

## French overview

French		
Year 9	Topic	Programme of Study
Autumn 1	Perfect and Future Tense retrieval	<p><b>Why This?</b> These tenses are often muddled and can prove challenging for students to grasp, so we begin the year by consolidating the tense work from year 8 in a new context.</p> <p><b>Why Now?</b> After a 6-week break, we need to reactivate tense formation, as the students forget the rules over the holidays, given that they only accessed them for the first time in the summer term. We also do this now because it gives students to opportunity to discuss their Summer holidays in the perfect tense and use the near future tense to set goals for year 9.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> The perfect tense The near future tense Time expressions (<i>Pendant les grandes vacances, en quatrième</i>) Phrases to discuss our Summer holidays and learning goals for Year 9. (<i>Je suis allé(e) en Espagne, je vais faire mes devoirs tous les jours</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul> <p><b>Why This?</b> As part of the wider theme of the Gateway year, we begin by introducing ourselves progressing from Year 7 sentence level responses to Year 9 text level, cohesive responses which contain a wider range of language including different tenses, complex connectives and less frequently used vocabulary.</p>
	Personal Identity	

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		<p><b>Why Now?</b> It gives students the opportunity to retrieve what they can already say about themselves. Students are adding complexity to an already complex topic, thus allowing them to see clear progress, which makes for a motivating start to the Gateway Year.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Phrases to introduce yourself (<i>Je m'appelle, j'ai...ans, je suis né(e) en... mon anniversaire, c'est le.....</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Written assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>
Autumn 2	Physical description	<p><b>Why This?</b> We choose to teach physical description at this point because it is a relatively familiar context and it allows us to consolidate some key grammar points whilst also enabling us to introduce some more complex structures and grammar points.</p> <p><b>Why Now?</b> Having just taught Personal identity the natural progression is to now focus on physical descriptions. This topic allows us to retrieve key grammar points and also provides links to our next topic of personality.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p>

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		<p><b>Key Vocabulary</b>  Vocabulary to describe what you and others look like (<i>j'ai les yeux bleus / les cheveux bruns, je suis grand / mince / gros.....</i>)  Adjectival agreement and position of adjectives  Avoir  Etre  Imperfect and conditional tense (<i>Quand j'étais plus jeune j'étais, j'avais, je portais, à l'avenir je vais avoir / être</i>)</p> <p><b>Sources</b>  See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b>  Weekly learning homework test  Written assessment  Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul> <p><b>SMSC</b>  Cher Frère Blanc poem</p>
<p>Spring 1</p>	<p>Personality</p>	<p><b>Why This?</b> We teach personality as it provides students with all the rules for feminine adjectival agreement, which allows them to use adjectives independently.</p> <p><b>Why Now?</b> It is relevant to the personal identity topic, and it allows us to retrieve negatives, the imperfect and conditional tenses, adverbs of frequency, intensifiers, connectives and opinion phrases. Furthermore, the topic lends itself to introducing the comparative and superlative.</p> <p><b>Key Knowledge</b>  Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b>  Personality adjectives (<i>sympa, travailleur, têtu.....</i>)</p>

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		<p>Adjectival agreement                      Negatives (<i>ne...pas / plus / jamais/ ni...ni</i>)                      Intensifiers (<i>vraiment, trop, très, assez...</i>)                      Adverbs of frequency (<i>toujours, souvent, quelquefois, rarement</i>)                      Comparative (<i>plus / moins / aussi.....que</i>)                      Superlative                      Imperfect and conditional tenses</p> <p><b>Sources</b>                      See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b>                      Weekly learning homework test                      Written assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>
	<p>The Imperfect Tense</p>	<p><b>Why This?</b> Having studied 3 tenses already, the students are now in a position to explore an additional tense, which adds greater complexity to their speaking and writing.</p> <p><b>Why Now?</b> It is important to teach this tense after the present and perfect tenses, as there is a link to the present tense in its formation and the perfect tense needs to have previously been taught in order that students know when to use this second past tense.                      Students have been introduced to this tense as a set phrase in earlier topics this year, so the natural progression is to now look at the full paradigm.</p> <p><b>Key Knowledge</b>                      Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b>                      Quand j’étais plus jeune                      Nous form of the present tense                      Imperfect tense endings</p>

