

Year 9 ~ Curriculum Map for French

What are the intended aims for this year's curriculum? To continue building on transferable vocabulary and skills (reading, listening, writing and speaking) and extend some topics studied in year 7 and 8 to a higher level in order to start introducing some more complex and ambitious aspects of the language and topics. To improve students' confidence in dealing with authentic material in reading and listening and manipulating tenses in speaking and writing.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Me, My Family and Friends (part 1)	Topic(s): Me, My Family and Friends (part 2)	Topic(s): Free Time activities (part 1)	Topic(s): Free Time activities (part 2)	Topic(s): Travel and tourism (part 1)	Topic(s): Travel and tourism (part 2)
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of EOY exam
'Big idea(s)' / fundamental concepts	Talking about yourself, talking about your family, discuss relationships with family and friends.	Talking about future relationships and partnerships, discuss marriage and future life plans.	Talking about television, music and films, describing free-time activities in the past, talking about food and meals	Talking about food and meals, talking about different cuisines and eating out, talking about sports, talking about sports you love	Describing holiday destinations and places, talking about holiday preferences.	Talking about holiday activities, describe past and future holidays, talking about visiting different places in France.
Knowledge to be learnt	<ul style="list-style-type: none"> - Revise key vocabulary to introduce yourself and your family. - Revise words for family members and how to describe them (age, name). - Revise how to use avoir and etre in the present tense. - Describing people's personality. - Key concept to discuss family relationship. - Describe ideal partner and physical description. 	<ul style="list-style-type: none"> - Information about future relationship (partner). - Using the future tense correctly. - Discuss information about marriage and relationships - Discuss information about future plans e.g. get married, have children, stay single etc... - Talk about common interests with friends or partner - Extend reasons for positive/negative relationships 	<ul style="list-style-type: none"> - Recognising key information about cinema and give opinions. - Recognising how to give a range of information about TV and music. - Describing free time activities in the past tense. - Understanding basic information about food and drink and quantities. - Recognise information on food you like and dislike - Quantities 	<ul style="list-style-type: none"> - Recognising information about different types of food. - Discuss eating habits. - Understanding basic information about sports you do and play. - Give reasons/opinions on sports. - Understanding information about sports you used to do in the past and what you do now. - Understand information about sports in a variety of tenses 	<ul style="list-style-type: none"> - Recognising simple information about holiday destinations and countries. - Describing where you go on holiday and how you travel to holiday destinations. - Describing a holiday place in detail and say what there is or isn't. - Sequencing ideas in a description - Giving a range of detailed information about holiday. 	<ul style="list-style-type: none"> - Describing a past holiday and say what you did there. - To review key grammar point about the topic of travel and tourism. - Recognising key information in a description of a past holiday in France. - Discussing a range of holiday activities. - Revising the future tense to talk about future holidays. - Discussing the weather in the past tense using the imperfect.
Key vocabulary	<ul style="list-style-type: none"> - Family members (père, mère, sœur, frère, grand-père, grand-mère, oncle, tante) - Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses) - Using être and avoir (j'ai, je suis, nous avons, nous sommes, ils/elles ont, ils/elles sont) - Personalities (jaloux, égoïste, drôle, sévère, désagréable. etc) - Relationship phrases (je m'entends bien, je me dispute, je me fache, etc...) - Physical description (grand, petit, beau, cheveux longs/courts, yeux bleus/verts, etc...) - Personal qualities (généreux, sens de l'humour, sympa, gentil, etc...) 	<ul style="list-style-type: none"> - Keywords about relationships (se fiancer, se marier, divorcer, se séparer, etc...) - Future tense structure (je vais + infinitive, tu vas, il/elle va, nous allons, vous allez, ils vont) - Key phrases about getting married (robe blanche, mariage, amour, être libre, à l'église etc...) - Common interest with best friends (meilleur(e) ami(e), choses en commun, groupe de copains, etc...) - Question words (quand, qui, quel, quelle, ou, comment, qu'est-ce que, etc...) 	<ul style="list-style-type: none"> - Opinion phrases (je pense que, à mon avis, personnellement, en ce qui me concerne, je crois que) - Types of TV programmes (les séries, les émissions musicales, les émissions de sport, etc...) - Types of films (les films d'action, d'aventure, de science-fiction, d'horreur, comique, etc...) - Justifications of opinions on films (c'est fascinant, c'est intéressant, c'est divertissant, c'est éducatif, etc...) - Past tense phrases (je suis allé, j'ai regardé, j'ai mangé, j'ai écouté, on est allés, on a regardé, on a fait, etc...) - Quantity phrases (un kilo, un paquet de, une bouteille de, etc...) - Types of food + opinions (la cuisine espagnole, italienne, etc.. c'est délicieux, dégoûtant, fade, etc...) 	<ul style="list-style-type: none"> - Key vocabulary linked to different type of food (les crêpes, les pâtes, des plats indiens, etc...) - Questions words (que, quel, quelle, comment, quand, etc...) - Keywords about a night out at the restaurant (l'addition, trop cuit, le serveur, notre soirée, etc...) - Basic knowledge of sport (la voile, le volley, le tennis, l'équitation, la natation, etc...) - Days of the week (lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche) - Subordinating conjunctions (parce que, car, puisque, comme) - Revision of tenses (j'ai joué, j'ai fait, je suis allé) - Frequency words/time phrases (tous les lundis, deux fois par semaine, tous les jours, etc...) 	<ul style="list-style-type: none"> - Places in town (le cinéma, le parc, la piscine, la patinoire, etc...) - Transport (en avion, en bateau, en voiture, etc...) - Key phrases to talk about these places (il y a, il n'y a pas de, il n'y a plus de...) - Opinions on transport (pratique, rapide, économique, désagréable, polluant, vert, cher, bon marché, etc...) - How to say in/to (en, au, aux) - Revision on countries (France, Espagne, Portugal, Italie, Etats-Unis etc...) - Phrases to say what you can/can't do (on peut, on ne peut pas) - Sequencing words (d'abord, puis, ensuite, enfin, etc...) - Time phrases (le matin, l'après-midi, le soir etc...) 	<ul style="list-style-type: none"> - Holiday facilities, accommodation and activities (piscine, nager, bronzer, un camping, un hôtel, etc...) - Key phrases in the past tense (j'ai passé, j'ai visité, je suis allé, on a visité, on a mangé etc...) - Revision of intensifiers (très, assez, un peu, vraiment, extrêmement, etc...) - Time phrases to refer to the past tense (hier, la semaine dernière, l'année dernière, etc...) - Revise present tense and use of depuis (depuis cinq heures, depuis un an, etc...) - Discuss cognate and faux amis (monnaie, librairie, rester, etc...) - Imperfect of aller (j'allais, nous allions, ils/elles allaient, etc...) - Imperfect of other verbs (je mangeais, je visitais, je regardais)
The role of reading and comprehension	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English or in French, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc... 	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...
	NO A&R IN TERM 1	NO A&R IN TERM 2	NO A&R IN TERM 3	NO A&R IN TERM 4	NO A&R IN TERM 5	NO A&R IN TERM 6
		Students reading, writing and listening skills are tested in A&R 2 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1&2. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.			Students reading, writing and listening skills are tested in A&R 2 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3 & 4. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.	Students reading, writing and listening skills are tested in END OF YEAR EXAM – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3, 4, 5 & 6. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.

