and applying GCSE vocabulary to longer passages. Reading for the gist.</p> <p><b>Writing</b> Using ‘je voudrais’ to discuss how we can personally aid the world around us.</p>	<p>Talk: Giving our opinions on our home and town.</p> <p>Writing: To be able to write extended texts on our hometown.</p> <p>Reading: Being able to translate written French and notice errors in our peers’ work and giving feedback to correct upon this.</p>	<p>Talk: Learning to ask and answer questions. Preparing written responses to be used in a speaking examination.</p> <p>Writing: To be able to write short answers giving opinions and using htree tenses.</p> <p>Reading: Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>
<b>TIER 3 VOCAB</b>						



# CHS SOUTH: CURRICULUM

<p><b>PSPSMC, BRITISH VALUES</b></p>	<p>Social / Cultural: Talking openly about positives and negatives of different relationships</p> <p>Moral: Agreeing to the climate for learning.</p> <p>British Values: Tolerance of other cultures.</p>	<p>Social / Cultural: Learning about several different cultures' food traditions. Group work to develop social skills</p> <p>Moral: Learning to ask questions and justify opinions.</p> <p>British Values: Tolerance of others opinion and respect of other cultures.</p>	<p>Social / Cultural: Learning about refugees and what they bring to different societies</p> <p>Moral: Looking after humankind</p> <p>British Values: Tolerance of others opinion and respect of other cultures.</p>	<p>Social / Cultural: Learning about social/global responsibilities and being environmentally friendly.</p> <p>Moral: Looking after the wider world.</p> <p>British Values: Understanding difference between lifestyle in France and UK.</p>	<p>Social / Cultural: Looking at differences in chores between Britain and French speaking worlds.</p> <p>Moral: Asking questions and justifying opinions.</p> <p>British Values: Understanding differences between lifestyles in France. ,</p>	<p>Social / Cultural: Speaking in group work and social skills.</p> <p>Moral: Being able to be part of a team in group work. Being polite.</p> <p>British Values: Tolerance of other cultures.</p>
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# CHS SOUTH: CURRICULUM

Year Group	10 French					
Rationale/ Narrative	Over the course of Year 10 pupils will cover topics from all three themes of the GCSE AQA Specification. They will start the course by deepening their understanding and extending their skillset on the more familiar topics of holidays, school and leisure. They will then use these skills to access the more challenging parts of the MFL specification to prepare them for GCSE success.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Friends and family relationships. Free time activities. Reflexive verbs for relationships. Revising places in town, activities and times. Making arrangements to go out. Discussing role models.	Free time activities, sport, technology, reading habits, TV shows Describing a night out with friends. Music preferences.	School subjects and times. Descriptions of a school in UK and France. School rules and a description of a school exchange. Achievements and extra curricular activities. Healthy living and bad habits.	Places to live and things to do there. Attractions in a town, tourist information and vocabulary for directions and transport. Descriptions of a region and the weather.	Holiday destinations and activities. Vocabulary for booking and reviewing hotels. Transport and travel. Vocabulary for ordering in a restaurant. Descriptions of a disastrous holiday.	Daily life, food and meals. Shopping for a special meal. Family celebrations, festivals and traditions. Clothes and vocabulary for shopping.
SKILLS	Using <ul style="list-style-type: none"> <li>• adjectives with correct agreement</li> <li>• opinions on personal qualities</li> <li>• Reflexive verbs</li> <li>• the present tense of regular and irregular -er verbs.</li> <li>• the perfect tense.</li> </ul>	Using <ul style="list-style-type: none"> <li>• depuis + present tens</li> <li>• irregular verbs in the present tense</li> <li>• Negatives</li> <li>• Comparatives</li> <li>• perfect tense</li> </ul>	Using <ul style="list-style-type: none"> <li>• The pronouns il/s and elle/s</li> <li>• il faut and il est</li> <li>• the imperfect tense</li> <li>• three time frames together (higher only)</li> <li>• The imperative</li> </ul>	Using <ul style="list-style-type: none"> <li>• The superlative</li> <li>• Questions to find information</li> <li>• Directions around town</li> <li>• Si clauses</li> <li>• Negatives</li> <li>• Interesting descriptions</li> <li>• The pronoun y</li> <li>• 3 tenses together</li> </ul>	Using <ul style="list-style-type: none"> <li>• Nous/notre/nos</li> <li>• The comparative</li> <li>• Present and perfect tense</li> <li>• Expressions with avoir</li> <li>• Three time frames together (higher only)</li> <li>• The pluperfect</li> <li>• Avant de +inf</li> <li>• The conditional</li> </ul>	Using <ul style="list-style-type: none"> <li>• Devoir and pouvoir</li> <li>• Quel/le/s and ce/t/tte</li> <li>• Questions with qu'est-ce que and est-ce que</li> <li>• Past present and future tense together</li> </ul>



