

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

KS4 French Curriculum Map

	Year 10	Year 11
Autumn 1	Talk about friends and family relationships. Use the present, perfect, imperfect and future tenses as well as reflexive verbs.	Talk about education, school life educational rules and healthy living. Use 'il faut' and 'il est interdit de', the imperative form, three time frames.
Autumn 2	Talk about leisure they do in their spare time. Use the comparative form direct object pronouns and present tense + 'depuis'.	Talk about jobs works experience and future plans. Use comparative and superlative, understand the subjunctive, direct object pronouns in the perfect tense, verbs with preposition 'à' and 'de'.
Spring 1	Talk about special occasions, celebrations, traditions and food. Use modal verbs, 'venir de', the pronoun 'en' and a combination of tenses.	Talk about world issues, environment and big events. Use the passive voice, indirect object pronouns.
Spring 2	Talk about their town and region. Use a range of negative phrases, the pronoun 'y' and three timeframes.	Revision programme.
Summer 1 and 2	Talk about holidays and problems on holidays. Use the conditional tense, reflexive verbs in the perfect tense, the present participle, 'avant de', demonstrative pronouns and the pluperfect tense. Mock Exam Period Revision programme. Understand exam and revision technics.	SUMMER EXAMS

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

Intent	What new knowledge/content do we introduce?				
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>- show that they have built on the vocabulary and grammatical structures previously acquired at KS3.</p> <p>- be fully conversant with the requirements of the GCSE exams.</p> <p>- show mastery of more complex lexis and grammar structures.</p> <p>- use the target language with confidence not only for GCSE but also in real life situations.</p> <p>- develop effective and efficient ways of learning in order to work independently towards ambitious goals.</p> <p>- learn resilience.</p> <p>- reflect on feedback; identify key areas of strength and weakness, prioritise the areas that need most attention and create revision resources accordingly.</p> <p>- show acquisition of important transferable knowledge and skills.</p> <p>- work collaboratively on different tasks.</p> <p>- recognise the importance of languages and be motivated to continue to study them at Sixth Form.</p>	Autumn	<p><u>Talk about friends and family relationships. (Theme 1: Identity and culture)</u></p> <ul style="list-style-type: none"> Talking about family and describing people. Adjectival agreement The present tense Talking about friends and what makes a good friend Using irregular verbs in the present tense Talking about family relationships Using reflexive verbs in the present tense Making arrangements to go out Using the near future tense Using different pronouns and giving opinions Describing a night out with friends Using the perfect tense Talking about your life when you were younger Using the imperfect tense Discussing role models Using the present, perfect and imperfect tenses 	<p><u>Talk about education, school life educational rules and healthy living. (Theme 3 : Current and future study and employment)</u></p> <ul style="list-style-type: none"> Talking school subjects and talking about your timetable Talking about your school Using the pronouns il and elle Comparing school in the UK and French-speaking countries Using the pronouns ils and elles Discussing school rules Using il faut and il est interdit de Discussing healthy living Using the imperative Discussing vices Using the present and future tenses Talking about a school exchange Using past, present and future timeframes 	The French GCSE specification does not include any element of choice.	<p>- At KS4 our long term planning not only meets the requirements of the GCSE specification (National Curriculum) but moves beyond this to broaden the experience of language learners for example by incorporating projects on French speaking countries and enrichment lesson such as escape game on the environment.</p> <p>- Moral education in MFL concerns pupils using the vehicle of languages to make a personal response to moral issues, particularly when students discuss education, healthy living, social issues and global issues (environment, homelessness) in detail. Through paired and group work, all the students are given regular opportunities to the consideration of ideas, argument, debate and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers. Examples of this at GCSE include student discussions on healthy lifestyles, environmental issues, marriage/divorce, and other such topics.</p>
		<p><u>Talk about leisure they do in their spare time. (Theme 1: Identity and culture)</u></p> <ul style="list-style-type: none"> Talking about sport Using depuis + the present tense Talking about your life online Using the comparative Talking about books and reading More practice of the imperfect tense Talking about television programmes Using direct object pronouns (le, la, les) Talking about actors and films Using superlative adjectives 	<p><u>Talk about jobs works experience and future plans. (Theme 3 : Current and future study and employment)</u></p> <ul style="list-style-type: none"> Discussing jobs and work preferences Discussing career choices Saying 'better/worse' and 'the best/worst thing' Talking about plans, hopes and wishes Understanding the subjunctive Applying for jobs Using direct object pronouns in the perfect tense Understanding case studies Using verbs followed by à or de 		
	Spring	<p><u>Talk about special occasions, celebrations, traditions and food. (Theme 1: Identity and culture)</u></p> <ul style="list-style-type: none"> Talking about food and meals Discussing and shopping for clothes Describing your daily life Using pouvoir and devoir Talking about food for special occasions Using the pronoun en Using polite language Asking questions in the tu and vous forms Describing family celebrations Using venir de + infinitive Describing festivals and traditions Using a combination of tenses 	<p><u>Talk about world issues, environment and big events. (Theme 2 : Local, national, international and global areas of interest)</u></p> <ul style="list-style-type: none"> Talking about what makes you tick Discussing problems facing the world Making connections between word types Talking about protecting the environment Using the modal verbs pouvoir and devoir in the conditional Discussing ethical shopping Using the passive Talking about volunteering Using indirect object pronouns Discussing big events Giving arguments for and against 		

