



The High School
Leckhampton

Year 9 FRENCH



Topic Titles

Revise y7 and y8 key basics, extra curricular activities, friends and relationships, the present tense and reflexive verbs.
Talking about events both in the past and in the future, Christmas culture.
The simple future tense, talking about future plans and aspirations.
Music, giving complex opinions, what you were like when you were younger, the imperfect tense.
Assessment revision and completion.
Vegetarianism, looking after nature, using less plastic, changing the world.

Links with other subjects

Literacy – English. A broader knowledge of English vocabulary and more confidence in reading skills will support foreign language learning.
Humanities – Cultural knowledge is key to understanding different ways of life, customs and traditions.
Maths/Science – The application of rules and the skill of deduction are helpful tools in language learning.

How can parents help?

Test your child when they have learning homework.
Explain the importance of learning language for cultural awareness, travel, job opportunities, making friends etc.
Learn some items with your child and model enthusiasm for language.
Encourage their interest in any cultural aspects of other countries: cooking, travel, music, popular culture.

Intent

Students can use and manipulate a variety of key grammatical structures and patterns, give and justify opinions, use accurate grammar, spelling and punctuation, initiate and develop conversations, coping with unfamiliar language and unexpected responses, can speak coherently and confidently, with increasingly accurate pronunciation and intonation, read short, suitable tests and understand and enjoy cultural differences. Students understand the importance of language learning, feel successful and are clear about how to make progress.

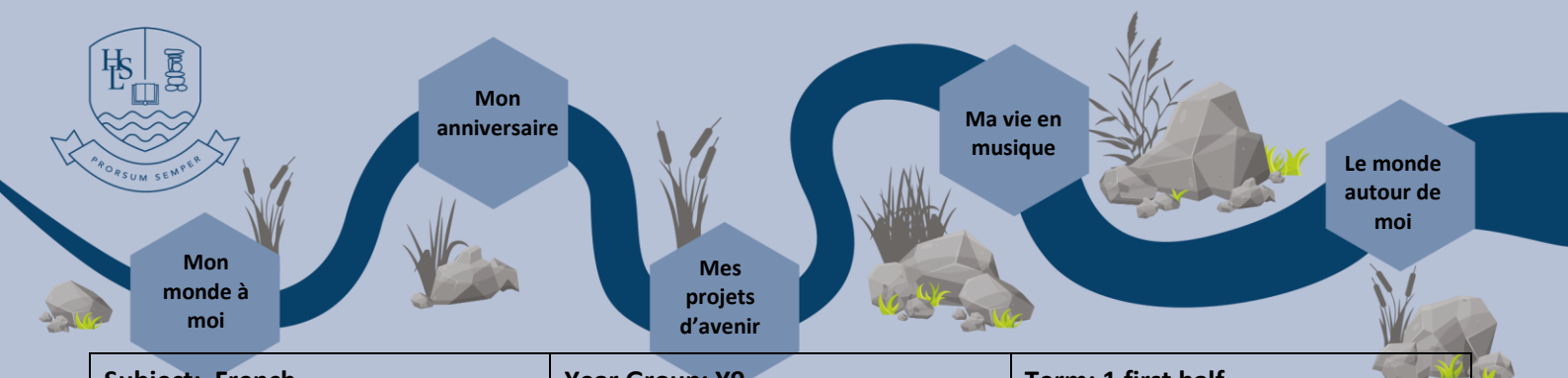
How will knowledge and skills be taught?

Structured and supported tasks to build confidence.
Phonics, vocabulary and grammar are key and form the basis of all teaching. Cultural awareness and cultural capital are a thread running through teaching

