

**Curriculum Information Year 9 French
Autumn Term**

Unit title	Key Questions	Knowledge	Assessing Understanding
Social media	<p>Qu'est-ce que tu fais sur (Facebook)? Tu fais ça souvent? Comment tu trouves...? Qu'est-ce que tu penses de...?</p>	<p>Using a range of high frequency (mostly regular) verbs in the present tense to discuss activities on social media. Practising être, avoir, aller and faire.</p>	<p>How understanding is assessed In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.</p> <p>Skills</p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. • Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>
Going out	<p>On va...tu viens? On va voir quel film? On va se retrouver à quelle heure? On va se retrouver où? Où vas-tu le week-end? Tu veux y aller? Qu'est-ce que tu as fait? Où es-tu allé(e)? Ça s'est passé comment? Et ensuite?</p>	<p>Using different pronouns to ask questions. Using the near future to make plans. Understanding and using vouloir. Revisiting the perfect tense and combining perfect and near future tenses.</p>	
My body, my health	<p>Quel est le problème? Es-tu en bonne santé? Qu'est-ce que tu manges/bois? Qu'est-ce qu'il faut faire pour rester en forme? Que mangeras-tu à l'avenir pour rester en bonne santé? Que feras-tu d'autre pour être en meilleure forme?</p>	<p>Learning body parts and saying something hurts, explaining causes. Describing good and bad habits using quantifiers. Giving advice using devoir. Using il faut / on doit. Using the simple future to describe intentions and plans for getting healthy. Using 3 time frames.</p>	

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
The world of work	Que veux-tu faire plus tard? Voudrais-tu être...? Qu'est-ce qui t'intéresse? Qu'est-ce que tu vas faire après le collège? ...dans 2 ans ...dans 5 ans	Learning vocabulary around jobs, work places, skills. Explaining what you would / would not like to do and why using the conditional. Describing people's jobs using il/elle.	<p>How understanding is assessed</p> In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.
The benefits of learning languages	Quels sont les avantages d'apprendre une langue étrangère? Qu'est-ce qu'on peut faire si on parle une autre langue? --- Qu'est-ce qu'on peut faire avec une autre langue?	Using modal verbs in impersonal structures: On veut / peut / doit Using 'si' clauses to describe possibilities Exploring jobs where languages might be an advantage.	<p>Skills</p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. • Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation.
When you were younger	Tu étais comment quand tu étais petit(e)? Qu'est-ce que tu faisais / aimais / regardais?	Using the imperfect to describe how things used to be. Expanding your range of tenses in the past. Understanding the difference between the perfect and imperfect.	<p>Assessment Point Information</p> Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Holidays	Où? Quand? Avec qui? Combien de temps? Qu'est-ce que...? C'est/C'était comment? Qu'est-ce que tu prends avec toi en vacances? Qu'est-ce que tu fais? Quels problèmes as-tu eu? Qu'est-ce qui s'est passé?	Learning question words and forming questions on the topic of holiday. Understanding if questions relate to present, past or future holidays. Describing holiday scenarios using appropriate vocabulary.	<p>How understanding is assessed</p> In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments. <p>Skills</p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. • Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information</p> Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.
GCSE course starts			
Module 1 Tu as du temps à perdre? Popular culture Communication and the world around us	Que fais-tu en ligne? Est-ce que tu as une vie active? Qu'est-ce que tu regardes? Qu'est-ce que tu vas faire ce week-end? Qu'est-ce que tu as fait le week-end dernier? Décris un événement scolaire récent.	Learning to discuss pros and cons. Using common irregular verbs accurately. Forming and answering questions for role-plays scenarios. Using the near future and the perfect tense with a range of pronouns. Taking part in an interview.	