

French

Year 9 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

Purpose of study Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Learning a modern foreign language allows students to use their prior English knowledge in French and expand their understanding of the origins of modern languages. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Threshold concepts

The French curriculum allows students to learn a great quantity of vocabulary and sentences structures in both spoken and written form. All content is structured around some main concepts about the construction of the language itself and are revisited throughout the curriculum and year groups. The main concepts that we concentrate on to help create inquisitive linguists are as follows:

- All words originating from Latin have a gender, masculine or feminine. This impacts a variety of elements from spelling to pronunciation and needs to be understood and considered at all times when speaking and writing in French.
- French phonics and the repetition of vowel combinations – Considering and learning these patterns allow our students to become competent linguists and give them the knowledge to access a wide variety of authentic French texts and read with fluency and confidence.
- Understanding and purpose of pronouns, tenses and articles. This allows students to write, speak and read comfortably in French and understand how text must be manipulated for different purposes such as speaking in past or future or in a variety of persons.
- No word exists in isolation- it is part of speech, it has derivatives and they often behave in predictable ways (e.g. words ending in- ment are usually adverbs, nouns ending in -ion are always feminine).
- Verbs come from the infinitive, and need to be conjugated.
- Key collocations (word for word translations) don't always work (j'ai treize ans = I "have" 13 years and il fait chaud = he does hot), word orders (adjectives and nouns), etc
- Grammatical differences between the French and English languages such as capital letters or not (for months, days of the week, etc.), gender issues, word orders (adjectives and nouns), plural nouns, etc.

Sequence of learning

What goes in this section?

The first booklet topic is based around holidays. This uses prior learning from year 8, of vocabulary and sentence structures but introduces new content on verbs. The students will use the conditional tense to be able to express a dream holiday and goals they would like to accomplish on holiday. They will use all the previous pronouns learnt “I, you, we, he and she” to discuss what they would do, where they would stay and use comparisons compared to what they normally do on holiday to what they would do on their ideal holiday. They will also use their knowledge on expressing opinions and justifications in the conditional tense. They will also plan a trip abroad for a school trip using the near future tense, times and days and be able to write and present their school trip at near native speed.

The second topic booklet is around daily routines. Here the students will learn new verbs based around chores and obligations, a majority of these known as reflexive verbs in present tense. They will use the verbs alongside a new range of vocabulary to discuss what they must do in a school setting and what they must do at home. They will use the comparisons skills learnt from booklet 1 in year 8 (K1) to express what they do normally at the weekend versus during the week alongside times. They will finally use the reflexive verbs in the perfect past tense, seen in booklet 2 in year 8 to express what they did last week/weekend.

The third booklet will also use the past tense but uses the imperfect past tense to describe themselves when they were younger, and what they liked and did. This topic will require students to use prior learning from all their booklets in Y7 but in the imperfect tense rather than the present tense. The students will use fluently sentence starters such as “quand j’étais jeune/quand j’étais petite” followed by describing themselves and others and comparing to themselves now.

The fourth and final learning booklet in KS3 is around health and fitness. Here students will be introduced to more reflexive verbs (seen in booklet 2) and revisit model verbs that can be used alongside new vocabulary based around sport activities, fitness, health routines and things they must and must not do to remain in good health. Due to this topic being revisited at KS4, the students will do a lot of work around pronunciation and speaking about their health routines in near native fluency and writing about their fitness plans in the near future tense (seen in booklet 1).

Subject knowledge

Skills :

SK1 : Repetition of French texts seen in class with emphasis on pronunciation

SK2 : Speaking sentences seen in class independently.

SK3 : Dictation of different texts.

SK4 : Translation from and to both languages

SK5 : Text comprehension skills.

SK6 : Independent writing

K1 – Holidays 2.0

K1.1 - Revisiting vocabulary from K2 Y8 vocab and verbs

K1.2 - Recap over the conditional tense and when its used K4 Y8

K1.3 - Using previously seen verbs in the conditional tense using “Je”

K1.4 - Using the same verbs with a variety of pronouns (you, we, he and she)

K1.5 - Revisiting adjectives from K5 Y7 alongside new nouns in french

K1.6 - Using the conditional tense with the present tense

K1.7 - Using and identifying time indicators to know when to use each tense

K1.8 - Expressing an opinion in conditional tense (K3.14 Y7) about how the holiday would be

K1.9 - Using a negative in the conditional tense (K2.6 Y7)

K1.10 - Revisiting the near future tense

K1.11 - Using the near future tense with verbs relating to holidays including a day and or date

