

Curriculum Overview – Year 9 French

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Module 3</p> <p>Mon identité – Talking about myself</p>	<p>Be able to talk about personality and ask about character traits/ relationships/ passions.</p> <p>Be able to describe your best friend/ what you wear and are going to wear using present and Near future.</p>	<p>Introduction and use of the near future tense</p> <p>Understand adjectival agreements</p> <p>To be able to use three tenses in speaking, listening reading and writing using different subjects/ persons.</p> <p>Life skill: Team work</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked with personalised feedback.</p> <p>Neater books competition.</p> <p>Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills.</p> <p>Worksheets/ Textbooks</p>	<p>Every half term, students are given the opportunity to talk about a person who in their opinion, reflect on the Ursuline value we are focusing on.</p> <p>All in French</p> <p>Loving and compassionate: Develop a sense of community, wishing well on other people</p> <p>United in harmony/ Be attentive to other people’s lives and tastes and what makes them happy.</p>	<p>Vocabulary of Theme 1: Identity and culture in preparation for GCSE French specification</p>

<p>Cultural lesson: A song</p>		<p>Learning short texts off by heart in French and performing them in front of the class. Illustrating texts in a creative way.</p> <p>Interpreting meaning and tone in songs in French. Identifying how key themes are revealed through a singer's specific language choices</p> <p>Reading unseen texts for meaning · Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference</p>			<p>Grateful for different musicians' contributions to literature. Being courageous with singing in a foreign language and resilient when making mistakes. Focus on public speaking oration skills and ability to answer questions under pressure (Interview skills / Public speaking) Appreciation of different music styles. Art (creating posters for display) Music (song)</p>	
<p>Cultural lesson: European Day of Languages (26th September)</p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p>Dignity in Work Importance of working to achieve a GCSE in an MFL and how the study of French builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries Learning about the advantages of studying</p>	

					languages for future careers.	
Autumn Term 2						
<p>Module 3 <i>(Continued)</i></p> <p>Group work:</p>	<p>To learn about different French artists through group work and presentations. (Music/ Fashion/ Sports)</p>	<p>Team work Public speaking</p>	<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Regular peer and self-assessment of work. Exercise books marked. End of Module 1 and 2 Assessment marked according to the National Curriculum Levels. Assessment review and target setting</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks.</p>	<p>Appreciation of facts about France and French artists. Develop a sense of awe for the diversity of the world. United in Harmony. Dignity of God's people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Care for Creation Topic of the Environment</p>	

<p>Cultural lesson: <i>Christmas in France</i></p>	<p>To learn about French Christmas customs including food and family gathering through a video and other activities such as writing a letter to Santa recapitulating all the topics learnt so far.</p>	<p>Creative writing using a writing frame (A letter to Santa). Creative Art and craft: Creation of poster for display.</p>	<p>for the next one. End of Year target setting.</p>		<p>Family values/ United in Harmony/ being grateful for Christmas gatherings and compassionate for the less fortunate ones. <i>Learning about Christmas customs in France.</i> <i>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i> Listening and attentive – students challenged to go beyond customs they are used to and explore different cultures. Dignity of God’s people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Stewardship – clear reasons as to why empathy is so important.</p> <p>Music (singing) Art (posters)</p>	
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<p>Cross Curricular Project with the Music Department through the opportunities of performing a Christmas carol in French during Christmas Assemblies.</p>		<p>Developing cross-curricular skills with Music (singing/performing)</p>				<p>Establishing cross-curricular links (Music and Singing)</p>
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Spring Term 1

