

At Chesterton we study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Listening

Speaking

Reading

Writing

Progress

At Chesterton we can learn one, two and, in some cases, three languages.

We are assessed every half-term on two skills:

Listening and Writing

or

Reading and Speaking

KS3 French Curriculum Map

	Year 7	Year 8	Year 9
Autumn 1	Talk about likes and dislikes, describing yourself and others.	Talk about my use of media. (present tense)	Talk about themselves and media (past tense)
Autumn 2	Talk about school subjects, timetable, school daily routine, schools in France.	Talk about a past visit of Paris. (past tense)	Talk about fitness and health eating (future tense)
Spring 1	Talk about computers, mobiles and internet. Discuss which sports you play. What you like doing. Describe what other people do.	Talk about my identity. (reflexive verbs and adjective agreement)	Talk about the future, ambitions and why it is important to learn a language (irregular verbs)
Spring 2	Talk about your city, where you go and what you can do in your city.	Talk about where I live, cultural celebrations and food. (Using 3 tenses).	Talk about holidays using the perfect tense.
Summer 1 and 2	Talk about holidays, going out, buying food and drinks. Reflexive verbs and conditional tense for: where I would like to go on holidays.	Describing a talent show competition; music and arts (modal verbs / comparative and superlative forms/ using a variety of structures and tenses)	Talk about you, the world, your rights and the environment using three tenses: present, past and future as well as the gerund.

Why do we learn a language?

- * You will appreciate cultural diversity
- * You will be able to communicate with new people
- * Employers love it
- * It's great for traveling
- * Enhance communication skills
- * It boosts your creativity
- * It builds up your self-confidence
- * Improves memory
- * Improves performance in other academic areas
- * Enhances the ability to multi-task

KS3 FRENCH Curriculum Intent

Intent		What new knowledge/content do we introduce?			How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?
By the end of KS3 students are able to...		Year 7	Year 8	Year 9	
<p>. to listen to a variety of forms of spoken language to obtain information.</p> <p>. to respond appropriately and be able to transcribe words and short sentences with increasing accuracy.</p> <p>. to initiate and develop conversations, coping with unfamiliar language and unexpected responses, and making use of social conventions.</p> <p>. to express and develop ideas clearly and with increasing accuracy in writing and speaking.</p> <p>. to read and show comprehension of original and adapted materials from a range of sources, understanding the</p>	Autumn	<ul style="list-style-type: none"> - Talk about likes and dislikes, describing yourself and others. - Talk about school subjects, timetable, school daily routine, schools in France (partitive articles) 	<ul style="list-style-type: none"> - Talk about my use of media. (present tense) - Talk about a past visit of Paris. (past tense) 	<ul style="list-style-type: none"> - Talk about themselves and media (past tense) - Talk about fitness and health eating (future tense) 	<p>- At KS3 our long term planning not only meets the requirements of the National Curriculum but moves beyond this to broaden the experience of language learners for example by incorporating projects on French speaking countries and a wide range of enrichment lesson. Some examples of enrichment lessons are: the study of francophone music, French famous comic books, sports personalities, fitness session in French, the Tour de France, Bastille day, planning a trip to a francophone country. Also a large number of escape game to take the opportunity to manipulate the vocabulary studied in a fun and engaging way.</p> <p>- Moral education in MFL enable pupils to use the vehicle of languages to make a personal response to moral issues, particularly when students discuss healthy living, careers or social justice. Through paired and group work, all the students are given regular opportunities to the consideration of ideas, argument and persuasion. In discussion, they are</p>
	Spring	<ul style="list-style-type: none"> - Talk about computers, mobiles and internet. Discuss which sports you play. What you like doing. Describe what other people do. - Talk about your city, where you go and what you can do in your city. 	<ul style="list-style-type: none"> - Talk about my identity. (reflexive verbs and adjective agreement) - Talk about where I live, cultural celebrations and food. (Using 3 tenses). 	<ul style="list-style-type: none"> - Talk about the future, ambitions and why it is important to learn a language (irregular verbs) - Talk about holidays using the perfect tense. 	
	Summer	<ul style="list-style-type: none"> - Talk about holidays, going out, buying food and drinks. Reflexive verbs and conditional tense for: where I would like to go on holidays. 	<ul style="list-style-type: none"> - Describing a talent show competition (modal verbs / comparative and superlative form/ using a variety of structures and tenses) 	<ul style="list-style-type: none"> - Talk about oneself and the world around them using three tenses: present, past and future as well as the gerund. 	

