

Year 9 Curriculum – 2022-23 French

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Mon école Talk about different school subjects and express your opinions about them, discuss your school timetable, describe your school uniform and work with adjectival agreement, discuss school rules and use conditional tense to describe ideals. Revision of past tense to describe a previous school day</p>	<p>Emplois et projets d'avenir Talk about different types of jobs and discuss masculine/feminine differences, discuss places of work and future ambitions, use near future tense and simple future where possible, discuss household chores and earning pocket money</p>	<p>Mes loisirs Talk about sports you play, discuss activities online alongside the advantages and disadvantages of the internet, discuss your ideal Smartphone, talk about music preferences, playing music and instruments and revision of tenses</p>	<p>La mode Talk about clothes and fashion. Describe ideal outfits and outfits for different occasions, roles in the fashion industry, influence of fashion on young people</p>	<p>Les vacances Talk about different countries in French, discuss modes of transport and different accommodation and facilities, talk about the weather using 3 tenses, talk about activities on holiday, discuss problems on holidays</p>	<p>Les problèmes mondiaux Discuss environmental problems and solutions, discuss our local environment (natural vs man made problems), discuss social issues eg., homelessness and unemployment, discuss issues surrounding drugs, alcohol, smoking and diet</p>
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> - can write at varying length using a variety of grammatical structures they have learnt. - can understand written language from a variety of authentic sources. - can express and develop ideas clearly with increasing accuracy 	<ul style="list-style-type: none"> - can write for different purposes and audiences. - can identify and use tenses or other structures. - develop a wide ranging and deepening vocabulary. 	<ul style="list-style-type: none"> - speak coherently and confidently with increasing accuracy, fluency and spontaneity. - develop how to ask questions. 	<ul style="list-style-type: none"> - listen to a variety of forms of spoken language to obtain information and respond appropriately. - read and show comprehension of original and adapted materials. - read literary texts 	<ul style="list-style-type: none"> - express and develop ideas clearly with increasing accuracy. - identify tense and mood to form accurate translations both in and out of the target language 	<ul style="list-style-type: none"> - initiate and develop conversations. - cope with unfamiliar language and unexpected responses.
Assessment	Translation task and vocabulary test	End of term assessment – all 4 skills	Peer assessed speaking	Translation and grammar assessment	Reading comprehension of authentic, unknown	End of year assessment – all 4 skills

					materials	
Why this?	This is a topic that pupils were introduced to at a basic level in Year 7 when they considered subjects, teachers, giving opinions & learned how to tell the time. This topic area will re-cap & embed previously seen structures as well as allow pupils to deepen their knowledge of this area through making comparisons between the French & English school systems –school structures, uniform, rules. This topic area will then be re-capped again in Year 11.	This continues from the topic area of school & expands pupils’ knowledge so that they can now talk about future careers & aspirations. It also encourages pupils to think about their own career aspirations & how they will achieve their goals.	Pupils initially covered this topic area at an introductory level in Year 7. This topic area occurs again at GCSE & it is important that pupils are able to talk at length about topics that interest them. Within this topic, pupils are able to talk about sports, leisure & looks at aspects of healthy living which is an important part of children’s overall well-being.	This topic enhances the work from the previous half term. Pupils explore fashion and cultural differences and develop their tenses further here.	This is an important topic that allows pupils to discover the wider world & French-speaking countries. It also allows pupils to compare holiday habits between different cultures as well as introducing pupils to national holidays within French culture & how they are celebrated.	This is a complicated topic with more sophisticated structures & concepts such as environmental issues, smoking, alcohol consumption & taking drugs. This topic will stretch pupils’ abilities to recognise higher level structures & to discuss these more sophisticated topics.
Why now?	This whole year is designed to ensure that pupils have the skills & structures necessary to continue with French at GCSE level. They have 2 years of a thorough grounding in language learning & this will be	Pupils have already covered how to use the simple future tense at the end of Year 7 & have further applied it during Year 8. In this topic, pupils will be introduced to the “future proper”. This will enable pupils to broaden their skill base verb-wise.	This topic area enables pupils to use all their prior knowledge grammar & structure-wise through using past, present & future tenses, adjectival agreements, time phrases, connectives, opinions & justification vocabulary. Pupils will	Pupils are introduced to more specific vocabulary which is new to them. They are also able to talk about the different aspects of fashion in 3 different tenses & can incorporate opinions & talk about other people. Pupils have the confidence now to	Pupils are confident in their basic skills structures & can use their prior knowledge to identify & work out unknown structures. Their level of spoken language is such that they can confidently tackle role play cards & photo cards which will be necessary at KS4.	Pupils are on the cusp of starting KS4 & this topic area enables them to use all their prior knowledge grammar & structure-wise through using past, present & future tenses, adjectival agreements, time phrases, connectives, opinions & justification vocabulary.

