

Year 9 French Curriculum Rationale

Provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the French speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Topic 1: Vacances	<ul style="list-style-type: none"> • To be able to where and how you travel on holiday, including comparisons • To be able to say where you stay on holiday (accommodation & location) • To be able to say what you do on holiday • To be able to describe your past, future and ideal holidays • To be able to describe a disastrous past holiday using the perfect and imperfect tenses 	<p>Builds on knowledge of adjectives to develop detail in writing / previous knowledge of free time activities to be used in a new context</p> <p>Leads to confidence in expressing a wide range of opinions, ability to use future tense & imperfect tense with key verbs that have been seen before / using the comparative</p>	Vocabulary tests Translation tests	Grammar terminology. Opportunity to discuss cultural difference holidaying in France & French speaking world	<p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them</p>	Vocabulary learning Written tasks✓

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					when they make mistakes Agile by adapting new knowledge to new contexts	
Topic 2: Entertainment	<ul style="list-style-type: none"> • To be able to talk about (when, how often, where & what) technology, television, films, music and books giving justified opinions • To be able to say what I do, did and used to do in my free time • To be able to talk about going out and give reasons 	<p>Builds on knowledge of a wider range of justified opinions adapted to this new context</p> <p>Leads to students being more confident and have a wider range of verbs with which they are able to manipulate into different tenses</p>	Vocabulary tests Translation tests Reading & Listening Assessment on all topics covered	Grammar terminology. PSHE – discussion of the world around us and us as global citizens. Other cultures have different famous actors, musicians and authors	<p>Fluent thinking by using language from memory</p> <p>Critical or logical thinking with spotting of patterns in the formation of the present tense</p> <p>Intellectual playfulness with adapting patterns in the formation of the present tense to new verbs</p> <p>Big Picture thinking using the opinions from previous topic to this new topics</p> <p>Self regulation – being responsible for own revision and learning at home</p> <p>Automaticity with the present tense pattern becoming automatic for the 'yo' form</p> <p>--</p>	Vocabulary learning Written tasks

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					Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts	
Topic 3: Un métier, un rêve	<ul style="list-style-type: none"> • To be able to describe the jobs my parents do • To talk about jobs and the qualities needed • To talk about advantages and disadvantages of different jobs • To be able to say what I wanted to do when I was younger and what I would like to do now • To be able to talk about part time jobs 	<p>Builds on knowledge of family members and characteristics adapted to this context / knowledge from previous topics to give as (dis)advantages, eg like to travel comes from the previous topic / I like speaking French from topic of school in yr 8</p> <p>Leads to students being able to use</p>	Vocabulary tests Translation tests Reading & Listening Assessment on all topics covered	Grammar terminology. PSHE – discussion of the world around us and us as global citizens. Understand jobs and professions may be similar in different cultures.	<p>Complex Problem Solving & Strategy Planning by planning before starting written homework.</p> <p>Flexible thinking by thinking of alternative things to say that use the language taught</p> <p>Originality & Imagination by producing written work that reflects students own ideas and opinions</p> <p>Hardworking through resilience – knowledge will not always stick first time</p>	Vocabulary learning Written tasks

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	<ul style="list-style-type: none"> To be able to discuss what they do to help at home 	different ways to express the future			<p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	