CHORLTON HIGH SCHOOL: CURRICULUM

Key Stage 4 Framework for Learning

Year 11 2018-2019: I am Creative, Successful, Happy

Curriculum Area: French

Year 11	Autumn 1 7 weeks THEME 3 Current and future study and employment. Topic 1: my studies Topic 2: life at school TEXT BOOK: AQA	Autumn 2 8 weeks THEME 3 Current and future study and employment. Topic 3: My future Plans TEXT BOOK: AQA		Spring 1 6 weeks THEME 1 Identity and Culture Topic1: relationships and Marriage Topic 2: Festivals. TEXT BOOK: AQA	Spring 2 5 weeks Writing Skills TEXT BOOK: AQA	Summer 1 6 weeks Speaking Skills and Key Vocab Listening exam revision TEXT BOOK: AQA
Syllabus	AQA French GCSE (8658) **The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.** **Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where French is spoken.**	AQA French GCSE (8658) **The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.** **Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where French is spoken.**	ELE – 1 Day.	AQA French GCSE (8658) **The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.** **Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where French is spoken.**	AQA French GCSE (8658) **The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.** **Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where French is spoken.**	AQA French GCSE (8658) **The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.** **Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where French is spoken.**
Knowledge	**Week 1** Green Route (MAPs) & Blue Route (HAPs **L'école et les matières** **[F & H]** *Describing your school and subjects* **Week 2** Green Route (MAPs) & Blue Route (HAPs **La journée scolaire** **[F & H]**	**Week 1** Green Route (MAPs) **L'orientation** [F & h] 2 ½ hours *Talking about future options* **Week 2** Green Route (MAPs) **Continues ses études ou non?** **&** Blue Route (HAPs) **Université ou apprentissage?**		**Week 1** **REVISION** Green Route (MAPs) & Blue Route (HAPs) **Tu aimerais te marier?/ Ma famille et mes amis** Talking about future relationships. Grammar: the immediate future and the future tense **Week 2** **REVISION**	**Week 1** Green Route (MAPs) & Blue Route (HAPs Writing Intervention How to approach the writing paper. H/F paper walkthrough **Week 2-4** Green Route (MAPs) & Blue Route (HAPs Writing intervention booklets	**Week 1** Green Route (MAPs) & Blue Route (HAPs Hour 1: General Conversation Speaking practice in class. Hour 2: Photo card and Role play practice. **Week 2/3** **FINAL SPEAKING EXAM.** **Week 4**

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	Describing a day in school **Week 3** Green Route (MAPs) & Blue Route (HAPs **Le règlement scolaire** **[F & H]** *Talking about school rules and uniform* **Week 4** Green Route (MAPs) & **La vie scolaire** *Comparing school like in France and Britain* **[F & H]** Blue Route (HAPs) **Des écoles différentes** Describing school like in different countries **Week 5** Green Route (MAPs) & Blue Route (HAPs Talking about your ideal school **Week 6 and 7** MOCK SPEAKING EXAM THEME 1 and 2 Only	*Talking about future studies and discussing university and apprenticeships* **Weeks 3 & 4** **COLLEGE ENTRY EXAMS** (C.E. exams) Listening & Understanding 25% Reading & Understanding 25% Writing 25% **Week 5** Green Route (MAPs) **L'avenir** Talking about job preferences and part-time work Blue Route (HAPs) **Métier: les avantages et les inconvénients.** Talking about the advantages and disadvantages of jobs **Week 6** Green Route (MAPs) & Blue Route (HAPs) **Comment obtenir un emploi** Discussing how to get a job **Week 7 and 8** **ANSWER & PRACTICE of GENERAL QUESTIONS** *"My studies, life at school and college."* AND *"Education post -16, Jobs, career choices and ambitions"*		Green Route (MAPs) & Blue Route (HAPs) **La technologie / les portables** Talking about how I use tech and mobile phones **Week 3** **REVISION** **Les fetes** Green Route (MAPs) & Blue Route (HAPs) celebrations **Week 4** Speaking mock exam **Week 5** Green Route (MAPs) & Blue Route (HAPs) **Qu'est-ce que tu as fait ce weekend?"** Describing free-time activities in the past. Grammar: perfect tense of regular verbs. The perfect tense with ETRE **Week 6** **MOCK Writing test 1**	**Week 5** **MOCK Writing test 2.**	Green Route (MAPs) & Blue Route (HAPs Listening paper walkthrough and key vocab revision **Week 5** Green Route (MAPs) & Blue Route (HAPs Reading paper walkthrough and key vocab revision **Week 6** Green Route (MAPs) & Blue Route (HAPs Writing paper walkthrough and key vocab revision
Skills	**GREEN ROUTES [MAPS]** **Grade 3-5** **MAIN FOCUS Listening** Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the	**GREEN ROUTES [MAPS]** **Grade 3-5** **MAIN FOCUS Speaking** Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past **or** future as well as the present. [3]		**GREEN ROUTES [MAPS]** **Grade 3-5** **MAIN FOCUS Reading** Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [3]	**GREEN ROUTES [MAPS]** **Grade 3-5** **MAIN FOCUS Writing** Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [3] Write short texts in a range of	**GREEN ROUTES [MAPS]** **Grade 3-5** **MAIN FOCUS Listening** Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future

