

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**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.

	Term 1 Entertainment and Advertising	Term 2 Technology	Term 3 Jobs and ambitions	Term 4 A balanced diet	Term 5 My home	Term 6
W1	Introduction, routine and expectation	Mobile Phone- discuss your mobile phone, say if you like it and why + Say how often you use it	Jobs- learn different types of jobs	Food and Drinks- revise food and say what you eat for each meal of the day	Healthy Eating- give advice about what to eat to keep healthy	EOY Assessment
W2	Tv Programmes- discuss different types of television programmes + express and justify your opinion	Activities online- discuss activities you can do online / on your mobile	Jobs- Say what job you would like to do and why	Food and Drinks- express opinion + say what you don't eat/drink	Consolidation of knowledge and skill	French Project Company Name and logo + merchandise French Speaking Country Fact Sheet [1]
W3	Music- discuss musical genres Culture- French Music/artists	Consolidation of knowledge and skill Learning Check	Consolidation of knowledge and skill Learning Check	Consolidation of knowledge and skill Learning Check	Progress Check	French Project Destination + transport French Speaking Country Fact Sheet [2]
W4	Consolidation of knowledge and skill Learning Check	Activities online- discuss activities you did online / on your mobile	Places of work- say where places of work according to their job + say where you would like to work and why	Healthy Eating- Say why the food you eat is good or not good for you	Consolidation of Knowledge in preparation for the EOY Assessment Term 1	French Project Activities + places to eat and drink French Speaking Country Fact Sheet [3]
W5	Films- discuss different types of films and genres + say what you watched	Dangers of New Technologies- identify potential dangers of social networking + give advice to be safe online	Job Application- understand and design a CV + write a personal statement	Balanced Diet- Say if you have a balanced diet and justify	Consolidation of Knowledge in preparation for the EOY Assessment Term 2	French Project Amenities Local transport French Speaking Country Fact Sheet [4]
W6	Film Review- understand and write a short film review	Progress Check	Progress Check		Consolidation of Knowledge in preparation for the EOY Assessment Term 3	French Project Phrase book Finalise presentation French Speaking Country Fact Sheet [5]
W7	Progress Check	Culture – Film				French Project Presentation
W8	Culture- 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		Y7 description of yourself Y9 – all topics	Culture Awareness of French Speaking countries Places you can stay – holiday
Connected knowledge	Y7/Y8 past tense with 'je' and auxiliary 'avoir' Y8 Term 1 (what I do at the weekend)	High frequency verbs Opinions Negative structures Awareness of tenses	Using all vocabulary learn previously to create a personal statement	Opinion structures used in term 1 and term 2	Y7 description of yourself (name, age, birthday, nationality, description, subject you like, food you like) Y9 (tv, mobile phone, healthy eating)	Transports Hobbies Food and Drink Places in town Presentation skills
Skills acquired at the end of the term	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	Extend sentences Speaking strategies Memorisation strategies Use reading strategies to work out meaning Debate a point / Speaking strategies	Use context to work out meaning Strategies for checking written work and how to write longer passages -Use connectives to extend sentences	Ask and answer questions Improve speaking and writing Translation strategies Motivation strategies – using language to convince people		Working in groups Following a schedule Speaking in front of an audience / convincing an audience
Literacy – including reading	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	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)	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	Speaking - Pronunciation of words/combination of letters PHONICS - Reading out loud - Describing a picture - Expressing and justifying opinions		
Spiritual, Moral, Social and cultural.	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	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	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	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 each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to discover different holiday destination on a French speaking country Students will learn to respect and listen each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class
British Values	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)					

Cultural Capital	Learn about famous TV programs and adds Learn about famous music artist	Insight on how other people use new technologies and social media	Insight on opportunities for working abroad	Insight of French food routine and healthy eating habits		Learn about different holiday locations and how to plan a holiday (become a travel agent)
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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