# CHS SOUTH: CURRICULUM

	<ul style="list-style-type: none"> <li>the near future tense</li> <li>present and perfect tense together.</li> </ul>				<ul style="list-style-type: none"> <li>En + present participle</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions with tu/vous</li> </ul>
<b>ASSESSMENTS</b>	Speaking questions on family, friends and relationships	Speaking questions on hobbies and leisure.  READING & LISTENING progress tests	Speaking Questions on my studies	Speaking Questions on my town.  READING & LISTENING progress tests.	Speaking Questions on holidays.	Speaking Questions on routines, traditions and celebrations.  READING & LISTENING progress tests
<b>HOME LEARNING</b>	READING & LISTENING Tasks on PAL  Independent vocabulary revision  Preparation of Speaking Questions on family, friends and relationships	READING & LISTENING Tasks on PAL  Independent vocabulary revision.  Preparation of Speaking Questions on	READING & LISTENING Tasks on PAL  Independent vocabulary revision  Preparation of Speaking Questions on school and healthy living.	READING & LISTENING Tasks on PAL  Independent vocabulary revision  Preparation of Speaking Questions on my town.	READING & LISTENING Tasks on PAL  Independent vocabulary revision  Preparation of Speaking Questions on holidays and travel	READING & LISTENING Tasks on PAL  Independent vocabulary revision  Preparation of Speaking Questions on routines, traditions and celebrations.
<b>READING, WRITING, TALK</b>	<b>Talk:</b> Talking about the qualities of a friend. Talking about who is in my family. Making future plans. Describing weekend activities in the perfect tense. Discussing role	<b>Talk:</b> Talking about sport. Talking about opinions on advantages and disadvantages of the internet. Talking about music preferences.	<b>Talk:</b> Giving opinions on my school, my studies and the facilities. Expressing opinions on school rules. Giving the time in French.  <b>Writing:</b>	<b>Talk:</b> Talking about my town and where I live. Asking for and giving directions. Taking part in a dialogue in a tourist office.  <b>Writing:</b>	<b>Talk:</b> Taking part in a conversation in a restaurant. Booking a hotel and speaking to hotel staff.  <b>Writing:</b>	<b>Talk:</b> Talking about the routines and traditions. Asking questions in a shop and taking part in a dialogue about clothes and food.



# CHS SOUTH: CURRICULUM

	<p>models and reasons for admiring them.</p> <p><b>Writing:</b> Writing a detailed account of a role model giving reasons. Using present and perfect tenses together. Describing future plans. Describing family and friend relationships.</p> <p><b>Reading:</b> Recognizing reflexive verbs, present and perfect tenses and picking out the most important information.</p>	<p><b>Comparing TV shows. Describing an evening out with friends.</b></p> <p><b>Writing:</b> Writing about sports. Writing about how I use technology. Translating a text about music preferences. Writing about opinions on TV shows. Writing about what you did last weekend.</p> <p><b>Reading:</b> Reading about how long someone has done sport for. Reading about the advantages and dangers of technology. Reading about music preferences and recognizing negatives. Reading about favourite TV shows.</p>	<p>Writing in detail about my school compared to a typical French school. Writing about successes at school.</p> <p><b>Reading:</b> Reading authentic resources about healthy living and vices. Reading about a typical French school and identifying differences. Identifying three time frames.</p>	<p>Describing my town in detail giving both positive and negative opinions on it and extending answers with si clauses.</p> <p><b>Reading:</b> Reading authentic resources about a town in a tourist office. Picking out key information from complex text. Skimming longer texts for facts.</p>	<p>Describing what we normally do on holiday and giving a detailed account of what we did last year. Writing imaginatively about a disastrous holiday.</p> <p><b>Reading:</b> Reading a French menu and picking out familiar vocabulary. Reading restaurant and hotel reviews on a French website. Reading accounts of disastrous holidays.</p>	<p><b>Writing:</b> Writing a detailed account using three tenses about festivals and traditions.</p> <p><b>Reading:</b> Recognizing three tenses in written accounts and picking out the most important information.</p>
<b>TIER 3 VOCAB</b>	<p>Reflexive verbs Adjectives Activities in town Opinions</p>	<p>Sports Technology Opinions Styles of music</p>	<p>Telling the time School subjects School facilities School rules</p>	<p>Places to live Activities in a town Attractions</p>	<p>Holiday destinations Holiday activities. Vocabulary for booking</p>	<p>Food and meals Shopping vocabulary</p>