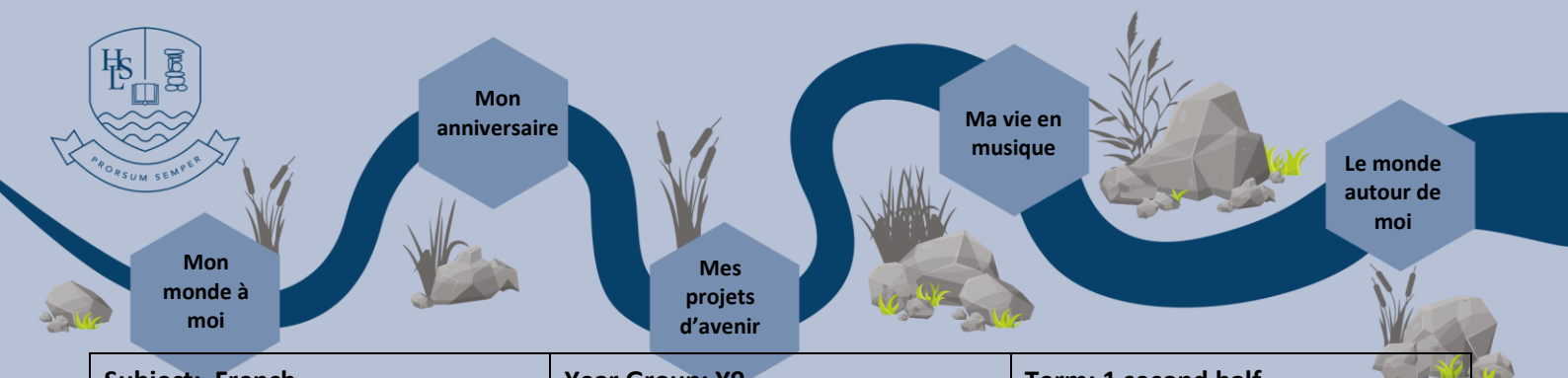
Phonics – planned practice and logical progression via a short focus every lesson.
High frequency vocabulary is revisited and retrieved in different contexts – non negotiables are shared with students and regularly revisited. Confidence and automaticity of recall are key. Target language use is modelled, taught and expected from students as well as teachers. Authentic materials are used but will be adapted to be appropriate.

Recommended Reading and Preparation for Learning

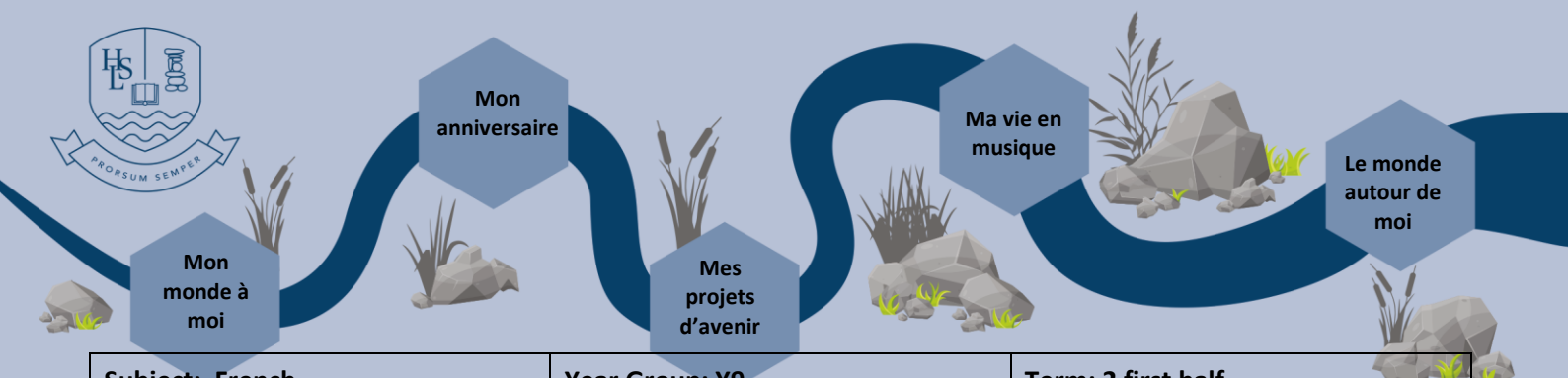
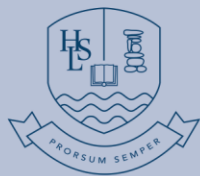
Use the useful French to use in class to help you speak more French than you have to in lessons.
Use the Non-negotiables list to help you revise and learn those key phrases which are so useful.
Explore how you learn best: flashcards, testing yourself, using i.t. copying language out, recording the sound etc.
Watch a film you already know in French with English subtitles.
Google something you are interested in but in French.
Try out French you have learned in class at home or with your friends, even if you can only do half the sentence in French!