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Spring 2	Family members and types of family	<p><b>Why This?</b> Our next area of focus within the topic is family, as this forms part of our Personal identities. Furthermore, to reflect 21<sup>st</sup> Century Britain we look at different types of family units.</p> <p><b>Why Now?</b> It allows for progression, as students learn the names of extended family members, so they can use different persons of the verb. Teaching possessive adjectives at this point also supports students in talking about others. This also feeds well into our next topic of relationships.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Personality adjectives (<i>sympa, travailleur, têtu.....</i>) Adjectival agreement Negatives (<i>ne...pas / plus / jamais/ ni...ni</i>) Intensifiers (<i>vraiment, trop, très, assez...</i>) Adverbs of frequency (<i>toujours, souvent, quelquefois, rarement</i>) Comparative (<i>plus / moins / aussi.....que</i>) Superlative Imperfect and conditional tenses</p> <p><b>Sources</b> See department resources folder on SOL</p>



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	<p>Introduction to the photo card task</p>	<p><b>Curriculum Assessment tasks</b> Weekly learning homework test</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> <li>•</li> </ul> <p><b>SMSC</b> Awareness of different family units e.g. blended family</p> <p><b>Why This?</b> This is a newly revised task which features both in the speaking and writing GCSE exam.</p> <p><b>Why Now?</b> This needs introducing early on in the course, so that students can practise this task in every topic. Having just taught family members, this provides some initial phrases to use.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> <i>Sur la photo il y a deux personnes / ils sont à l’intérieur / on peut voir.....</i> (Refer to photo card phrases support sheet)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> </ul>
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Summer 1	Relationships	<p><b>Why This?</b> At this point students have been exposed to the key grammar points that run throughout the course, so they are confident enough at this point to deal with more complex language, such as the reflexive verbs they will see in this topic.</p> <p><b>Why Now?</b> After learning the family members, students can then progress to talking about their relationship with family members. They can then apply this to our next topic of best friend.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Present tense Reflexive verbs (<i>s’entendre, se disputer, se chamailler....</i>) Phrases to describe relationships (<i>Je m’entends bien avec mes parents, je me dispute avec ma soeur...</i>) Reasons for relationships (<i>il m’écoute, nous nous comprenons, elle me respecte....</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>



	<p>Discussing a best friend and the qualities of a good friend</p>	<p><b>Why This?</b> Friendship is another strand of personal identity.</p> <p><b>Why Now?</b> This topic allows us to retrieve all the previous Year 9 content in a context that allows students to use the 3<sup>rd</sup> person. In retrieving all of this content, students can both consolidate their learning and also feel a sense of achievement at the amount of vocabulary, grammar and phonics that they can manipulate in the new context of friendship.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Qualities of a good friend (<i>un bon ami est toujours là pour moi / un bon ami n'est jamais égoïste...</i>) Activities with friends (<i>nous allons au cinéma ensemble/ nous écoutons de la musique ensemble</i>) Relationships / personality / physical description vocabulary</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weely learning homework test Speaking assessment Writing assessment.</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>
<p>Summer 2</p>	<p>Marriage and Partnerships</p>	<p><b>Why This?</b> This final topic allows students to continue studying personal identity but with a focus on future intentions, using the near future, simple future and conditional tenses, thus increasing the complexity of their range of language.</p> <p><b>Why Now?</b> The language used to discuss family relationships and best friends can be further manipulated in this new context.</p>

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	<p>Ideal Partner</p>	<p><b>Key Knowledge</b>                  Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b>                  Relationship status vocabulary (marié, divorcé, célibataire, le concubinage)                  Pros and cons of marriage and partnerships (<i>c'est l'amour qui compte, je veux avoir des enfants</i>)                  Simple future tense (<i>je me marierai, j'aurai des enfants</i>)                  Near future tense (<i>je vais me marier ...</i>)                  Conditional tense (<i>Je voudrais me marier</i>)</p> <p><b>Sources</b>                  See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b>                  Weely learning homework test                  Speaking assessment                  Writing assessment.</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul> <p><b>SMSC</b>                  Different types of partnerships                  Reasons for and against marriage                  Cultural differences regarding marriage</p> <p><b>Why This?</b> This topic allows students to retrieve physical description, personality, relationship phrases but use them in a different tense, which demonstrates the ability to manipulate the previously taught language in a different time frame.</p> <p><b>Why Now?</b> After students have studied reasons for and against marriage, it is logical to now teach their ideal partner.</p> <p><b>Key Knowledge</b></p>
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		<p>Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Phrases to discuss an ideal partner (<i>mon/ ma partenaire ideal(e)</i> ) Conditional tense (<i>il/elle aurait / serait / aimerait</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weely learning homework test Writing assessment.</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"><li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li><li>• Attention to detail</li><li>• Communication skills</li><li>• Highly developed listening skills</li><li>• Ability to perform well under pressure</li><li>• Developed memory skills</li><li>• Problem solving / logical thinking – can see and apply patterns</li><li>• Creative thinking</li><li>• “Think on your feet”</li></ul>
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