

'Raising the Achievement of All'

WELL-SEQUENCED

CONTEXUALISED/INCLUSIVE

AMBITIOUS

SUBJECT: French

Year: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	<p>Que faites-vous dans la vie ? chez vous et au au travail .</p> <p>Qu'est-ce qu'elle à fait ?</p> <p>Tu aimes le fromage ?</p> <p>tu aimes...?</p> <p>tu manges...?</p>	<p>Que mangent-ils ?</p> <p>Vous faites quoi ?</p>	<p>C'est plus rapide que ...?</p> <p>C'est plus grand que...?</p> <p>C'est plus dangereux que...?</p>	<p>Qui lit un livre ?</p> <p>Qu'est-ce que tu as fait ?</p>	<p>Quels sont vos prénoms?</p> <p>Pourquoi est-ce qu'elle habite ici?</p>	<p>Voulez-vous prendre le déjeuner ici ou dehors?</p> <p>Je vais où ?</p>
Content: Substantive/Declarative knowledge- 'Know what'	<p>Opinions</p> <p>Saying what you do or did in a typical day at home or work.</p> <p>Talking about what groups of people do</p>	<p>Talking about what you and others do at school</p> <p>Talking about what you are doing this week and what you do every week</p> <p>Opinions</p> <p>Describing things</p>	<p>Comparing things</p> <p>Talking about how groups of people do things</p> <p>Comparing how people do things</p>	<p>Talking about the environment</p> <p>Asking and answering questions about what people did and have done</p>	<p>Talking about identity: describing self and others</p> <p>Motivations and goals</p>	<p>Talking about what, where, and who you know</p> <p>Things that always, sometimes and never happen</p>

	Talking about nouns you can't count Formal and informal situations: Talking to people you do and don't know	Talking about what you can, must, will and want to do			Following instructions at work	
Expertise: For example Disciplinary/Procedural Knowledge 'Know how'	Use the present ER verbs .All pronouns . Past tense with AVOIR Use Vous as formal 'you' on with impersonal meaning 'people, you, one' and with impersonal meaning 'we' Use Partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities	Use Present with future meaning Use of definite article with days of the week to express habitual actions Understand and apply Plural noun formation rules - au/-eu → -aux/-eux and -al → -aux Plural adjective formation rules no change with -s or -x and -al → -aux Recollect & apply Position rules for multiple adjectives	Feminine adjective agreement rules -l → -lle and -n → -nne Comparative forms of adjectives and adverbs Verbs	Present vs perfect (with past simple and present perfect equivalent in English) Inversion (VS) questions (perfect) Adverb placement (present vs perfect) Past participle formation: verbs like prendre, dit, fait, bu, eu	Two-verb structures with <i>est-ce que</i> questions with/without question words Gender-neutral pronouns Modal verbs (present) (<i>nous, vous, ils/elles</i>) <i>il faut/il ne faut pas</i> + infinitive Feminine adjective agreement: -f → -ive	, -ER verbs (present), <i>pour</i> and <i>sans</i> + infinitive, questions with single-verb and two-verb structures, with and without question words (intonation, <i>est-ce que</i>), <i>on</i> with impersonal meaning ('people, you, one'), adverb positioning, <i>aller</i> + infinitive (future intention) (all persons), modal verbs (present) (<i>je, tu, il/elle</i>), use of <i>à</i> and <i>en</i> with cities and feminine countries, verbs

	<p>Use Partitive article de/d' in the negative and with expressions of quantity</p> <p>Use Adverb positioning (single-verb structures)</p> <p>Conjugate Verbs : sortir and venir (present) (nous, vous, ils/elles)</p> <p>Use Vous as formal 'you'</p> <p>on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'</p>	understand & apply adverb placement in two-verb structures			<p>Use of à with masculine countries</p> <p><i>ne...jamais</i> in single-verb structures (present)</p> <p>Revisiting: <i>être</i> (present), <i>ne...pas</i> (single-verb and two-verb structures), adjective agreement</p>	like <i>entendre</i> (present) (all persons)
Literacy/ Numeracy/ SMSC/	<p>Grammar as described above</p> <p>School system in France</p> <p>French towns</p>	<p>Grammar as described above</p> <p>French underground stations</p>	Grammar as described above	Grammar as described above	Grammar as described above	Grammar as described above

	Exercises based around news about the pandemic situation in France	Parisian bridges and churches French underground stations				
Disciplinary Literacy	Reading longer authentic and adapted texts, inferring meaning from context. Manipulate vocabulary and grammar to produce more detailed spoken and written responses. Use metalanguage confidently to discuss grammatical structures. Develop translation skills between English and the target language. Improve accuracy through self and peer assessment.					
Careers	<p>CVs and transferrable skills.</p> <p>Explore Careers linked to GCSE option choices.</p> <p>Listen to podcasts about young professionals.</p> <p>Investigate careers in translation, interpreting and diplomacy.</p> <p>Write a job application in the target language for an international company.</p> <p>Resources:</p> <p>Jobs that use Modern Languages - Careers - BBC Bitesize</p> <p>My Learning My Future: MFL/ Languages CEC Resource Directory</p> <p>Careers Advice & Guidance Online Platform - Morrisby</p>					