

Curriculum Content Map

Year 9 French													
Curriculum Content Map			Year 9 French										
			Term 1				Term 2				Term 3		
Month			September	October	November	December	January	February	March	April	May	June	July
	Units of Work		Issues for teenagers- Être un ado!?	Issues for teenagers- Être un ado!?	Parties and festivals- Les fêtes	Gap Filling	A balanced diet- Une vie saine	A balanced diet- Une vie saine	Entertainment and advertising- La publicité	Entertainment and advertising- La publicité	Technology- la technologie	Technology- La technologie	Cultural capital- La culture
Cultural Transmission	National Curriculum area – KS3		Listen to a variety of forms of spoken language to obtain information and respond appropriately	Understand and respond to spoken and written language from a variety of authentic sources	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation.	Students will complete personalised learning activities which tackle the Assessment Objective skills that they need to hone to make improvements in their November assessments.	of written and spoken sources. Confidently conjugating verbs, using the near future, talking about dietary issues and further advising friends and family by using impersonal statements to take a	of written and spoken sources. Confidently conjugating verbs, using the near future, talking about dietary issues and further advising friends and family by using impersonal statements to take a	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their	can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their	discover and develop an appreciation of a range of writing in the language studied
	Substantive Knowledge	The What!	Discussing relationships with parents. Talk about pocket money and helping out at home. Discuss pressures faced by teenagers and understand advice.	Discuss pressures faced by teenagers and understand advice. Discuss life in the past. Describe the life of homeless children - the morality of this in highly developed countries and indeed those which are less so.	Organise a party. Suggest activities and make excuses. Talk about a festival or an event you have been to. Talk about a festival or an event they have been to.	Students will complete gap filling through personalised learning activities following AP1 completing a response to questions related to the topics of Être un ado!? and Les fêtes!	Talking about a healthy diet, what food groups are explored and being able to share and contradict popular opinion or otherwise.	Talking about a healthy diet, what food groups are explored and being able to share and contradict popular opinion or otherwise.	Talk about television programmes. Music genres; give detailed opinions on music. Talk about film genres and review a film (Le Petit Nicolas).	Talk about television programmes. Music genres; give detailed opinions on music. Talk about film genres and review a film (Le Petit Nicolas, or otherwise.)	Describe old and new technology. Talk about using technology for leisure activities. Identify the risks of social networking sites.	Describe old and new technology. Talk about using technology for leisure activities. Identify the risks of social networking sites.	Talk about jobs qualities needed for certain professions. Discuss ideal jobs and ambitions. Talk about part-time jobs. Talk about success and failure. Cultural capital: Watching, reviewing and creating a storyboard for the film 'Les Choristes.'
	Disciplinary knowledge	The How!	Grammar: object pronouns: me/te/se Describing one's relation with their parents/family. Using reflexive verbs in order. 'Mes parents me font confiance, et ils me donnent l'argent de poche chaque semaine.'	Conjugation: New modal verb – devoir The use of the imperative. 'Tu dois parler avec tes amis plus souvent. Parle avec eux!'	Conjugation: Near Future: je vais + infinitive. Speaking about events that one will attend, including family parties, those with friends and specific events they wish to attend. 'Je vais aller à la fête avec mes amis.'	Students will complete personalised learning activities which tackle the skills that they need to hone to make improvements in their November assessments.	Using impersonal structures and the present tense as well as the perfect tense and the near future to describe what one's diet was and what it will be. Authentic sources and speaking + writing and listening sources will ensure this is the case.	Using impersonal structures and the present tense as well as the perfect tense and the near future to describe what one's diet was and what it will be. Authentic sources and speaking + writing and listening sources will ensure this is the case.	Opinions in the past and infinitives. Verb structures and regular conjugations.	Opinions in the past and infinitives. Verb structures and regular conjugations. The use of the verbs faire + rendre and adjectives to demonstrate understanding of set phrases and structures,	Using authentic sources: focus upon adjectives for describing sources of media. Adjectival placement.	Using authentic sources: focus upon adjectives for describing sources of media. Adjectival placement and impersonal structures such as 'faire'	The use of si clauses and set phrases: Further describing the film Les Choristes, using authentic cultural capital to enhance knowledge of France and the Francophonie.