# CHS SOUTH: CURRICULUM

	<p>Connectives Time phrases Intensifiers Future tense verbs</p> <p>See Knowledge organisers on Teams</p>	<p>Past tense verbs</p> <p>See Knowledge organisers on Teams</p>	<p>Extra curricular activities Healthy eating and bad habits</p> <p>See Knowledge organisers on Teams</p>	<p>tourist information and directions transport</p> <p>See Knowledge organisers on Teams</p>	<p>and reviewing hotels Transport and travel Vocabulary for ordering in a restaurant Holiday issues</p> <p>See Knowledge organisers on Teams</p>	<p>celebrations, festivals and traditions Clothes and vocabulary for shopping</p> <p>See Knowledge organisers on Teams</p>
<p><b>PSPSMC, BRITISH VALUES</b></p>	<p>Social / Cultural: Talking about different types of families and relationships.</p> <p>Moral: Talking about friendship and who I get on with and why. Talking about someone who inspires us and why.</p> <p>British Values: Tolerance of different families and relationships.</p>	<p>Social / Cultural: Learning about french music styles and different sports popular in french culture. Moral: Focussing on recreation and what we do to relax.</p>	<p>Social / Cultural: Understanding the French school system. Talking about school rules and giving opinions on fairness. Understanding healthy and unhealthy habits</p> <p>Moral: talking about my past school achievements and successes.</p> <p>British Values: Tolerance of other cultures</p>	<p>Social / Cultural: Features of different regions and the pros and cons of life in a city. Learning how to take part in a conversation in a tourist office.</p>	<p>Social / Cultural: Understanding and tolerance of other cultures and how they travel. Learning how to book a hotel. Reading restaurant reviews and making a choice.</p> <p>Moral: Talking about what I do to relax.</p>	<p>Social / Cultural: Understanding different typical diets. Festivals and special days around the world. Learning about eating out in different countries. Choosing a restaurant and looking at a menu</p> <p>Moral: Talking about different spiritual celebrations.</p> <p>British Values: Understanding of different cultural celebrations.</p>



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<b>Year Group</b>	<b>11</b>					
<b>Rationale/ Narrative</b>	In Year 11, pupils cover the most mature areas of the GCSE Spanish curriculum from Theme 2 and 3 before completing their final mock examinations. As pupils will now know which tier they will be taking in their final examination, the content is tailored to suit the requirements of the exam board. With all content covered by December, pupils then begin revision and preparation for the speaking exam.					
	<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>	Future careers, part time jobs and how you earn money. Work experience and job applications. Other future plans including gap years and marriage.	What concerns me and what makes me tick. Global issues and local action. The weather and natural disasters. Ethical shopping and charity work. Global sporting events.	Revision of all three themes with focus on <ul style="list-style-type: none"> <li>Negative structures</li> <li>Time frames and indicators</li> <li>High frequency language</li> </ul> Exam technique	Revision of all three GCSE themes with a focus on preparing pupils for their speaking exam after Easter holidays.	Revision of all three themes with a focus on <ul style="list-style-type: none"> <li>Negative structures</li> <li>Time frames and indicators</li> <li>High frequency language</li> </ul> Exam technique	Preparation for writing examination (dependent on AQA date)
<b>SKILLS</b>	Using <ul style="list-style-type: none"> <li>Opinions and reasons</li> <li>Verbs followed by the infinitive</li> <li>The present, perfect and conditional</li> <li>The present and the present continuous</li> <li>The future tense</li> </ul>	Using <ul style="list-style-type: none"> <li>On doit and on peut</li> <li>The passive voice</li> <li>The future tense</li> <li>Emphatic pronouns</li> <li>Three tenses together</li> <li>Using modal verbs in the conditional (higher only)</li> </ul>	Using <ul style="list-style-type: none"> <li>Past, present and future tense</li> <li>Comparatives and superlatives</li> <li>Questions and spontaneous responses</li> </ul> Negatives	<ul style="list-style-type: none"> <li>Spontaneity</li> <li>Question words</li> <li>Role plays</li> <li>Photo cards</li> </ul>	Using <ul style="list-style-type: none"> <li>Past, present and future tense</li> <li>Comparatives and superlatives</li> <li>Questions</li> <li>Negatives</li> </ul> Tricks and tips in Reading & Listening exam	



