

# Year 9 Curriculum Overview [2019-2020] – Planning for Progression

## Subject – FRENCH

### Literature enrichment - Mother Tongue Other Tongue poetry

Schedule	Term	Knowledge & Understanding	Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 <sup>st</sup> Century Skills Employability Skills	Assessment Formative Interim Summative
Autumn Term	Half Term 1	<b>Me, my family and friends</b>  Describing relationships with family and friends	<b>Listening and responding</b> Listening to and understanding native speakers talking about their siblings and friends. <b>Speaking</b> Giving a character description of family members and friends. Responding to a photo task <b>Reading and responding</b> Identifying characters from a physical description Understanding opinions on family and friend and identifying higher level language Translating from the TL into English. <b>Writing</b> Describing family and friends in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.  <b>VOCABULARY</b> Revising family and describing people  <b>GRAMMAR</b> Adjectives Reflexive verbs avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs se disputer/se fâcher/s'entendre avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns	<b>NUMERACY</b> Numbers  <b>EMPLOYABILITY</b> Risk taking Initiative Research Leadership Decision-making Independence  <b>21<sup>st</sup> CENTURY</b> Collaboration Communication Creativity  <b>LINK TO FUTURE STUDY</b> Identity & Culture.	Speaking Assessment – Formative.

		<p><b>Home, town, neighbourhood and region</b></p> <p>Talking about where you live and what you can do there</p>	<p><b>Listening and responding</b> Listening to and understanding native speakers talking about their home town and region.</p> <p><b>Speaking</b> Describing where you live and what you can do there. Responding to a photo task</p> <p><b>Reading and responding</b> Understanding opinions on home towns and regions and identifying higher level language. Translating from the TL into English.</p> <p><b>Writing</b> Describing your home town and region using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p><b>VOCABULARY</b> Revising home and neighbourhood, places in town and free-time activities</p> <p><b>GRAMMAR</b> prepositions plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb s'intéresser à enhancing descriptions using qui/que/dont demonstrative adjectives ce, cet, cette, ces</p>	<p><b>NUMERACY</b> Numbers Time</p> <p><b>EMPLOYABILITY</b> Risk taking Initiative Research Decision-making Independence</p> <p><b>21st CENTURY</b> Collaboration Communication Critical thinking Creativity</p> <p><b>LINK TO FUTURE STUDY</b> Local, national, international and global areas of interest.</p>	<p>Writing Assessment – Formal Linear Assessment</p>
	Half Term 2				

Spring Term		<p><b>My studies</b></p> <p>Talking about lessons and courses.</p> <p>Opinions on teachers and future study plans (options).</p>	<p><b>Listening and responding</b> Listening to and understanding native speakers talking about their studies and opinions on school subjects.</p> <p><b>Speaking</b> Describing what you study and opinions on subjects. Responding to a photo task</p> <p><b>Reading and responding</b> Understanding opinions on courses and school subjects and identifying higher level language. Translating from the TL into English.</p> <p><b>Writing</b> Describing your studies at St Damian's using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p><b>VOCABULARY</b> Revising school subjects, times and opinions.</p> <p><b>GRAMMAR</b> devoir + infinitive il faut + infinitive (compulsory subjects) parce que/car to express reasons perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options) two verbs together eg aimer/aimer mieux/préférer comparative and superlative in expressing opinions about subjects use of tu and vous in informal/formal exchanges</p>	<p>NUMERACY Numbers Time</p> <p>EMPLOYABILITY Risk taking Initiative Research Decision-making Independence</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Current and future study and employment,</p>	Year 9 Examination – Listening & Reading.
	Half Term 3				

	Half Term 4	<p><b>Technology &amp; the Media</b></p> <p>Expressing opinions on music, cinema and TV</p> <p>Talking about the positive and negative impacts of modern technology and social media</p>	<p><b>Listening and responding</b> Listening to and understanding native speakers talking about their use of technology and opinions on Tv and the media.</p> <p><b>Speaking</b> Describing which apps you use and giving opinions on music, TV and film. Responding to a photo task</p> <p><b>Reading and responding</b> Understanding opinions on technology and media and identifying higher level language. Translating from the TL into English.</p> <p><b>Writing</b> Describing your use of social media and opinions on TV and film including a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p><b>VOCABULARY</b> Revising free-time and time phrases vocabulary. Apps and technology. Revising opinion phrases.</p> <p><b>GRAMMAR</b> consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir extend range of two verbs together adverbs such as d'habitude/normalement clauses introduced by quand/lorsque and si</p>	<p>NUMERACY Numbers Time</p> <p>EMPLOYABILITY Risk taking Initiative Research Leadership Decision-making Independence Digital literacy</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity &amp; Culture.</p>	Writing Assessment – Formative.
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<p><b>Summer Term</b></p>	<p><b>Half Term 5</b></p>	<p>Free-time activities</p> <p>Describing participation in Sport</p> <p>Talking about Food and eating out with family and friends</p>	<p><b>Listening and responding</b> Listening to and understanding native speakers talking about their free-time activities and opinions on sport.</p> <p><b>Speaking</b> Describing what you do in your free-time. Expressing opinions on sport. Describing your eating out habits. Responding to a photo task</p> <p><b>Reading and responding</b> Understanding opinions on free-time and identifying higher level language. Translating from the TL into English.</p> <p><b>Writing</b> Describing a past visit to a restaurant including a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p><b>VOCABULARY</b> Revising free-time and time phrases vocabulary. Revising opinion phrases. Food and eating out inc. problems/complaints</p> <p><b>GRAMMAR</b> perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier) simple opinion statements to express how it was (illustration of the imperfect)</p>	<p>NUMERACY Numbers Time Cost</p> <p>EMPLOYABILITY Risk taking Initiative Research Leadership Decision-making Independence Digital literacy</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity &amp; Culture.</p>	<p>Speaking Assessment – Formative.</p>
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	Half Term 6	<p>Customs and festivals in French-speaking countries/ communities</p> <p>Describing special occasions celebrated in the home</p>	<p><b>Listening and responding</b> Listening to and understanding native speakers talking about festivals and special occasions celebrated at home.</p> <p><b>Speaking</b> Describing how you celebrate occasions with your friends and family. Expressing opinions on festivals. Responding to a photo task</p> <p><b>Reading and responding</b> Understanding opinions on special occasions and identifying higher level language. Translating from the TL into English.</p> <p><b>Writing</b> Describing past and future celebrations including a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL.</p> <p><b>VOCABULARY</b> Revising daily routine. Revising food and drink. Celebrations and festivals.</p> <p><b>GRAMMAR</b>  perfect of verbs with être + agreement rules reflexive verbs in perfect; perfect and imperfect tenses together describing a past event/festival; actions and opinions</p>	<p>NUMERACY Numbers Time Cost Quantities Percentages</p> <p>EMPLOYABILITY Risk taking Initiative Research Leadership Decision-making Independence Digital literacy</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity &amp; Culture. Local, national, international and global areas of interest.</p>	Listening & reading Assessment – Formative.
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