

# YEAR 9 FRENCH CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

Teaching at KS3 will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core phonics, grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy and will provide suitable preparation for further study.

Our aim is that all students develop a love of and curiosity for foreign languages, deepening their knowledge and acquiring new skills through a wide variety of fun and interactive learning techniques. Students will develop confidence in problem solving, team work independent study and creativity. Finally, by learning about culture and languages in the world, students will appreciate and respect the diversity, customs and traditions of others.

|                                   | Autumn Term 1   | Autumn Term 2 | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2 |
|-----------------------------------|---|---------------|--|--|--|---------------|
| Topic                             | <ul style="list-style-type: none"> <li>Mon régime</li> </ul>  |               | <ul style="list-style-type: none"> <li>Une vie saine</li> </ul>  | <ul style="list-style-type: none"> <li>Ma vie en ligne</li> </ul>  | <ul style="list-style-type: none"> <li>La culture française (la musique, la télé, le film et le cinéma francophone).</li> <li>Projet de film<br/>FRAJELS</li> </ul>  |               |
| Core Knowledge/ Threshold Concept | <ul style="list-style-type: none"> <li>Use of high-frequency verbs to describe eating habits in 3 tenses.</li> <li>Reinforcement and expansion of Quality Language Structures in this new context.</li> <li>Opportunities to understand the differences in shopping habits in France vs. UK.</li> <li>Numbers and quantities.</li> <li>Transactional language to support conversations in a restaurant (making reservations, ordering, resolving problems etc.).</li> <li>Key vocabulary and structures to advise on a healthy lifestyle (food and exercise), including a wide range of modal verbs.</li> <li>Reinforcement of the imperfect tense to compare past habits with present habits.</li> </ul> |               | <ul style="list-style-type: none"> <li>The dangers of smoking, alcohol and drug use linked to advice for leading a healthy lifestyle.</li> <li>Consolidation of different ways to express future plans (condition and near future tenses + simple future for more able students) to express how students plan to become healthier.</li> <li>Opportunity to explore French</li> </ul> | <ul style="list-style-type: none"> <li>The importance of technology for teenagers.</li> <li>Expression of advantages and disadvantages using a variety of infinitive and Quality Language Structures.</li> <li>The dangers of the internet.</li> <li>Use of social media.</li> <li>The impact of technology on mental health.</li> </ul> | <ul style="list-style-type: none"> <li>Opportunities to discover popular Francophone music, TV shows and films.</li> <li>Students will use a wide variety of Quality Language Structures and multiple tenses to discuss their habits and preferences and make comparisons.</li> <li>Transactional language linked to a cinema trip (invitations, buying a ticket etc.).</li> <li>Film Project: Les Choristes – opportunity to consolidate previously taught language to review an authentic French film.</li> <li>Reinforcement of FRAJELS verbs (from Y7) in 3 tenses.</li> </ul> |               |

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|                                 |  | poetry: Déjeuner du matin (Prévert) and develop skills to access and analyse authentic literary texts.  | <ul style="list-style-type: none"> <li>• Opportunities to explore authentic texts written by and for French teenagers on these topics.</li> </ul>   |  |
| <b>Why this learning now?</b>   | Reinforcement and expansion of Quality Language Structures in new contexts to ensure that students give increasingly complex and detailed opinions with growing confidence.<br>Verb conjugation skills will be developed and extended to reinforce use of at least three tenses.<br>Opportunities to develop a wider range of vocabulary and more complex grammatical structures will be increasingly offered.<br>Opportunities to develop language for authentic purposes.  | Opportunities for students to explore issues that affect them/ that they have increasingly clear opinions about, using their wider base of vocabulary and grammar to support detailed discussions.<br>Students will now have a significant amount of language to support the study of increasingly complex authentic texts. | Reinforcement and extension of Quality Language structures in new contexts.<br>Verb conjugation skills will be developed and extended so that students are confident in their use of at least 3 tenses in preparation for GCSE success.<br>Students will be given significant opportunity to explore and develop an interest in Francophone culture and encouraged to use all language acquired across Y7-9 to discuss their preferences. |  |
| <b>Assessment Opportunities</b> | <ul style="list-style-type: none"> <li>• Recall strategies are used in all lessons.</li> <li>• Variety of questioning.</li> <li>• Assessed exercises in lessons eg listening and reading.</li> <li>• Summative assessments across skills to inform data capture.</li> </ul>  |   |   |  |
| <b>Learning at Home</b>         | Home learning will largely focus on vocabulary learning. Students will use home learning time to develop a variety of vocabulary revision skills through the use of flashcards, testing and deliberate practice. Vocabulary learning may also be set through websites such as <a href="http://www.quizlet.com">www.quizlet.com</a> and/or <a href="http://www.linguascope.com">www.linguascope.com</a> . Alternative tasks may also be set by the teacher to stimulate engagement and enhance cultural awareness as appropriate to the needs of the group and the topic. |   |   |  |
| <b>Key Vocabulary</b>           | Students will be provided with Sentence Builders for all core vocabulary at a level that is appropriate for their ability. These will be stuck into exercise books at the start of each topic and will be consistently referred to throughout. Students are welcome to take their exercise books home to support revision of key vocabulary.   |   |   |  |

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| <b>Spiritual, Moral, Social and Cultural concepts covered</b> | <ul style="list-style-type: none"> <li>• Students will be given provision for <b>Spiritual development</b> through the awareness of other people’s faiths and values in the Francophone world, reflecting on and sharing experiences with others and using imagination and creativity in their learning.</li> <li>• Students will be given the opportunity for <b>Moral development</b> through understanding and abiding by the rules and expectations of the classroom and examining cultural traditions in the Francophone world, discussing them in a safe and respectful environment.</li> <li>• Students will be given the opportunity for <b>Social development</b> through the vast array of opportunities for pair work and teamwork in the classroom which foster an ethos of cooperation, support and respect with their peers, all of different religious, ethnic and socio-economic backgrounds.</li> <li>• Students will be given the opportunity for <b>Cultural development</b> by exploring different beliefs, traditions and festivals in the Francophone world and comparing them with those in Britain. Their greater understanding of different cultures in the world will enable them to develop respect and to celebrate diversity. Students will gain an understanding of the notion of ‘politesse’ and its importance in Francophone culture.</li> </ul> |
| <b>Links to careers and the world of work</b>                 | <p>Over the course of their studies students will consider the importance of learning a language and the importance of the French language across the globe. The annual European Day of Languages is an opportunity to consider why Language learning is important and to experience other languages. Students will be made aware of the wide range of jobs linked to languages. Furthermore, students will be given the opportunity to speak to language ambassadors to understand more about studying languages post GCSE. Student’s learning will be personalised and adapted to suit their ability and level and they will be encouraged to embrace new experiences and other languages beyond the classroom.</p>   |