K1.12 - Reading task on a french brochure for a holiday destination

K1.13 - Writing an itinerary in French for a school trip

K1.14 - Presenting to their peers their perfect school trip using both near future and conditional tense

K2 – Daily routine

- K2.1 - Revisiting model verbs and how we use them
- K2.2 - Introduction to new model verb “must” with the pronoun “I”
- K2.3 - Use of model verb “must” with other pronouns
- K2.4 - Learning French infinitives that relates to chores and rules
- K2.5 - Using model verbs (K2.1) followed by infinitives (K2.4)
- K2.6 - Introduction to reflexive verbs
- K2.7 - Using reflexive verbs with a variety of pronouns
- K2.8 - Revisiting times (K1 year 8)
- K2.9 - Using times followed by reflexive verbs (K2.6)
- K2.10 - Comparing routine at the week vs. The weekend
- K2.11 - Listening to an audio track discussing someones routine and making notes
- K2.12 - Introduction to time indicator “le weekend dernier”
- K2.13 - Using the time indicator (K2.12) followed by reflexive verbs in the perfect past tense (K2.9 - Y8)

K3 – When i was young

- K3.1 - Revisiting adjectives (K5 y7)
- K3.2 - Changing adjectives according to gender (K5.4 y7)
- K3.3 - Introducing the imperfect tense using “je” with basic –er verbs
- K3.4 - Looking at “être” and “avoir” in the imperfect tense using je
- K3.5 - Using irregular and regular verbs using a variety of pronouns
- K3.6 - Reading a description of a person and identifying how they’re described
- K3.7 - Changing a text from present tense to the imperfect tense
- K3.8 - Using the imperfect tense followed by adjectives (K2.3)
- K3.9 - Using the imperfect tense with the sentence starters “Quand j’étais petit..”
- K3.10 - Comparing the imperfect tense to present tense using the time indicator “maintenant” (K2 y7)
- K3.11 - Using the imperfective tense to express an opinion and use alongside perfect past tense (K2.13)

K4 – Health and fitness

- K4.1 - Identifying reflexive verbs (K2.7)
- K4.2 - Manipulating and identifying new reflexive verbs
- K2.3 - Learning new vocabulary about health and fitness
- K2.4 - Revisiting verbs in present tense with play and do (K3.2 y8)
- K2.5 - Revisiting model verb “must” (K2.2) followed by infinitives
- K2.6 - Using model verb must with new vocabulary
- K2.7 - Using model verb must (K2.2) with reflexive verbs (K4.2)
- K2.8 - Analysing a conversation from a trainer and a customer about their fitness routine
- K4.9 - Recreating their own conversation
- K4.10 - Presenting their conversation in pairs to the class
- K4.11 - Answering questions on peers presentations in French

Curriculum links to careers

In the final unit of the year the students Career in the curriculum – Students to investigate the job of real estate and how you use persuasive writing in French to sell an area and a home. The students are to use model French verbs to discuss the variety of activities they must do in the area and adjective agreement to describe in detail the location and surrounding area. This will allow students to revisit most of the vocabulary and verbs they have seen throughout the module and will be used as practice for their end of module assessment. They will go on to write a piece on their chosen area/home they want to sell and present either a mini brochure style or a presentation in front of the class.

They will research Real Estate websites as homework and pick out specific writing styles that they could use in French in their work.

Note: This task would require around 3 lessons and a home-based research project.

Procedural knowledge

Reading:

R1- Understand and respond in French to simple texts

R2- Translate sentences into English, demonstrating an understanding that sometimes word for word translations won't work

R3- Identify overall message, key points, details and opinions, identifying tenses

R4- Decode texts that are unfamiliar using comprehension

Listening:

L1- Understand and respond (occasionally in French) to passage at near native speed

L2- Identify overall message, key points, details and opinions, identifying tenses

L3- Decode passages that are unfamiliar using comprehension strategies

L4- Answer questions, extract information, evaluate and draw conclusions, based on simple texts.

Writing:

W1- Produce clear text to present descriptions, facts and varied time frames, and to express ideas and opinions

W2- Write 4 sentences about a picture

W3- Translate short sentences into French, demonstrating an awareness of grammar

Speaking:

S1- Communicate and interact effectively on a range of familiar of topics

S2- Speak spontaneously, responding to visual stimulus (photo card), unexpected questions

S3- Asking and answering simple questions

S4- Attempt to make use of appropriate vocabulary and grammatical structures, making some reference to more than 1 time frame

S5- Attempt to use accurate pronunciation and intonation

.