



Subject: French Year 9 Overview 2020/21

Key content – knowledge and skills	National Curriculum/GCSE focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> - Talking about TV - Talking about personality - Adjectival agreement - Talking about relationships - Reflexive verbs - Talking about music - Agreeing, disagreeing and giving reasons - Talking about clothes - The near future tense - Talking about your passion; - Past, present and future tenses <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"> - Describing where you live - Comparative adjectives - Describing your home - Prepositions - Talking about meals - <i>boire</i> and <i>prendre</i> - Discussing what food to buy - <i>il faut</i> - Talking about an event - Using three tenses <p><u>Spring 1</u></p> <ul style="list-style-type: none"> - Talking about talent and ambition; - Infinitives and the verb <i>vouloir</i> - Encouraging or persuading someone; - <i>pouvoir</i> and <i>devoir</i> - Rehearsing for the contest - The imperative - Saying who is the best, the most, the least - Superlative adjectives - Showing how much you can do with the French language - Using a variety of structures and tenses 	<p><u>1. Listening</u></p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p><u>5. Grammar and Vocabulary</u></p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p><u>2. Speaking</u></p> <p>2.a initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</p> <p>2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p><u>3. Reading</u></p> <p>3.b read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.</p> <p><u>5. Grammar and Vocabulary</u></p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c 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</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p><u>1. Listening</u></p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p><u>4. Writing</u></p> <p>4.b and translate short written text accurately into the foreign language.</p> <p><u>5. Grammar and Vocabulary</u></p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing</p>



<p><u>Spring 2</u></p> <ul style="list-style-type: none">- Describing yourself- Using the verbs <i>avoir</i>- Talking about Facebook- Using present tense verbs)- Inviting someone out;- Using the verb <i>aller</i>- Describing a date; Using the perfect tense- Describing a music event;- Using <i>on</i> in the perfect tense <p><u>Summer 1:</u></p> <ul style="list-style-type: none">- Learning the parts of the body; Using <i>à</i> + the definite article- Talking about sport; Using <i>il faut</i>- Learning about healthy eating;- Using the future tense- Making plans to get fit- Practising the future tense- Describing levels of fitness; Using three tenses together- Deciding to adopt a healthier lifestyle <p>Writing a 150-word blog entry</p> <p><u>Summer 2:</u></p> <ul style="list-style-type: none">- Describing jobs; Using masculine and feminine nouns)- Learning languages; Using modal verbs- Saying what you used to do- Using the imperfect tense- Discussing your future and your past- Practising the future and imperfect tenses	<p>them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>2. Speaking</p> <p>2.b express and develop ideas clearly and with increasing accuracy, both orally and in writing. (general conversation)</p> <p>2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c 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</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>4. Writing</p> <p>4.a write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p>Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c 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</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>3. Reading</p> <p>3.a read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</p> <p>Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.d use accurate grammar, spelling and punctuation</p>
Key assessment points	
<p>The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none">• AO1: Listening – understand and respond to different types of spoken language. [Aut1 Spr1]• AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) [Aut2; Spr2]• AO3: Reading – understand and respond to different types of written language) [Aut1; Sum1&2]• AO4: Writing – communicate in writing. They will be required to complete three tasks: [Spr1 Sum1]	



- a structured writing task in French (approximately 40 words at foundation level and 90 words at higher level)
- an open-ended writing task in French (approximately 90 words at foundation level and 150 words at higher level)
- a translation from French to English (a minimum of 35 words at foundation level and 50 words at higher level)

Each skill will account for 25% of total GCSE marks.

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to French-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where French is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing French-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.