The role of independent extended writing	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.
The role of maths/ numeracy	- Numbers will be used to talk about how many people are in the family.	- Numbers to talk about how old they will be for future plans.	- Use of percentage to talk about music preferences.	- Quantities with food. Numbers will be used to talk about schedules and timetables for sports.	- Use of numbers when talking about the facilities there is or isn't in the place you visit.	N/A for this unit.	
Links to careers/ aspirations	- Students will have the opportunity to express what kind of life they aspire to have in the future.	- Students will have the opportunity to express what kind of life they aspire to have in the future.	- Increase awareness of the popularity of kinds of music and TV programme in the French speaking world.	- Develop awareness of other countries' food habits and culture around food.	- Opportunities for discussion around students aspiring to travel around the world and discover new cultures and places.	- Opportunities for discussion around students aspiring to travel around the world and discover new cultures.	
Core skills	- Using adjectives - Using the verb "avoir" (to have) - Using the verb "être" (to be called) - Differentiate between Masculine/Feminine - Giving opinions	- Using the future tense - Position of the adjective - Including adjectives in your work - Understanding near cognates when listening - Reflexive verbs - Ignoring words which are not needed	- Using the perfect tense. - Using adverbs of frequency - Understanding visual clues to understand a text - Adding reasons to produce more complex sentences - Question words	- Quantities - Verb + infinitive - Pronoun <i>en</i> - Reading for details - Using subordinating conjunctions - Using common patterns between French and English when reading - Opinion verbs - Developing sentences using <i>quand</i> , <i>lorsque</i> and <i>si</i>	- Using prepositions for countries and modes of transport - Using negatives - Sequencing words and phrases - Depuis + present tense - Pronoun <i>y</i> - Paraphrasing	- Revision of the perfect tense with avoir and etre - Expressing opinions and using intensifiers - Revision of the imperfect tense with -er verbs - Revision of imperfect with avoir, etre and faire - Recognising cognates and near cognates when reading.	
Dept. enrichment activities	- European Day of Languages (26 th September) - World Food Day (16 th October) - Films French poster quiz on courtyard screen: guess the film in English and work out what the French title translates to.	- Information about Christmas and New Year's celebration in France promoted via the covered courtyard screen. - Guess the French sports personality quiz on the courtyard screen.	- La Chandeleur (pancake day in France on 2 nd Feb). French tradition: Galette des Rois taster.	- World Book Day linked to French with mentor time activities. - Recipes/Shrove Tuesday promoted via covered courtyard screen. - Covered courtyard quiz – Read the description and guess the job in France.	- Promote Cannes Film festival through covered courtyard with French film quiz. - Covered courtyard quiz – can student work out the French cities according to the pictures given?	- Fête de la musique (6 th June) – French music quiz. Covered courtyard screen quiz - Looking at French album cover can students guess the type of music from the different choices. - Bastille Day celebration (14 th July)	
Home learning opportunities	- Promote World Languages Day website to parents. https://edl.ecml.at/	- Students can bring home French Christmas cards they have created in class and give them to parents.	- Students can take away the recipe in French for "crepes" and "galette" and try to make them at home with parents.	- Student can research characters from French books for World Book day. - Shrove Tuesday pancakes recipe can be attempted again.	- In relationship to the Cannes film Festival students to be given the opportunity to watch a French film at home with parents.	Students to be given the opportunity to listen to some French songs at home with parents and research French artists.	