<p>Studio 3 rouge Module 3</p> <p>A L’horizon- On the horizon</p>	<p>Vocabulary to be able to talk about jobs, languages and saying what you used to do in the past and would like to do in the future. Use of masculine and feminine nouns for jobs. Using modal verbs Practising the future and the imperfect tense.</p>	<p>Introduction and use of the simple future and imperfect tenses</p> <p>To be able to use Modal Verbs to talk about rights and responsibilities.</p> <p>To be able to use different tenses together in speaking, listening reading and writing.</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater book competition.</p>		<p>Feel grateful for the opportunities to learn develop knowledge and skills thanks to the education system.</p> <p>Dignity in Work Importance of working to achieve a GCSE in an MFL and how the study of French builds a person’s general literacy and work ethic.</p> <p>Stewardship – clear reasons as to why social responsibility is so important.</p> <p>Learning about the advantages of studying</p>	<p>Vocabulary of Theme 3: Current and future study and Employment in preparation for GCSE French specification</p>
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<p>Cultural lesson: L'Épiphanie</p>	<p>To learn about French customs during Candlemas through the 'Galette des Rois' recipe and enjoying the pie.</p>	<p>To practise the imperative tense through following a recipe. Developing cross-curricular skills Food Technology as well as life skills (cooking by following a recipe)</p>	<p>Regular peer and self-assessment of work.</p>	<p>languages for future careers.</p> <p>Catholics Epiphany and French customs. Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations. Solidarity All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences. Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations. Contextualising the curriculum with real life</p>	<p>French GCSE speaking: Role-plays</p>
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<p>Careers: Role-play (Interview scene)</p>	<p>To create and perform a role play on the job interview topic.</p>	<p>Life skill: Team work Public speaking Discussing what skills and knowledge are required for different jobs.</p>			<p>examples and visual cultural artefacts and experiences. Appreciation of cultural richness of foreign countries. Food technology Drama</p>	
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Spring Term 2

<p>Module 3 (Continued)</p>			<p>4 skills (Listening/ Speaking/ Reading/ Writing) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked.</p>			
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<p>Easter in France</p>	<p>To learn about Lent and Easter in France</p>	<p>Creativity: Display work on Easter</p>	<p>End of Module 3 and 4 Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. Regular peer and self-assessment of work.</p>	<p>Catholics Easter and French customs. Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations. Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p>	
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					<p>Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p> <p>Community and Participation (and the common good) Reminding pupils that we are all part of a local, regional, national and global community – ‘Global Sustainability’ (Environment and Social Issues)</p> <p>Art</p>	
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Summer Term 1

<p>Studio 2 Module 4</p> <p>Chez moi- Chez toi – <i>Home and local area</i></p>	<p>Be able to describe where you live/ your home/ Family meals daily routine/ local events. Be able to talk about what food to buy and eat.</p> <p>Vocabulary to be able to compare areas/ diets and give opinions. Using present/past tense.</p>	<p>Reflect of healthy diets and give opinions. Talk about their family life and routine.</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant</p>		<p>Solidarity All nationalities as ‘one family’ in the eyes of God no matter our nationality, traditions and preferences.</p> <p>Participation (and the common good) Reminding pupils that we are all part of a local, regional, national</p>	<p>Vocabulary in preparation of GCSE French specification, Theme 1: Identity and culture. Theme 2: Local, national, international</p>
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			<p>feedback and scores. Exercise books marked. End of Unit Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. Regular peer and self-assessment of work.</p>		<p>and global community – ‘Global Sustainability’ (Environment and Social Issues) Dignity of God’s people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Care for Creation Learn about healthy and balanced diets. Fairtrade products in ‘Food and drink’ topic. Dignity in Work Fairtrade products in ‘Food and drink’ topic. Appreciation of facts about France and sites to visit. Develop a sense of awe for the diversity of the world. United in Harmony. Listening and Attentive Sense of community To appreciate talking and asking other people about their habits Be attentive to other people’s lives and tastes and what makes them happy. Solidarity</p>	<p>and global areas of interest.</p>
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					All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.	
Summer Term 2						
Module 4 <i>(Continued)</i>			4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of year assessment marked according to the National Curriculum Levels. Reviewing End of year targets. Regular peer and self-assessment of work.		Art ICT	

<p>Cultural lesson: La Fête Nationale (Bastille Day: 14th July)</p>	<p>To learn about Bastille Day and its origins.</p>				<p>Appreciation of facts about France.</p>	<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE French specification.</p>
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