

INTENT-
 -To develop students 'self-efficacy
 -To be able to communicate spontaneously in spoken and written form in different time frames
 - To develop students' listening and reading skills

IMPACT:
 Assessments show progress over the course of the year. Written and spoken output is more detailed and show a variety of structures and tenses

Bilton School Curriculum
24-25
YEAR 9 FRENCH

AO1: Listening – understand and respond to different types of spoken language.
 AO2: Speaking – communicate and interact effectively in speech.
 AO3: Reading – understand and respond to different types of written language.
 AO4: Writing – communicate in writing.

IMPLEMENTATION

	<u>Term 1</u> Entertainment and Advertising	<u>Term 2</u> Technology	<u>Term 3</u> Jobs and ambitions	<u>Term 4</u> A balanced diet	<u>Term 5</u> My home	<u>Term 6</u>
W1	Talk about types of television programmes Express and justify your opinions	Discuss your mobile phone- Say if you like it and why Say how often you use it	Introduce jobs Introduce reason to do a job	Revise food and say what you eat for each meal of the day (opinion and key verbs)	Progress Check	EOY
W2	Consolidation of knowledge and skills	Discuss activities you can do online / on your mobile	Say what job you would like to do and why	Express opinions on food	Consolidation of Knowledge EOY Assessment	French Project Create a name for your company and a logo Create merchandise
W3	Checkpoint Talk about musical genres	Checkpoint Consolidation of knowledge and skills	Checkpoint Consolidation of knowledge and skills	Checkpoint Consolidation of knowledge and skills	Consolidation of Knowledge EOY Assessment	French Project Find a destination Choosing transport(s)
W4	Talking about opinions of music Music in French Speaking countries- awareness	Say what you did online (using verb with je in the present and past tense)	Introduce places of work Say where you would like to work and why	Say why the food you eat is good or not good for you	Consolidation of Knowledge EOY Assessment	French Project Research holiday activities Research places to eat and drink
W5	Talk about film and genres Understand the past tense to say what you watched	Identify potential dangers of social networking Talk about pros and cons of new technology	Understand and design a CV Write a personal statement	Give advise about what to eat to keep healthy		French Project Research amenities Research local transport (for visits)
W6	Write a review of a film* Consolidation of knowledge and skills	Progress Check	Progress Check	Say if you have a balanced diet and justify		French Project Design a phrase book Finalise the cost and the presentation
W7	Progress Check	Culture – Film				French Project Presentation
W8	Understand and use language of advertising					
Key Vocabulary And grammar	Expressing opinions and justifying it using a variety of verbs in the past to create a short paragraph (film review)	Verb + preposition + infinitive Using same verbs in two tenses Structure an argument	Different types of jobs Masculine and feminine forms of jobs Expressing and justifying wishes	Food from y7 term 6 Justifying using opinion structures	Y7 description of yourself Y9 – all topics	Culture Awareness of French Speaking countries Places you can stay – holiday

<p>Connected knowledge</p>	<p>Y7/Y8 past tense with 'je' and auxiliary 'avoir' Y8 Term 1 (what I do at the weekend)</p>	<p>High frequency verbs Opinions Negative structures Awareness of tenses</p>	<p>Using all vocabulary learn previously to create a personal statement</p>	<p>Opinion structures used in term 1 and term 2</p>	<p>Y7 description of yourself (name, age, birthday, nationality, description, subject you like, food you like) Y9 (tv, mobile phone, healthy eating)</p>	<p>Transports Hobbies Food and Drink Places in town Presentation skills</p>
<p>Skills acquired at the end of the term</p>	<p>Express and justify opinions Listening and writing strategies Apply knowledge of phonics Translation strategies Recognising and using the past tense Combine tenses to create longer passages Recognise persuasive and informative language</p>	<p>Extend sentences Speaking strategies Memorisation strategies Use reading strategies to work out meaning Debate a point / Speaking strategies</p>	<p>Use context to work out meaning Strategies for checking written work and how to write longer passages -Use connectives to extend sentences</p>	<p>Ask and answer questions Improve speaking and writing Translation strategies Motivation strategies – using language to convince people</p>		<p>Working in groups Following a schedule Speaking in front of an audience / convincing an audience</p>
<p>Literacy – including reading</p>	<p>Writing: - Spelling of key words - Accurate use of words in a sentence (word order) - Writing paragraphs and using more than one tense (higher), linking ideas - Translation into French (sentences and paragraphs) - Describing a picture (4 sentences) Grammar - verbs conjugation - negative structure</p>	<p>Reading - From key words to sentence - From sentence to paragraph - Different skills (true/false – multiple choice -who says what – answer in English - Translation in English (sentences and paragraphs)</p>	<p>Listening - Recognising words to sentence - Understanding sentence to paragraph - Identifying who speaks, negative structures, opinions, tenses - Gap fill task - True or False or not mentioned - Dictation, from words to sentences to paragraph - Different pace of speech</p>	<p>Speaking - Pronunciation of words/combination of letters PHONICS - Reading out loud - Describing a picture - Expressing and justifying opinions</p>		
<p>Spiritual, Moral, Social and cultural.</p>	<p>The topic will give students an opportunity to discuss their taste in music and TV shows Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class</p>	<p>The topic will give students an opportunity to discuss what people do online and the language young people use in France Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class</p>	<p>The topic will give students an opportunity to discuss what ambitions they have for the future and learn from each other's choices Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class</p>	<p>The topic will give students an opportunity to discuss what people eat every day and what a balanced diet consists of Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class</p>	<p>Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class</p>	<p>The topic will give students an opportunity to discover different holiday destinations on a French speaking country Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class</p>
<p>British Values</p>	<p>Throughout the course our students will develop tolerance and respect by learning about different customs/routine/habits/way of living. They will be respectful of other students' point of view and lifestyles (democracy)</p>					
<p>Cultural Capital</p>	<p>Learn about famous TV programs and adds Learn about famous music artist</p>	<p>Insight on how other people use new technologies and social media</p>	<p>Insight on opportunities for working abroad</p>	<p>Insight of French food routine and healthy eating habits</p>		<p>Learn about different holiday locations and how to plan a holiday (become a travel agent)</p>

End point: NC-KS3 y8

Grammar: Students can: identify and use tenses or other structures/ use and manipulate some grammatical structures and patterns/have acquired a wide-ranging vocabulary/ use accurate grammar, spelling and punctuation

Skills: Students can: listen to different forms of spoken language/transcribe words and short sentences that they hear with increasing accuracy/initiate and develop conversations/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/speak coherently and confidently, with increasingly accurate pronunciation and intonation/read and show comprehension of original and adapted materials from a range of different sources/show comprehension of literary texts in the language [such as stories, songs, poems and letters]

End point: NC-KS3 y9

Grammar: Students can: identify and use a variety of tenses or other structures to refer to different time frames/ use and manipulate a variety of key grammatical structures and patterns, including voices and moods/ 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/ use accurate grammar, spelling and punctuation.

Skills: Students can: listen to a variety of forms of spoken language to obtain information and respond appropriately/ transcribe words and short sentences that they hear with increasing accuracy/ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/ speak coherently and confidently, with increasingly accurate pronunciation and intonation/ 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/ 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