	Sequencing (Flow)	Retrieval & Extension	Conjugalional and grammatical terminology from prior learning throughout year eight. Further developed by the use of reflexive verbs, etc.	Conjugalional and grammatical terminology from prior learning throughout Year eight. Further developed by the Imperfect Tense patterns of conjugation for all persons both singular and plural.	Informal language using the tu form. The use of the near future -Je vais + infinitive. E.g.' On va beaucoup s'amuser ce soir! Je vais passer te chercher à 19h.'	Content covered in the Assessment point 1 examination by filling in the gaps identified by teachers in their Question by Question analysis.	Builds upon future time frame tenses and further overlaps with the theme of parties and festivals: ensuring that knowledge has a nextremely sound base.	Builds upon future time frame tenses and further overlaps with the theme of parties and festivals: ensuring that knowledge has a nextremely sound base.	Building upon prior learning: Using time frame and tenses to fully critique and provide opinions on the world of film.	Building upon prior learning: Using time frame and tenses to fully critique and provide opinions on the world of film and media.	Translation skills and strategies to enhance quality of translations: ensuring keen eye kept upon adjectival placement.	Further continuing with speaking, reading and writing formats: particular emphasis upon grammatical accuracy and the verbs 'faire' as well as adjectival placement.	Focus upon the imperfect and present conditional tenses: Thinking of our future in terms of jobs and careers, or indeed pacing ourselves in the shoes of one of the characters of Les Choristes.
	Summative Assessment		Speaking assessment	Listening assessment deep mark writing assessment in books	Reading assessment Mini speaking within class. 40 word tasks as independent tasks.	Curriculum adaptation lessons.	Reading assessment Writing longer piece - deep mark	Speaking assessment (build upon presentation)	Listening assessment assessment of reading texts within class	Writing assessment	Listening assessment	Reading assessment writing deep mark within class	NA
Personal Empowerment	Virtue		Friendliness & civility	Justice & truthfulness	Courage	Generosity	Gratitude	Good speech	Good temper & humour	Self-mastery	Self-mastery	Compassion	Good sense
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.	Understand how one can all too easily become socially and economically deprived to the point of homelessness.	Understand how one can all too easily become socially and economically deprived to the point of homelessness.	Showing the courage to take the initiative and make the first step towards others in order to socialise.	Being generous with others and offering for them to enjoy social time/ and avoid favouritism. Being inclusive of and with others.	Being thankful for the opportunity to eat correctly, have a choice of abundant food and discover about different foods in different countries.	Being thankful for the opportunity to eat correctly, have a choice of abundant food and discover about different foods in different countries.	Looking at different forms of entertainment that one may not have experienced with good humour and measure: accepting and appreciating all forms of entertainment.	Being able to accurately use the four key skills in French, form one's opinions upon the topic at hand.	Show one's use self-mastery in technology or indeed with it. Ability to help others with said structures etc.	Showing compassion to those less fortunate than us. Focus upon the positives and plus points of technology and its advances.	Having good sense in terms of our future and career. Good sense in terms of analysing the difficult situation post WWII in our authentic resource.
Preparation for Work	Skill	Transferable skills	listening	Leadership	Problem-solving	Creativity	Staying positive	Speaking	Staying positive	Aiming high	Aiming high	Speaking	Teamwork
	Link to Skill		Listening with empathy and learning how and why this is a valuable life skill.	Leading others and oneself to understand the overriding impact this can have upon one's life and their	Engaging with third parties to compromise and find positive resolutions if plans are not mutually convenient.	Thinking outside the box when it comes to invitations. Taking into consideration what others will appreciate.	Positively ensuring that one's diet gives students the fuel and energy they need to perform to their best ability: help them make informed choices	Positively ensuring that one's diet gives students the fuel and energy they need to perform to their best ability: help them make informed choices	Staying positive, particularly when speaking about a topic or genre which one may not appreciate - understanding others' points of view.	To understand certain advertisement techniques and indeed those which appeal to some more than others.	To understand certain advertisement techniques and indeed those which appeal to some more than others.	Being able to express oneself coherently - put one's opinion across re: technology and give food for thought to others.	Working together to boost and help one another reach their goals. Teamwork in creating storyboard and showing understanding and indeed mutual
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	Democracy and the rule of law	Democracy and the rule of law	Mutual respect	Rule of law	Individual liberty	Tolerance	Democracy	Freedom of speech	Rule of law	Mutual respect	Tolerance
	Link to SMSC & British Values		Ensuring that one ensures that relationships and rules are adhered to all the while understanding the world we are growing up in.	To understand that one's choices, or indeed, lack of, may well have led them to that particular position.	Being respectful of others as well as one's own personal choices. Compromising and finding a mutually acceptable agreement.	Ensuring that one understands that the rule of law needs to be upheld, especially at social occasions.	Accepting the benefits or indeed consequences of a certain diet, as well as being cultural of other countries' traditions and diets.	Being tolerant of others, and the fact that we must vary our diet, as well as being cultural of other countries' traditions and diets.	Understanding that the free media exists for all opinions to be aired, and that all citizens have the right to express themselves.	To respect others' freedom of speech and their right to express themselves all the while maintaining one's own opinion on matters.	Understanding that all aspects of technology (apps, devices, communication) must be conducted in a forthright manner in line with the rule of	Respecting one's views on technology and/or indeed their lack of interest in said subject.	Being tolerant of others' future choices and other cultures.