

<b>French Year 9</b>	<b>Curriculum Intent:</b> In year 9, students will start studying the GCSE curriculum (AQA). The curriculum is divided in three themes that the students will revisit every year of the course with a focus on theme 1 in year 9. They will focus on understanding and expressing a range of descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as comparatives to build on adjectives seen at KS3, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing/translation. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment, modelled on the exam tasks, will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice. Whole class feedback and review every term. Opportunities for learning more about French/Francophone culture using authentic texts are woven in to the curriculum. (1=Self/peer 2=Formative 3=Blended) <b>Theme 1</b> / <b>Theme 2</b> / <b>Theme 3</b>															
	<b>Term 1</b>			<b>Terms 2+3</b> (large topic spread over 2 terms)				<b>Term 4</b>			<b>Term 5</b>					
<b>Module</b>	<b>Unit 1.1: Me, my family and friends</b>			<b>Unit 5.1+5.2: Home, town, neighbourhood and region</b>				<b>Unit 9: My studies</b>			<b>Unit 3.1 Free Time activities (music &amp; TV and cinema)</b>					
<b>Interleaving</b>	Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests															
<b>Knowledge</b>	Describe appearance and personality, adjectives to describe people ; opinion and justification vocab ; family members ; describe relationship with family and friends (2). <b>Authentic: la Rentrée</b>			Describe home (rooms, furniture and types of home), household chores, and my town, activities in my region (2). <b>Authentic: Cultural lesson on Christmas in France.</b>				School subjects (1), describing school (at home and abroad), adjectives to describe activities and teachers. (2) <b>Authentic: Les Choristes (film et PPT)</b>			Talk about music, films and TV (1), describing leisure activities, playing instruments justified opinions. (2) <b>Authentic: Music videos</b>					
<b>Understanding</b>	<u>Verb</u> : Avoir / être (1); regular verbs ; reflexives (present)  adjective (agreement and word order), similes, possessive adjectives, comparatives (plus que/moins que), direct object pronouns, conditional <u>Vocab</u> : 1.1			<u>Verb</u> modals (pouvoir), il y a / c'est, on a, aller/ faire (present)  place prepositions, partitives/quantities/ negatives + de, <u>Vocab</u> : 5.1 5.2				<u>Verbs</u> modals (vouloir, il faut perfect (avoir), opinions + inf comparative and superlative, formal/informal register (tu/vous) <u>Vocab</u> : 9.1			<u>Verbs</u> : consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir ; two verbs together Timephrases for routine d'habitude/normalement Extending sentences with clauses introduced by quand/lorsque and si ; negative; frequency timephrases ; partitive <u>Vocab</u> : 3.1					
<b>Skills</b>	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
<b>Assessment</b>			1. Self/peer assessment (T)		1. T2: Self/peer: WT (90)		2. End topic T2 (R)		1. Self/peer (R)							
	2. Reading/ Translation: whole topic			2. Exam T3/W: F paper – units 1+5				2. End topic (L)			2. Exam (blended) (R) – units 1+5+9					

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	<b>Term 6</b>															
<b>Module</b>	<b>Unit 3.2+3.3: Free-time activities (Food and eating out &amp; Sport)</b>															
<b>Interleaving</b>	Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests															
<b>Knowledge</b>	Talk about food and meals, different cuisines and eating out (1), world food and eating habits Talk about sports (preferences), new sports and extreme sports (2) <b>Authentic: French sportsperson research / bio</b>								During the year there will be opportunities for pupils to take part in extra-curricular French activities such as the Open evening in September, the Christmas show, poetry competitions, French pen pal exchange with partner school Collège Pierre Daunou and a French trip.							
<b>Understanding</b>	<u>Verbs:</u> perfect tense with <i>avoir</i> using regular and common irregular verbs ( <i>ce que j'ai fait hier soir/le weekend dernier</i> ) ; jouer et faire simple opinion statements to express how it was (illustration of the imperfect) ; consolidate partitive ; quantities <u>vocab:</u> 3.2 -3.3								<ul style="list-style-type: none"> <li>Twice a year there will be blended assessments : <b>Term 3 and Term 6 in 202324</b></li> </ul>							
<b>Skills</b>	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
<b>Assessment</b>	1. Self/peer (T)															
	2. End topic assessment (L)															

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	<b>Term 1</b>				<b>Terms 2</b>				<b>Term 3</b>				<b>Term 4</b>			
<b>Module</b>	<b>Unit 4: Customs and festivals</b>				<b>Unit 10: Life at school and college</b>				<b>Unit 8: Travel and tourism</b>				<b>Unit 11: Education Post-16</b>			
<b>Interleaving</b>	Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests															
<b>Knowledge</b>	. Talk about French and English celebrations (1), how we celebrate, Describing festivals and events (2) <b>Authentic: La Toussaint and Halloween</b>				Describe school rules and uniform, talking of ideal school, comparing French and English school system (2) <b>Authentic: Reflect back to Les Choristes and Entre Les Murs</b>				Describe holiday destinations (1) , holiday preferences, holiday activities, visiting different places in France (French Towns and cities). <b>Authentic: write post-cards to French pen pals</b>				Talk about future studies (1)and options (orientation) (2) <b>Authentic: Show video of former student's career in football journalism</b>			
<b>Understanding</b>	<u>Verbs:</u> perfect of verbs with <i>être</i> + agreement rules (movement and reflexives) ; more avoir irregular verbs ; perfect and imperfect together  Revision place prepositions (à / en / au / aux) <u>Vocab:</u> 4.1- 4.2				<u>Verbs:</u> consolidation of modals (devoir, pouvoir, falloir, vouloir) (1), conditional tense, Quantities (beaucoup, trop, assez, pas assez), comparatives <u>Vocab:</u> 10.1				<u>Verbs:</u> consolidation of perfect, imperfect for most regular verbs and common irregular, weather impersonals, conditional  sequencing (puis, ensuite, etc), prepositions (country / mode of transport) time clauses: (avant de/après avoir etc/pendant que/depuis/venir de) <u>Vocab:</u> 8.1-8.2				<u>Verbs:</u> future tenses; two verbs (avoir l'intention, avoir envie / avoir le droit de) ; Si clauses in the present/future ce qui /ce que clauses  <u>Vocab:</u> 11.1			
<b>Skills</b>	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
<b>Assessment</b>				1. Self/peer (T)				2. End topic (R )				1. Self/peer (L)		2. End topic (RT)		
	2. Reading/ Translation paper (F/H mix blended)												2. Writing paper (F/H blended)			

