

## What are the aims and intentions of this curriculum?

The aim of our Year 9 Curriculum is to develop and deepen the knowledge and understanding of French acquired in years 7 and 8 across the four skills of listening, speaking, reading and writing. It will encourage students to understand and appreciate the life and culture in France and other French speaking countries across the world, and cover a range of cross-curricular skills and topics and develop literacy and numeracy capabilities.

| Term     | Topics                                                                                                                                                                                                                                                                                                             | Knowledge and key terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Skills developed                                                                                                                                                                                                                                                                                                                          | Assessment                                                                                                                                     |
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| Summer 2 | <ul style="list-style-type: none"> <li>Transition</li> <li>Geography of France</li> <li>Consolidation of key verb tenses and basic grammar</li> <li>Alliance Challenge</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Key geographical features of France</li> <li>Key regular and irregular verbs in present, past and future tenses</li> <li>Enterprise skills</li> <li>Les montagnes, les fleuves, les régions, les mer</li> <li>Les villes principales</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Understand the geography of France to appreciate the country and understand regional differences.</li> <li>Grammar memorisation strategies</li> <li>Collaborative, presentational, teamwork and entrepreneurial skills.</li> </ul>                                                                 | <p>On-going regular vocabulary tests and speaking role plays</p> <p>Peer and individual Presentations</p>                                      |
| Autumn 1 | <b>Transport and holidays</b> <ul style="list-style-type: none"> <li>To talk about how you travel and compare means of transport</li> <li>To buy tickets and talk about travel plans</li> <li>To plan a holiday</li> <li>To describe a past holiday</li> <li>To talk about transport in books and films</li> </ul> | <ul style="list-style-type: none"> <li>Present tense of <i>choisir</i> and <i>partir</i></li> <li>Correct tenses with <i>si</i> and <i>quand</i></li> <li>Use of negatives</li> <li>Perfect and imperfect tenses</li> <li>Use the past, present and future tenses</li> </ul> <p>l'avion/ le bus/ le train plus que/ moins que<br/>cher, rapide, facile Je ne prends pas<br/>Je n'ai jamais pris Aller simple/ retour<br/>Tarif étudiant Vingt heures dix<br/>Je chois/ je pars Si / quand Quand j'aurai /J'irai /Si on peut Je suis allé(e)<br/>J'ai passé/ J'ai fait C'était barbant/ fatigant/ relaxant/ J'ai lu/ vu...qui... Les personnages<br/>L'histoire /Les animations</p> | <ul style="list-style-type: none"> <li>Using comparisons to develop writing and speaking.</li> <li>Develop confidence using 24 hr clock</li> <li>Translation skills</li> <li>Grammar memorisation strategies</li> <li>Understand more complex reading texts</li> <li>Pronunciation: the <i>r</i> sound; <i>u</i> and <i>ou</i></li> </ul> | <p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Allez 2 Unit 7 Test covering Listening, Reading and Writing.</p> |