<p>-debate current and global issues.</p> <p>- show awareness of the challenges that exist in a multicultural society.</p> <p>- develop the cultural capital to be able to engage successfully with a wide variety of social situations.</p> <p>- study different topic areas as well as authentic materials of such as literary extracts to enhance their cultural awareness and study the Francophone world.</p> <p>- develop an awareness of their place as a citizen in the school, wider community and the world beyond.</p>		<p><u>Talk about their town and region..(Theme 2 : Local, national, international and global areas of interest)</u></p> <ul style="list-style-type: none"> • Talking about where you live, weather and transport • Describing a town and asking the way • Describing a region • Using the pronoun y • Talking about your town, village or district • Using negatives • Discussing what to see and do • Asking questions using quel/quelle/quels/quelles • Discussing plans and the weather • Using the future tense • Describing community projects • Using the present, perfect and future tenses 	<p>Revision Students follow a bespoke revision programme.</p>		<p>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. 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 Toussaint, Christmas and Easter traditions. Students will also be developing an appreciation of art, music and literature (literary texts are a fixed element in the reading exam at GCSE).</p> <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</p>
	<p>Summer</p>	<p><u>Talk about holidays and problems on holidays..(Theme 2 : Local, national, international and global areas of interest)</u></p> <ul style="list-style-type: none"> • Talking about what you normally do on holiday • Talking about holidays (past, present and future) • Talking about an ideal holiday • Using the conditional • Booking and reviewing hotels • Using reflexive verbs in the perfect tense • Ordering in a restaurant • Using en + the present participle • Talking about travelling • Using avant de + the infinitive • Buying souvenirs • Using demonstrative adjectives and pronouns • Talking about holiday disasters • Using the pluperfect tense 	<p>SUMMER EXAMS</p>		
		<p>Mock Exam Period Students follow a bespoke revision programme. Understand exam and revision technics.</p>			
		<p>HELP: You may be decided to teach the spec in a different order...this is where you explain the reasoning behind your sequencing. Remember key elements such as MEMORY and RECALL, also COGNITIVE OVERLOAD.</p> <p>Across all year groups, all French lessons start with retrieval practice based on recent but also previous' prior learning with an emphasis on pre-determined non-negotiables. Teachers are also committed to equip students with effective language to express thoughts and opinions building on cross-curricular literacy skills. Through frequent and rigorous drilling exercises and games, teachers build students' knowledge so they can express themselves confidently in a written and speaking context but also recognise familiar language. Regular low stakes assessments such as weekly vocabulary acquisition, translation and conjugation activities effectively inform teachers' planning and students' progress. Teachers introduce students to learning techniques to help students process information and use their long-term memory effectively. Knowledge and skills in French are progressive from one year to the next and grammar is built gradually to respond to the needs of learners. Teachers take ownership of medium term planning, by creating high quality resources for one specific year group. These resources are shared across the department so that all teachers deliver the same lesson to all pupils to ensure parity, but are adapted to meet the needs of all learners. At KS4 high quality, exam-board approved resources are used in conjunction with authentic materials to stretch and challenge learners. Learning walks, book scrutiny and good practice sharing ensure consistency across all teachers. Teachers use online platforms such as Quizlet to engage students in vocabulary acquisition. On an almost weekly basis, teachers measure students' learning and understanding by using low stake, but yet effective tests. In class,</p>			

		<p>teachers use a variety of techniques to ensure students are not left behind. By using retrieval practice and emphasising the importance of non-negotiable in every lesson, teachers are able to effectively identify knowledge gaps. At the end of each term two skills are assessed across all year groups. CPD is run effectively within the department to ensure that all staff are kept up to date with the latest curriculum developments and can confidently impart the knowledge necessary for students to achieve highly.</p>	<p>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> <p>Examples of cultural development in MFL include</p> <ul style="list-style-type: none"> • Comparing religious festivals such as Christmas and Easter. • Discussing the origins and significance of language specific festivals such as, Mardi Gras and Bastille Day. It is the essential knowledge that pupils need to be educated citizens.
	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>Topics are taught on a spiral structure whereby themes such as family relationships are seen at KS3, KS4 and KS5 but at each point skills are developed to give further depth to students' understanding.</p>	