



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 – Year 8

SUBJECT	French
INTENT	<p>The French Curriculum intends to ignite a love of languages and spark an interest and tolerance of other cultures. 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 year 9, 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	8 – Mon monde à moi – My own world					
Rationale/ Narrative	<p>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 preterite 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.</p>					
	Autumn 1 Dynamo 1 Module 2	Autumn 2 Dynamo 1 Module 3	Spring 1 Dynamo 1 Module 5	Spring 2 Dynamo 2 module 1	Summer 1 - Dynamo 2 module 3	Summer 2 - Dynamo 2 module 5
KNOWLEDGE	<p>Different school subjects, the school day and my opinion of it. Clothes and what I wear to school. French schools, the French education system and school facilities.</p>	<p>Sports and free time activities. Adverbs of frequency and weather/seasons. Sports in Francophone countries. Extended opinions on what we enjoy doing and why</p>	<p>Places in a town or village. Understanding prices and an outing to a café. Describing where we go at the weekend and inviting someone out. Activities in a town and the near future tense</p>	<p>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.</p>	<p>Tv programs, celebrities and the cinema. Referring to what we do online and digital technology. Shopping and other leisure activities. The 24 hour clock. The use of three tenses together.</p>	<p>Sports you can do in different towns and opinions and comparatives of them. Healthy habits and training for sporting events. Health issues/injuries and advice. Future sports champions and improving your fitness.</p>
SKILLS	<p>Giving opinions with and justifying them with reasons. Using negatives. Telling the time. Using adjectives after nouns and adjectival agreement. Conjugating new -er verbs. Identifying infinitives using je/on form. Using il y a and il n’y a pas de.</p>	<p>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. Creating an interview and forming questions with est-ce que /qu’est-ce que.</p>	<p>Saying where we go at the weekend. Being able to order in a café and invite someone out. Using the verb aller in all forms. Understanding the difference between tu and vous. Using the verb vouloir to express what we want. Understanding prices and the euro. Using the near future tense</p>	<p>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</p>	<p>Using singular and plural adjectival agreement. Asking and answering a range of questions. Buying cinema tickets and arranging to go out. Spotting synonyms in a text. Using negatives. Looking up perfect tense verbs when reading/listening.</p>	<p>Using the comparative and je trouve to express extended opinions on sporting activities. Listening for cognates. Using il faut and the imperative to say what we must do. Talking part in a conversation with a doctor. Understanding and interviewing sports</p>



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	Agreeing and disagreeing.			the perfect tense of aller.	Recognizing then using three tenses.	people. Using three tenses together.
ASSESSMENTS	<p>Marking Point 1 Writing task 30 words describing school subjects and opinions</p>	<p>Marking Point 2 Linear translation task on free time and school subjects (including verb conjugation)</p> <p>Marking Point 3 Progress Test – Reading and Listening.</p>	<p>Marking Point 1 Listening Task on a dialogue in a café including prices.</p>	<p>Marking Point 2 Translation task. Past tense activities of holiday activities</p> <p>Marking Point 3 Progress Test – Reading and Listening</p>	<p>Marking Point 1 Translation: three tenses on TV film and tech.</p> <p>Marking Point 2 Writing assessment</p>	<p>Marking Point 3 Reading and listening assessment on all topics</p>



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