# CHS SOUTH: CURRICULUM

	<ul style="list-style-type: none"> <li>The perfect vs the imperfect tense</li> </ul> <p>The subjunctive (higher only)</p>					
<b>ASSESSMENTS</b>	Speaking questions on jobs.	Speaking questions on the environment.  Mock examinations	Practice exams	GCSEs	GCSEs	
<b>HOME LEARNING</b>	<p>READING &amp; LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p> <p>Preparation of Speaking Questions on jobs and future plans</p>	<p>READING &amp; LISTENING Tasks on PAL</p> <p>Independent vocabulary revision.</p> <p>Preparation of Speaking Questions on global issues.</p>	<p>READING &amp; LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p> <p>Preparation of Speaking Questions</p>	<p>READING &amp; LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p> <p>Preparation of Speaking Questions</p>	<p>READING &amp; LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p>	
<b>READING, WRITING, TALK</b>	<p><b>Talk:</b> Talking about future plans. Asking and answering questions about jobs and career goals. Talking about plans for marriage/children.</p> <p><b>Writing:</b> Writing a detailed account of a past work experience including tasks and descriptions of how it was and what we learnt.</p> <p><b>Reading:</b></p>	<p><b>Talk:</b> Talking about global issues. Being able to answer questions on the environment and what we do to be green.</p> <p><b>Writing:</b> Writing about what we should and shouldn't do to help on a local level. Writing about what worries us.</p> <p><b>Reading:</b></p>	<p><b>Talk:</b> Preparing structured responses for the GCSE general conversation element of examination.</p> <p><b>Writing:</b> Writing in three tenses and responding to the AQA bullet point style questions</p> <p><b>Reading:</b></p>	<p><b>Talk:</b> Preparing for photo card and role play tasks in speaking examination. Concentrating on spontaneous speech and improvisation.</p> <p><b>Writing:</b> Writing in three tenses.</p> <p><b>Reading:</b></p>	<p><b>Talk:</b> Completion of speaking exam.</p> <p><b>Writing:</b> Writing in three tenses.</p> <p><b>Reading:</b> Recognizing three tenses in a text and picking out the most important information.</p>	



# CHS SOUTH: CURRICULUM

	Recognizing three tenses in a text and picking out the most important information.	Reading complex authentic resources about global crises and picking out key information.	Tackling unfamiliar language and preparing to pick out the most important points in authentic resources.	Recognizing three tenses in a text and picking out the most important information.		
<b>TIER 3 VOCAB</b>	<p>Future careers</p> <p>Part time jobs</p> <p>Work experience</p> <p>Vocabulary for ajob applications</p> <p>Future Plans</p>	<p>Global issues</p> <p>The weather and natural disasters</p> <p>Personal actions</p> <p>Global sporting events.</p>				
<b>SMSC, BRITISH VALUES</b>	<p>Social / Cultural: Thinking about future career plans and aspirations.</p> <p>Moral: The value of working to society. Other future plans including gap years and marriage.</p>	<p>Social / Cultural: Types of homes and how we are green at home. Healthy living, diet and bad habits. Global sporting events.</p> <p>Moral: Global issues and local action. Understanding natural disasters.</p>				