	deepened during Year 9. By covering this at a deeper level, it embeds the structures into pupils' brains & enables them to transfer syntax structures that have acquired throughout Year 7 & 8 & apply them in a new context.		also be able to tackle all the skill areas required at KS4 by this point.	illustrate their work with more extended & elevated phrases & are encouraged to take risks with making their work more exciting & interesting.		
Skills & Characteristics	<p>Resilience – Reading & listening to challenging texts and decoding meaning.</p> <p>Staying Positive-acting on feedback given by both teachers & peers.</p> <p>Collaboration - Group work and speaking and listening activities. Demonstrating leadership in group work tasks</p> <p>Questioning, feedback and role plays.</p> <p>Think, pair, share</p> <p>Communicating ideas effectively</p>	<p>Creativity Pupils will develop their own writing style</p> <p>Applying ideas and interpretations to different styles of writing</p> <p>Pupils will develop their own independent ideas and analysis of texts both aurally & visually and apply meaning through their own ideas and interpretations.</p> <p>Using problem solving strategies to work through poetical meanings.</p> <p>Resilience - Adapting writing for audience,</p>	<p>Resilience Reading & listening to challenging texts and decoding meaning.</p> <p>Speaking using a variety of tenses, connectives & higher opinion phrases & not being afraid to make mistakes & try something new.</p> <p>Staying Positive-acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes</p> <p>Collaboration Group work and speaking and listening</p>	<p>Resilience Reading & listening to challenging texts with technological specific vocabulary and decoding meaning.</p> <p>Staying Positive-acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p> <p>Creativity Producing written & spoken work using a variety of tenses, connectives & higher opinion phrases & not being afraid to make mistakes & try</p>	<p>Creativity Pupils will develop their own writing style</p> <p>Producing written & spoken work using a variety of tenses, connectives & higher opinion phrases & not being afraid to make mistakes & try something new.</p> <p>Resilience - Adapting writing for audience, style, tone.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes</p> <p>Collaboration Group work and speaking and listening</p>	<p>Resilience Reading & listening to challenging texts with technological specific vocabulary and decoding meaning.</p> <p>Staying Positive- acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p> <p>Creativity Pupils will develop their own writing style</p> <p>Producing written & spoken work using a variety of tenses, connectives & higher opinion phrases & not being afraid to make mistakes & try something new.</p>

	<p>and succinctly with clarity of meaning. Also, extending sentences including connectives, opinion phrases & use of tenses.</p> <p>Communicating orally and in the written format in peer assessments.</p>	<p>style, tone.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes</p>	<p>activities.</p> <p>Demonstrating leadership in group work tasks.</p> <p>Demonstrating the ability to give feedback critically & effectively yet with empathy for peers.</p>	<p>something new.</p>	<p>activities.</p> <p>Demonstrating leadership in group work tasks.</p> <p>Demonstrating the ability to give feedback critically & effectively yet with empathy for peers.</p>	<p>Collaboration</p> <p>Group work and speaking and listening activities.</p> <p>Demonstrating leadership in group work tasks.</p> <p>Demonstrating the ability to give feedback critically & effectively yet with empathy for peers.</p>
<p>Aspirations & Careers</p>	<p>Pupils are introduced to the topic of school & how languages complement their other subjects so that they have a broader skills base which is sought by employers from all sectors.</p>	<p>This topic complements the topic of school & ensures pupils think about their own career path & what they need to achieve their aims.</p>	<p>Pupils have the opportunity to discuss leisure & freetime activities in the target language. They get to develop their logical sequencing structures which enhances interview skills &, discussing leisure activities, expresses their rounded personality & interests which forms an important part of a selection process.</p>	<p>In this topic pupils get to see authentic pictures and watch & discuss clips from French TV and magazines. Pupils' horizons are widened to a world beyond Sunderland & enables them to think about a possible career within fashion.</p>	<p>This topic area introduces pupils to the possibility of studying & living abroad. It widens their horizons & makes them think about possible career aspirations that they have probably not considered before. First-hand accounts from their teachers & former students enable pupils to see this as a reality & relevant to them.</p>	<p>This topic reinforces the idea of higher level language study for pupils & the possibilities that stem from that. It also considers the role of voluntary & charity work & the idea of what each individual can achieve within the wider society. It aims to make them aspirant as modern citizens with a global & local conscience.</p>

Yearly end points:

Year Group	Basic	Clear	Detailed
9	<ul style="list-style-type: none"> • identify the present, past, and future tenses • use vocabulary beyond the basics • give opinions and reasons • use accurate spelling and punctuation • identify main points and some details from short texts when listening • take part in conversations, using familiar language • speak clearly, with understandable pronunciation • identify main points and some details from short texts when reading • translate sentences and short text into English • write short paragraphs using some range of grammar and vocabulary • translate sentences with some accuracy into French. 	<ul style="list-style-type: none"> • identify and use the present, past, and future tenses with increasing accuracy and frequency • use a wide-ranging vocabulary • give and justify opinions • use accurate grammar, spelling and punctuation • identify main points and details from longer texts when listening • start and develop conversations, using mostly familiar language • speak clearly and confidently, with reasonably accurate pronunciation and intonation • identify main points and details from longer texts when reading • translate short paragraphs into English accurately • write paragraphs using a range of grammar and vocabulary • write creatively to express your own ideas and opinions • translate sentences accurately into French. 	<ul style="list-style-type: none"> • identify and use the present, past, and future tenses of a variety of verbs with increasing accuracy and frequency • use a wide-ranging, relevant and interesting vocabulary • identify main points and details from longer and more complex texts from a variety of sources when listening • start and develop conversations, coping with some unexpected language • speak clearly and confidently, with very accurate pronunciation and intonation • identify main points and details from longer and more complex texts from a variety of sources when reading • write longer paragraphs using a wide range of grammar and vocabulary • translate longer and more complex sentences accurately into French.