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	<b>Term 5</b>			<b>Term 6</b>												
<b>Module</b>	<b>Unit 7.1: Environment</b>			<b>Unit 6.2: Health and Fitness</b>												
<b>Interleaving</b>	Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests															
<b>Knowledge</b>	Environment issues and solutions in my town (1), region and globally (2). <b>Authentic: Greta Thunberg article and film project (multi-digital story-telling film competition with Goldsmith's University)</b>			Revise food items (1), compare old and new food and health habits(2), describe health resolutions. <b>Authentic: reading about health influencers.</b>				During the year there will be opportunities for pupils to take part in extra-curricular French activities such as, poetry and translation competitions such as the Stephen Spender Prize or Poetry Slam at the Institut français, multi-lingual digital stories project with Goldsmith's University, pen pal exchange with partner school Collège Pierre Daunou and a French trip.								
<b>Understanding</b>	<u>Verbs:</u> revision of Modals verbs, imperfect, conditional (intro of pluperfect/conditional past)  Consequence connectives (à cause de / grâce à ; donc/ alors) and si clauses (present/future ; imperfect/conditional ; perfect/ conditional past) <u>Vocab:</u> 7.1			<u>Verbs:</u> modals ( valoir mieux, devoir/il faut) + intro conditional modals – affirmative and negative negative ne...jamais, partitive <u>Vocab:</u> 6.2				*Twice a year there will be blended assessments : <b>Term 1 and Term 4 in 202324</b>								
<b>Skills</b>	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
<b>Assessment</b>	1. Vocab/retrieval test (T)			1. Self/peer (T)												
	2. Film coursework			2. End unit (L)												

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	<b>Term 1</b>			<b>Term 2</b>			<b>Term 3</b>			<b>Term 4</b>						
<b>Module</b>	<b>Unit 1.2: Marriage and relationships</b>			<b>Unit 2: Technology</b>			<b>Unit 6.1 and 7.2 Charity/voluntary work and poverty</b>			<b>Unit 12: Career choices and ambitions</b>						
<b>Interleaving</b>	Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests															
<b>Knowledge</b>	Talk about personal relationships (1), talk about future relationships (2), discuss relationship choices. <b>Authentic: Extrait du Roi Lion</b>			Communicating online, the uses of social media, pros and cons of social media (2), benefits and dangers of mobile technologies. <b>Authentic: Stromae's song: Carmen or Soprano's Mon précieux.</b>			Talk about charities (1), charity work, discussing importance of charity work in France. (2) <b>Authentic: Study of "les Restos du Coeur" charity and the song from les Enfoirés.</b> Discuss social issues (unemployment, homelessness, inequality) (1) locally and internationally. <b>Authentic: Malala - article</b>			Talk about job preferences and part time work(1), discuss how to get a job, advantages and disadvantages to get a job. <b>Authentic: job interview roleplay</b>						
<b>Understanding</b>	<u>Verbs:</u> revisions of future tenses, en + present participle, Consolidation of adjectives (agreement and word order), relative clauses, direct and indirect pronoun  <u>vocab:</u> 1.2			<u>Verbs :</u> revision of present, past and future (1), two verbs (permettre de, faire confiance à, etc), introduction to subjunctive  Grâce à / à cause de ; sans / avec ce / ça / c' <u>Vocab:</u> 2.1 - 2.2			<u>Verb:</u> revision of all tenses, consolidation subjunctive (vouloir que, il est possible que) and modal alternatives <u>Vocab:</u> 6.1 <u>Verb:</u> revision of all tenses, intro of subjunctive (il faut que) and modal + inf alternatives; Si clause (imperfect/ conditional) consolidation. À la place de + conditional. <u>Vocab:</u> 7.2			<u>Verbs:</u> revision of all tenses, consolidation of pluperfect, intro to passive voice Opinions (je m'intéresse à, je me passionne pour, etc)						
<b>Skills</b>	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
<b>Assessment</b>	1. 90 (W) self/peer															
	2. End topic assessment (L)			2. Reading mock			2. Speaking mock			2. Writing and Listening mock						

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	<b>Term 5</b>				<b>Term 6</b>											
<b>Module</b>	<b>Revision (exam focus)</b>				<b>Revision (exam focus)</b>											
<b>Interleaving</b>	Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests															
<b>Knowledge</b>	Exam revision				Exam revision				During the year there will be opportunities for pupils to take part in extra-curricular French activities if they wish, such as the Open evening in September, the Christmas show, poetry or translation competitions.							
<b>Understanding</b>									<ul style="list-style-type: none"> <li>Twice a year there will be blended assessments : Term 2 (mocks) and Term 3 (speaking mocks) and Term 4 (listening and writing mocks)</li> </ul>							
<b>Skills</b>	listening	speaking	reading	writing	listening	speaking	reading	writing	listening	speaking	reading	writing	listening	speaking	reading	writing
<b>Assessment</b>																