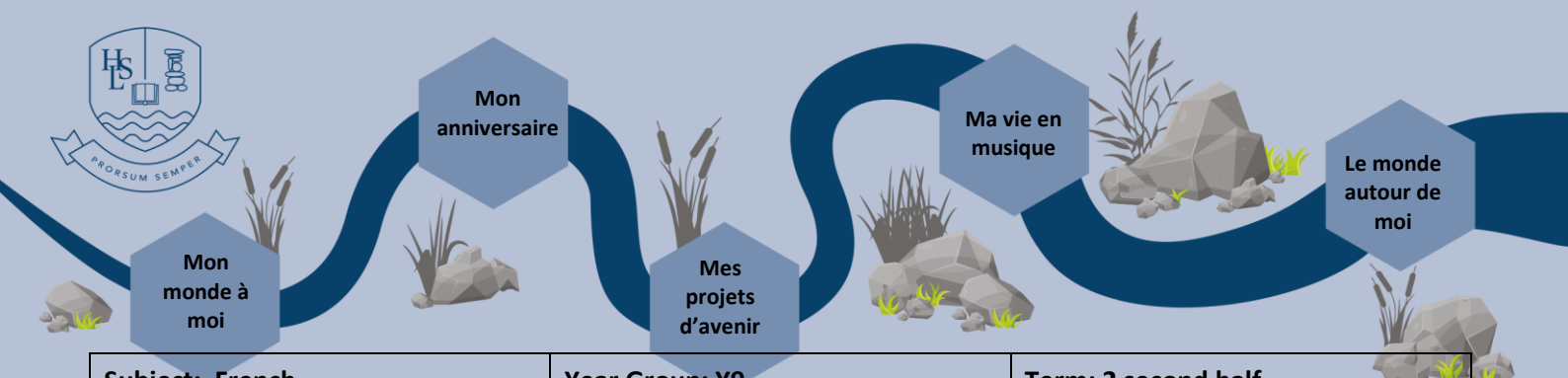
Subject: French		Year Group: Y9		Term: 1 first half	
Module/Theme: Mon monde : mes opinions, mes activités, mes amis					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from previous years of study including expressing opinions. Understand and talk about: extra-curricular clubs and activities and friends using the present tense and reflexive verbs					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the present tense confidently, using reflexive pronouns, remembering adjectival agreement					
Prior Learning: (Context) Y7/Y8: Sport and leisure activities, opinions, connectives, adverbs of frequency, tenses.		Future Learning: (Context) KS3: Revision of past and aller + infinitive future tense, addition of the simple future tense in the same topic areas. KS4: My personal world, lifestyle and well being.		National Curriculum Links: (Context) Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.	
RRSA Links: 8,15,31		Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Grammar assessment at end of the half term to ensure acquisition of key grammar point which underpins future learning.			
British Values Links: Democracy, Rule of Law, Respect and Tolerance , Individual Liberty .					
Eco Schools Links: healthy living					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) J'adore J'aime Je n'aime pas Je déteste Je joue Je fais Il/Elle a Il/Elle est Avec lui/ avec elle Je me dispute avec Je m'entends bien avec Je me fâche contre		Numeracy Opportunities: time frequency	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos Staff quotes on where they use languages.					



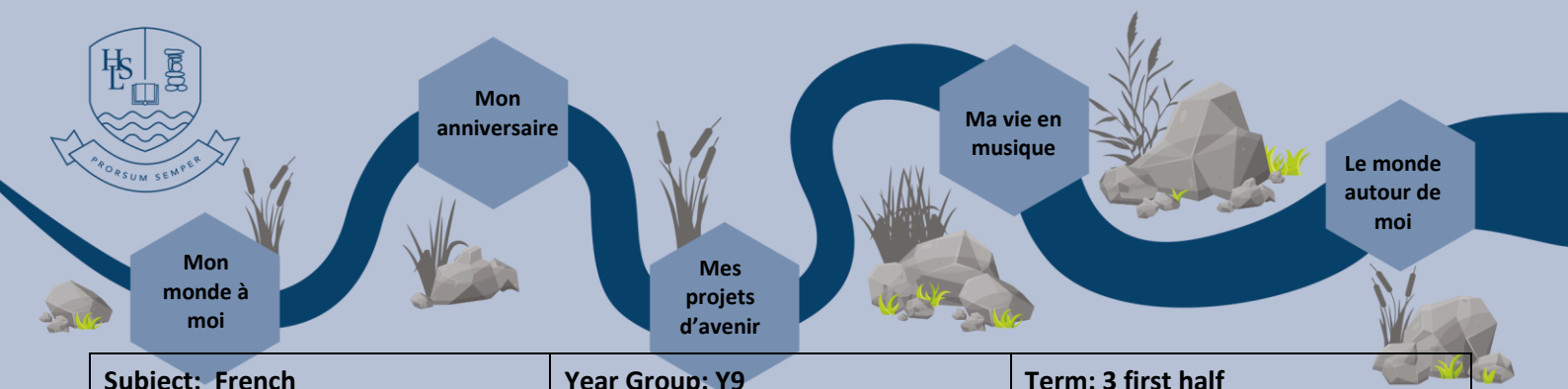
Subject: French		Year Group: Y9		Term: 1 second half	
Module/Theme: Mon monde : Comment j'ai fêté mon anniversaire ; Ce que je vais porter					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from previous half term of study including present tense verbs. Understand and talk about: past birthday celebrations using the perfect tense, future birthday plans (outfits) using the aller + infinitive future tense.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the perfect tense and the aller + infinitive future tense fluidly and appropriately.					
Prior Learning: (Context) Y7/Y8: Perfect tense, aller + infinitive future tense, clothing, past activities		Future Learning: (Context) KS3: The simple future tense and broader future plans KS4: My personal world		National Curriculum Links: (Context) Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.	
RRSA Links: 8,31		Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Minitest assessment of comprehension of two tenses and production of key phrases in two tenses			
British Values Links: Democracy, Rule of Law, Respect and Tolerance , Individual Liberty .					
Eco Schools Links: healthy living					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) J'ai mangé J'ai invité Je suis allé(e) J'ai dormi J'ai fait J'ai porté Je n'ai pas porté Je vais porter Je ne vais pas porter On va mettre		Numeracy Opportunities: time day/date	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos Staff quotes on where they use languages.					