	present and the future spoken clearly. [3] Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past **and** the future, spoken clearly. [4] Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [5] **BLUE ROUTES [HAPS]** **Grade 5-9;** **Listening** Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers. [7/8]	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past **and** the future. Use a range of common vocabulary and grammatical structures [4] Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding. [5] **BLUE ROUTES [HAPS]** **Grade 5-9;** **Speaking** Speak effortlessly, use lots of complex vocab, advanced grammar & at least 5 tenses & I am always precise & fluent [8] Has excellent pronunciation [8] Use subordinate clauses [8] Express complex ideas and interesting opinions fluently & accurately [8] Take the initiative & speak spontaneously by asking unsolicited questions, responding to unexpected questions and points of view, & confidently with good pronunciation & a nice accent [7/8]] Talk for a long time using a wide variety of grammar, vocabulary (including connectives) and at least 4 tenses correctly and not make many errors [8]		Demonstrate understanding o fa range of short and longer texts which include opinions and refer to the present, the past and the future. [4] Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [5] BLUE ROUTES [HAPS] **Grade 5-9;** **Reading** Skim a text to pinpoint answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms. [7/8]	contexts, giving and seeking information and opinions and referring to present, the past and the future. [4] Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. [5] **BLUE ROUTES [HAPS]** **Grade 5-9;** **Writing** Have a wealth of interesting ideas, which are expressed accurately & succinctly [8] Use sophisticated vocabulary & write in different registers [8] Manipulate grammar & tenses effortlessly & accurately [8] Use a wide range of tenses and structures accurately [8] Use varied & interesting vocabulary & well-structured [8] Express themselves well & justify my opinions accurately [8] Make very few errors but verbs are always correct [8]	spoken clearly. [3] Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [4] Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [5] **BLUE ROUTES [HAPS]** **Grade 5-9;** **Listening** Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers. [7/8]

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		Take the initiative & give lots of opinions & justifications [8]			
Assessment	***Marking Point 1*** *GCSE STYLE Listening & Understanding* *Ex 3a & b page 146* *Overlap Question* *Listening for specific information* ***Marking Point 2*** *GCSE Style Reading & Understanding* *Gap fill describing a school* ***Marking Point 3*** *Speaking MOCK*	***Marking Point 1*** *GCSE Reading a translation skills development.* *L'orientation ex 1 + 2 (handout)* *Projets d'avenir ex 5 + 6_Tricolore total text book* ***Marking Point 2*** ***College GCSE Entry Exam Listening*** ***Marking Point 3*** *College GCSE Entry Exam reading*	***Marking Point 1*** **Foundation** GCSE Style Listening exercise AQA book – les jeunes Find the 4 correct answers ***Marking Point 2*** *Speaking Mock Exam* ***Marking Point 3*** GCSE style Reading exercise AQA book – le marriage Reading for specific infomormation	***Marking Point 1*** *GCSE style Writing exam paper 1* ***Marking point 2*** *Ex 3a & 3 b page 36, 37 in AQA Foundation GCSE text book.* *Improving GCSE writing Skills* ***Marking Point 3*** *GCSE style Writing exam paper 2*	
Cultural Enrichment	**READ** "Les Malheurs de Sophie" **WATCH** La vie en Rose **VISIT** Adolphe Valette Impressionist room at the Manchester Art Gallery	**READ** Le petit Nicolas **WATCH** Les intouchabeles **VISIT** Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB	**READ** Le petit Prince. **WATCH** Vigo's Zero de Conduite **VISIT** Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD	**READ** La Belle Lisse Poire du Prince du Motordu **WATCH** Les Touches **VISIT** Man Bites Frog restaurant (chorlton)	**READ** Les Contes du Chat Perché **WATCH** Diner des Cons **VISIT** HOME Cinema Manchester – French Film on rotation
Character	 **QofS – Optimism** Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a Speaking assessment CV – Openness & Honesty Open tools for students'	 **QofS – Empathy** Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.	 **QofS – Creativity & Curiosity** Curious to festivals that are popular in France (e.g. La Bastille) but not in the UK. Stimulation tasks may open desire to try new experiences. CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better	 **QofS – Responsibility & Reflection** A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.	 **QofS – Practice & Resiliency** Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home. CV – Self-Help Getting into the good habits to look for answers in exercise

	collaboration in peer and self-assessment leading to more autonomy. Being optimistic about being ready for the Mock Speaking Exam (week 6/7)	CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self-manage in their own learning. Being Empathetic of other people's intentions for the future.		understanding of assessment criteria and independence. Being curious about how to improve speaking skills and creative in using structure to answer unseen questions in the mock speaking.	CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress Reflect on writing feedback and being responsible for practising writing skills for second test.	books and dictionary when QofS – Motivation Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects. Being resilient about succeeding in terminal exams and practising key skills in order to succeed.