<p>purpose and important details, and providing accurate translations of short, suitable material.</p> <ul style="list-style-type: none"> . to read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture. . to use an increasingly wide range of grammar and vocabulary, writing creatively to express their own ideas and opinions. . to identify and use tenses or other structures that convey the present, past, and future, as appropriate to the language being studied, and use a variety of key grammatical structures and patterns, including voices and moods, as appropriate. . to develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions, take part in discussion about wider issues, and use accurate grammar, spelling and punctuation. 	<p>Rationale for this sequence</p>	<ul style="list-style-type: none"> - Celebrate pupils' uniqueness, getting to know one another, sharing information. - Learn how to express oneself and respect other people's views/ culture. - Reflect on what we do in school and cultural awareness of life in French speaking schools around the world. - Appreciate our own talents and celebrate our strengths. - Looking forward, hopes for the Summer - Holidays, a time to relax after the first year of secondary school. 	<ul style="list-style-type: none"> - Appreciate. how media influence our own culture? - Appreciate of other cultures - listen to francophone music. - Discuss experiences of travelling to different places and countries. - Discuss the cultural differences between French and English homes. - Understand how different foods affect body/health. - Look at different festivals and how they are celebrated in different countries. 	<ul style="list-style-type: none"> - Rights & responsibilities of keeping safe on-line. How does new technology break through linguistic/cultural barriers? - Listen to music/bands from francophone countries - Be grateful for our healthy bodies and understand that we need to care for them - Embed careers in the curriculum. Prepare pupils for future training/employment. - Explore racism in TL – look at different nationalities living in town – what are the issues? - Discuss experiences of travelling to different places and countries. - Discussion of personal responsibility towards environment. What actions need to be taken to protect our planet? 	<p>encouraged to take different views into account and participate as effective team workers</p> <ul style="list-style-type: none"> - Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom. An example of this would include an educational visit to France to give students the opportunity to experience another culture and writing to French pen pals. Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Moreover, students' cultural knowledge is broadened through the study of other countries' cultural priorities and traditions. Examples include looking at festivals such as La Chandeleur, Christmas and Easter traditions. Students will also be developing an appreciation of art, music and literature through a range of authentic resources. <p>Cultural Capital Culture is a natural element of modern foreign language learning with a plethora of opportunities to learn about how other people live around the world. At CCC, we encourage the teaching of all aspects of different cultures, from country specific festivals to learning about how school life differs from that in the UK. We also explore the languages spoken in our student's homes and encourage them to embrace their mother tongue and use it at GCSE level (our students speak many community languages such as Polish, Urdu, Panjabi, Romanian, Arabic to name but a few).</p>
<ul style="list-style-type: none"> . to have a firm grasp of the sound-writing relationship to facilitate accurate pronunciation and independent language use. The foreign language should be the dominant means of classroom communication. . to use a range of vocabulary, including high-frequency and topic-specific language, should be retained for independent use in pupils' long-term memories. 		<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality languages education should foster pupils' curiosity and deepen their understanding of the world."</p> <p>Our Y7 students come from a diverse background and as such some will have learned a language at home, others will have learned a language in primary schools and some will not have learned any languages other than their mother tongue. Aware of that, our curriculum caters for all abilities. It is not uncommon to have a French/Spanish/German native speaker in the same room as someone who will have never studied the language before. Our Teams will have the support needed for all to make progress. We effectively incorporate innovative ICT/Internet into our lessons when closing the gap and this can be done through films, pictures, VR experience, cultures, storytelling, music and more.</p>		