



## Year 9 French Curriculum Map

<b>Overview</b>	<p>During Year 9, we will be teaching students topics that will enable them to develop their conversations in French to communicate with friends (and family) should they travel to a French speaking country. They will also be able to write paragraphs about themselves adding more detail and expressing their points of view. They will be able to read and decode information in French and understand and respond successfully to questions in the target language. In addition, the cultural element of the SOW will allow students to discover other cultures and familiarise themselves with different styles of life.</p>				
<b>Year 9</b>	<b>Autumn Term</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<p><b>Subject content: Gastronomy in France</b>            Talking about what you eat and drink;            Including cultural knowledge about gastronomy in the Francophone world (international links)*            Giving opinions on food and drinks;            Ordering food at a restaurant (international links)*            Discussing what makes a healthy diet;            Saying what parts of the body are hurting;            Discussing health problems and treatments;            Recipes and eating habits in other countries (international links)*</p>	<p><b>Subject Content: Talking about holidays;</b>            Names of different country            Common activity verb structures in all 3 tenses (past, present and future)            Opinion structures to describe holiday activities            Reflexive verbs linked to holiday activities            Modes of transport            Giving opinions on holidays and activities            Introduction to Photocards and vocabulary / key sentence structures            Describing a photo</p>	<p><b>Subject Content: Mon collègue</b>            Describing my school            Differences between French and English education system ((international links)*            School Uniform            School rules and your opinions about them.            Daily routine</p>	<p><b>Subject Content: Personal relationships (AQA GCSE Theme 1)</b>            My family and friends            Relationships            Future plans (marriage / children)</p>	<p><b>Subject Content:</b>            Mon temps libre.            Subject Content: food eating out            world food            sport            free time activities            Question words            Perfect tense of regular verbs            Perfect tense with être            Adverbs of frequency            Verbs + infinitive            time phrases            lorsque            future simple tense            The pronoun “en/y” End of KS assessment:</p>
<b>Knowledge (Golden Questions to be learnt by all students)</b>	<p>Qu'est-ce que tu aimes manger / boire? Pourquoi?            (Est-ce que) tu manges sainement?            (Est-ce que) tu aimes la nourriture française? Pourquoi?            Qu'est-ce qu'il y a sur la photo?</p>	<p>Où vas-tu normalement pendant les vacances?            Qu'est-ce que tu aimes faire en vacances?            Où préfères- tu aller en vacances?</p>	<p>Quelle est ta matière préférée? (pourquoi?)            Qu'est-ce que tu n'aimes pas comme matière? (Pourquoi?)            Décris ton uniforme scolaire / qu'est-ce que tu</p>	<p>Tu es comment?            As-tu des frères ou des sœurs?/ parle-moi de ta famille            Tu t'entends bien avec ton frère / ta sœur / ta famille? (pourquoi?)</p>	<p>Comment restes-tu en forme? / Qu'est ce que tu aimes faire comme sport?            Qu'est-ce que tu as fait récemment pour rester en forme? / Qu'est-ce que tu as fait le weekend dernier?</p>

		Où es-tu allé l'année dernière, pendant les vacances? Où vas-tu aller cette année / cet été, pendant les vacances?	portes pour aller au collège? Parle-moi de ton école Parle moi de ta routine quotidienne.	Décris ton ami idéal. Tu veux te marier à l'avenir? (pourquoi / pourquoi pas?)	Qu'est ce que tu fais pour te relaxer?
<b>Skills</b>	Revision of present tense: using the verbs "manger and boire"*; Forming negative expressions; Using "plus and moins"; Using the construction 'J'ai mal...'*; Using the imperative (il faut)*; Performing a role play.	Revision of present tense: regular -er verbs Forming negative expressions Giving opinions and reasons Using the verb "aller" in the present tense*; The perfect tense of regular -er verbs, aller, rester The adverbial pronoun 'y'	Use of past, present and future tenses (both regular and irregular verbs) Reflexive verbs (daily routine) The Imperative	Listening, Reading and translation Grammar Content: Practising translation into French; Using avoir/être Possessive adjectives Adjective agreement and position Comparatives superlatives future tense direct object pronouns	Grammar Content: Question words Perfect tense of regular verbs Perfect tense with être Adverbs of frequency Verbs + infinitive time phrases lorsque future simple tense The pronoun "en/y" Improving exam techniques;

\* International links

\* Differentiation

**Assessment Scheme:** end of unit assessment every half term (Reading, Listening, Writing and Speaking).

**Step information:** the majority of students start at Step 3 and work up to Step 5M.