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| Autumn 2 | <b>House and Home</b> <ul style="list-style-type: none"> <li>To describe what type of home you live in</li> <li>To describe rooms in a house</li> <li>To describe a bedroom</li> <li>To describe the type of home you would like to have</li> <li>To describe places in detail and express what you feel about them</li> <li>To understand how Christmas is celebrated and talk about other celebrations.</li> </ul> | <ul style="list-style-type: none"> <li>Use of the pronoun <i>y</i></li> <li>Use the present tense with <i>depuis</i></li> <li>Use of <i>regular –re verbs</i> in the present tense</li> <li>Use of prepositions: <i>sur / devant / à côté / entre / sous / en face / derrière</i></li> <li>Use <i>si</i> clauses with the imperfect tense and conditional</li> </ul> <p>une péniche / une yourte / une cabane / un igloo / une hutte en terre</p> <p>dans une cité / sur la rivière / dans un bidonville<br/> J’y habite depuis / au rez-de-chaussée / à l’étage / en face de / entre ... et / à côté de / d’abord / ensuite / pour finir / je vends / tu vends (...) / ils - elles vendent<br/> une table de nuit / une lampe de chevet / un lit / un bureau / une étagère / un ordi / Sur / devant / sous / derrière / Je suis pour / Si j’avais de l’argent ...<br/> Si j’étais riche ... Si je gagnais à la loterie ...<br/> J’achèterais ... J’aimerais + infinitive / Quand je vois ...<br/> Quand je vais en ville... / Ça me fait sourire / Ça me fait rêver / J’entends / tu entends / (...) En France / Au Canada / Aux Antilles...<br/> Noël est célébré ... Comme c’est un pays chaud, il n’y a pas de sapin. Dans ma famille / culture ...<br/> On ne célèbre pas Noël. Par contre on célèbre l’Aïd</p> | <ul style="list-style-type: none"> <li>Comparing writing styles</li> <li>Phrases to debate a point</li> <li>Translation strategies</li> <li>Use a range of connectives to extend sentences</li> <li>Use memorisation strategies</li> <li>Numbers and dates / years</li> </ul> | <p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Allez 2 Unit 8 Test covering Listening, Reading and Writing.</p> |
| Spring 1 | <b>Jobs and Ambitions</b> <ul style="list-style-type: none"> <li>To talk about jobs and qualities needed for certain professions</li> <li>To discuss ideal jobs</li> <li>To discuss ambitions</li> <li>To talk about part-time jobs</li> </ul> <p>To talk about success and failure</p>                                                                                                                              | <ul style="list-style-type: none"> <li>Use of masculine and feminine forms of jobs</li> <li>Revise the imperfect tense and the conditional</li> <li>Use different tenses together</li> <li>Use <i>si</i> clauses</li> <li>Use <i>quand</i> with different tenses</li> </ul> <p>archéologue / médecin / journaliste / réalisateur(trice) / chirurgien(ne) / vétérinaire / coiffeur(se)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Using fillers in speaking</li> <li>Combining tenses to improve the productive skills of speaking and writing</li> <li>Using motivation strategies to encourage tenacity</li> </ul>             | <p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Allez 2 Unit 9 Test covering Listening, Reading and Writing.</p> |

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|          |                                                                                                                                                                                                                                                                                   | <p>Quel metier fait ton père / ta mère?</p> <p>Il/Elle est ... Il/Elle travaille dans ...<br/> C'est un métier qui est... / qui demande ...<br/> Pour être ... il faut ... quand j'avais ... ans / je voulais devenir ...<br/> si j'étais ... / si je gagnais ...<br/> Je voudrais ... / j'achèterais ... / je créerais ... / je donnerais ...<br/> / je ferais ... / je construirais ... / j'organiserais ... / j'aurais<br/> offre(s) d'emploi la réussite / l'échec<br/> pour moi / pour ma part, réussir, c'est ... / ce n'est pas ...<br/> je l'admire pour ... un bon métier</p> |                                                                                                                                                                               |                                                                                                                  |
| Spring 2 | <b>Transition unit</b> <ul style="list-style-type: none"> <li>To be able to tell the time</li> <li>To be able to talk across the present and future</li> <li>To be able to recognise one's own knowledge gaps and proactively repair them</li> </ul>                              | Gender of nouns, plural forms,<br>Definite and indefinite articles, partitives<br>Interrogatives,<br>Numbers, time,<br>Regular ER, IR, RE endings in the present<br>Avoir and être in the present<br>Passé compose using ER IR RE                                                                                                                                                                                                                                                                                                                                                      | Recognising regular noun patterns<br>Asking questions<br>Memorisation techniques                                                                                              | On-going regular vocabulary tests and speaking role plays<br><br>Mini-speaking roleplays / conversations         |
| Summer 1 | <b>Family and Friends</b> <ul style="list-style-type: none"> <li>To discuss your family, friends</li> <li>To evaluate the strength of your relationships and how to resolve any issues together</li> <li>To explain the importance of having a strong friendship base.</li> </ul> | Reflexive verbs<br>Adjective agreement<br>Comparatives and superlatives<br>Direct object pronouns<br>Comparatives and superlatives<br>The immediate future and the future tense<br>Direct and indirect object pronouns<br>The future tense<br>Using <i>don't</i>                                                                                                                                                                                                                                                                                                                       | Ignoring words which are not needed<br>Using cognates and near-cognates<br>Understanding near-cognates when listening<br>Answering unprepared questions                       | Grammar and vocabulary review test.                                                                              |
| Summer 2 | <ul style="list-style-type: none"> <li>Revision of topics covered in the academic year.</li> <li>End of year examinations</li> <li>Alliance Challenge</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Review and consolidation of topic specific vocabulary and grammar</li> <li>Teamwork, collaboration and presentational knowledge.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Memorisation strategies</li> <li>Examination techniques</li> </ul> Collaborative, presentational, teamwork and entrepreneurial skills. | Summative formal examinations in reading, writing, listening and speaking.<br>Individual and peer presentations. |