Subject: French Year 9 Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	S2M3U1 <i>Quelles sont tes qualités?/Quels sont tes défauts?</i> (Talking about personality; Adjectival agreement)
Aut1-2		S2M3U2 <i>Je m'entends (très) bien avec ...</i> (Talking about relationships; Reflexive verbs)
Aut1-3		S2M3U3 <i>Quelle musique écoutes-tu?</i> (Talking about music; Agreeing, disagreeing and giving reasons)
Aut1-4		S2M3U4 <i>Qu'est-ce que tu portes, normalement?</i> (Talking about clothes; The near future tense)
Aut1-5	October	S2M3U5 Talking about your passion; Past, present and future tenses
Aut1-6		Revision and Assessment – listening
Aut1-7		Half term holiday
Aut2-1	November	S2M4U1 <i>J'habite ...</i> (Describing where you live; Comparative adjectives)
Aut2-2		S2M4U2 <i>Dans mon appart'...</i> (Describing your home; Prepositions)
Aut2-3		S2M4U3 <i>Qu'est-ce que tu prends pour le petit déjeuner?</i> (Talking about meals; boire and prendre)
Aut2-4		S2M4U4 <i>Il faut faire des crêpes!</i> (Discussing what food to buy; il faut)
Aut2-5	December	S2M4U5 <i>On est allés au carnaval!</i> (Talking about an event; Using three tenses)
Aut2-6		Revision and Assessment – speaking, reading
Aut2-7		Christmas holiday
Spr1-1	January	S2M5U1 <i>Mon/Notre talent, c'est</i> (Talking about talent and ambition; Infinitives and the verb vouloir)
Spr1-2		S2M5U2 <i>Je dois gagner!</i> (Encouraging or persuading someone; pouvoir and
Spr1-3		



Spr1-4	February	<i>devoir</i>) S2M5U3 <i>Ne fais pas ça!</i> (Rehearsing for the contest; The imperative)
Spr1-5		S2M5U4 <i>C'est qui le meilleur?</i> (Saying who is the best, the most, the least; Superlative adjectives)
Spr1-6		S2M5U5 <i>Et le gagnant est ...</i> (Showing how much you can do with the French language; Using a variety of structures and tenses)
		Revision and Assessment – listening, writing
		Half term holiday
Spr2-1	March	S3M1U1 <i>Je m'appelle ...</i> (Describing yourself; Using the verbs <i>avoir</i> and <i>être</i>)
Spr2-2		S3M1U2 <i>Qu'est-ce que tu fais sur Facebook?</i> (Talking about Facebook; Using present tense verbs)
Spr2-3		S3M1U3 <i>Où vas-tu le weekend?</i> (Inviting someone out; Using the verb <i>aller</i>)
Spr2-4		S3M2U4 <i>Qu'est-ce que tu as fait samedi?</i> (Describing a date; Using the perfect tense)
Spr2-5		S3M1U5 <i>Fou de musique!</i> (Describing a music event; Using <i>on</i> in the perfect tense)
Spr2-6		Revision and Assessment - speaking
	April	Easter holiday
Sum1-1	May	S3M2U1 <i>Qu'est-ce qui s'est passé?</i> (Learning the parts of the body; Using <i>à</i> + the definite article)
Sum1-2		S3M2U2 <i>Le sport et le fitness</i> (Talking about sport; Using <i>il faut</i>)
Sum1-3		S3M2U3 <i>Mes résolutions pour manger sain</i> (Learning about healthy eating; Using the future tense)
Sum1-4		S3M2U4 <i>Je serai en forme!</i> (Making plans to get fit; Practising the future tense)
Sum1-5		S3M2U5 <i>Es-tu en forme?</i> (Describing levels of fitness; Using three tenses together)
Sum1-6		S3M2U6 <i>J'écris</i> (Deciding to adopt a healthier lifestyle; Writing a 150-word blog entry)
		Revision and Assessment - writing
	June	Half term holiday
Sum2-1	July	S3M3U1 <i>Es-tu fait pour ce métier?</i> (Describing jobs; Using masculine and feminine nouns)
Sum2-2		S3M3U2 <i>Le monde est un village</i> (Learning languages; Using modal verbs)
Sum2-3		S3M3U3 <i>Quand j'étais plus jeune ...</i> Saying what you used to do
Sum2-4		Using the imperfect tense
Sum2-5		S3M3U4 <i>Ta vie sera comment?</i> (Discussing your future and your past; Practising the future and imperfect tenses)
Sum2-6		Content Catch Up
Sum2-7		Revision and Assessment - reading