Subject: French		Year Group: Y9		Term: 2 first half	
Module/Theme: Projets d'avenir – future plans and aspirations					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from previous half term of study including using tenses fluidly. Understand and talk about: how you earn and spend pocket money now, career aspirations, how your future life will look.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the simple future tense including common irregular verbs.					
Prior Learning: (Context) Y9: Aller + infinitive future tense, KS3: vocabulary to add detail to personal plans.		Future Learning: (Context) KS3: The world in the future KS4: Studying and my future		National Curriculum Links: (Context) Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.	
RRSA Links: 29			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: summative reading tasks (2 levels with option given), translation to English using topic vocabulary, open book writing on future plans.		
British Values Links: Democracy , Rule of Law, Respect and Tolerance, Individual Liberty .					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) On peut Je veux être Je dois Je peux gagner de l'argent J'irai Je ferai J'aurai Je travaillerai Je serai J'habiterai		Numeracy Opportunities: date salaries	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos Staff quotes on where they use languages.					



Subject: French		Year Group: Y9		Term: 2 second half	
Module/Theme: Ma vie en musique : expressing opinions on Francophone music					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from previous half term of study including talking about future aspirations. Understand and talk about: opinions on Francophone music (past and present) using more complex structures and a wider vocabulary.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the simple future tense including common irregular verbs. Making adjectives agree.					
Prior Learning: (Context) KS3: Basic vocabulary for opinions and justifications of opinions. Adjectival agreement.		Future Learning: (Context) KS3: Expressing opinions on new topics in complex language. KS4: My personal world Media and technology		National Curriculum Links: (Context) Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues	
RRSA Links: 13, 14			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Grammar tasks on adjectival agreement and using object pronouns. Listening and reading tasks on the topic of music.		
British Values Links: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Je le trouve Je la trouve Je les trouve bête démodé le chanteur/la chanteuse les paroles la chanson		Numeracy Opportunities: dates age	
Career Links: Included in regular lesson slide on “Where can languages take you?” Job adverts Discussions Youtube example videos Staff quotes on where they use languages.					



Subject: French		Year Group: Y9		Term: 3 first half	
Module/Theme: Le monde autour de moi : world issues and being a global citizen					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from previous half term of study including opinions on music. Understand and talk about: wider world issues including the environment and global inequality.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the simple future tense including common irregular verbs. Making adjectives agree.					
Prior Learning: (Context) KS3: Food, opinions, decoding longer texts, past tense, “I would like...”		Future Learning: (Context) KS4: Lifestyle and wellbeing, my neighbourhood, travel and tourism.		National Curriculum Links: (Context) Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues	
RRSA Links: 6, 24, 27		Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: After this module students will complete past GCSE foundation level listening, reading and writing papers. Assessment this module will focus on exam techniques for listening and reading tasks and feeling prepared for the writing paper.			
British Values Links: Democracy, Rule of Law, Respect and Tolerance , Individual Liberty.					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) un pays une association caritative sain équilibré plus...que moins...que ne...pas/plus/rien/jamais il faut/il ne faut pas consommer utiliser les déchets J'aimerais recycler		Numeracy Opportunities: dates quantities populations distances	
Career Links: Included in regular lesson slide on “Where can languages take you?” Job adverts Discussions Youtube example videos Staff quotes on where they use languages.					