

The Priory Belvoir Academy: Curriculum Overview

"Opportunity and Achievement for All"

SUBJECT	French	CURRICULUM LEADER	Mr D Williams daniel.williams@belvoirhigh.leics.sch.uk	YEAR	9
ORGANISATION OF THE SUBJECT	In Year 9, students study 2 hours (2 lessons) of French				
Key Concepts (The big ideas underpinning this subject)		Key Skills in this subject			
<p>Learning a modern foreign language is a life-long skill and provides an insight into other countries and cultures. Through engaging teaching and learning, students will build a communicative repertoire, enabling them to express their ideas and thoughts in a different language. Learning and enjoying French provides them with a good foundation for future learning (Post-16 and beyond) and also for studying further languages in the future. As our students learn how French 'works', they become much more aware of the structure and grammatical rules of English, which improves their overall literacy, confidence and attainment.</p>		<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Translation • Grammar • Vocabulary learning • Literary texts 			
What will be learnt in this subject?		How will learning take place in this subject?			
(See below for Edexcel SoL for 3-yr GCSE)		<ul style="list-style-type: none"> • Speaking tasks • Reading and listening tasks • Extended writing tasks • Vocabulary tests • Peer and self-assessment • Translation tasks • On-going assessments 			

What methods of assessment will be used?	How can you support learning and progress in this subject?
<ul style="list-style-type: none"> Listening, reading, speaking, writing and translation tasks 	<ul style="list-style-type: none"> Encourage your child to use the online resources we subscribe to Encourage your child to watch films with French subtitles enabled Encourage your child to listen to French music Encourage your child to explore French culture . . . in France and around the world (SMSC) Test your children regularly on their vocabulary Ensure they complete all their homework on time and to a good standard
Equipment needed for this subject.	Learning outside the classroom: enrichment opportunities in this subject.
<ul style="list-style-type: none"> Pens, pencil, eraser, ruler, French dictionary (provided in class) 	<ul style="list-style-type: none"> Linguascope Zut ActiveLearn Topic homework booklets Spelling Bee Quizlet Memrise GCSEpod GCSE revision books BBC Bitesize Read and listen to authentic news and current affairs

Year 9	Theme and	Grammar coverage	Skills coverage	Vocabulary (examples)
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Autumn Term	topic			
Theme: Identity and culture				
Week 1	Who am I?: Revising family and describing people	Present tense <ul style="list-style-type: none"> regular <i>-er</i> verbs irregular verbs (<i>avoir, être</i>) Adjectival agreement		<i>Le père de ma mère est mon...</i> <i>J'ai les cheveux longs...</i>
Week 2	Who am I?: Revising places in town and activities	Definite and indefinite articles Prepositions, including <i>à</i> Present tense <ul style="list-style-type: none"> irregular verb (<i>aller</i>) 		<ul style="list-style-type: none"> <i>Où est le cinéma?</i> <i>Il est devant le bowling.</i> <i>Ce matin, à neuf heures et quart, je vais à la patinoire dans le centre commercial.</i>
Week 3	Who am I?: Talking about friends and what makes a good friend	Using irregular verbs in the present tense Abstract nouns	Using opinion phrases	<i>Un bon ami est sympa et gentil, mais aussi modeste.</i> <i>Je pense qu'un bon ami est une personne...</i>
Week 4	Who am I?: Talking about family relationships	Possessive adjectives Using reflexive verbs in the present tense Emphatic pronouns	Learning the correct preposition to use with reflexive verbs	<i>... est le beau-père de ...</i> <i>Il se dispute avec sa famille.</i>
Week 5–6	Who am I?: Making arrangements to go out	Using the near future tense	Using different persons of the verb Giving opinions using <i>ça va être</i> + adjective	<i>Vendredi soir, je vais aller au bowling.</i> <i>Tu veux venir chez moi?</i>
Week 7–8	Who am I?: Describing a night out with	Using the perfect tense (both verbs with <i>avoir</i> and with <i>être</i>)	Using the correct auxiliary verb with the perfect tense and the correct form of the past	<i>Nous sommes allés en ville.</i>

	friends		participle	
Week 9–10	Who am I?: Talking about your life when you were younger	Using the imperfect tense	Working out the meaning of new words	<i>Quand j'étais plus jeune,...</i> <i>J'habitais... J'avais...</i>
Week 11–12	Who am I?: Talking about role models	Using three tenses together (present, perfect, imperfect)	Using questions to structure your writing	<i>Moi, j'admire ... parce qu'il a de la créativité.</i>
Year 9 Spring Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 1	Cultural life: Revising sport and music	Difference between <i>jouer de</i> (to play + instrument) and <i>jouer à/au</i> (to play + sport)		<i>Je fais du footing. Je trouve ça génial.</i> <i>Mon chanteur préféré, c'est... car j'aime ses paroles.</i>
Week 2	Daily life, Cultural life: Revising technology, films and TV	Synonyms of to like/to dislike (j'adore/je suis fan de/ j'ai horreur de...)		<i>J'ai une passion pour les films d'action, mais je n'aime pas les...</i>
Week 3–4	Cultural life: Talking about sport	Using <i>depuis</i> + the present tense Relative pronouns • <i>qui</i>	Changing verbs from the first to the third person to answer questions	<i>Je joue au tennis depuis cinq ans. J'aime beaucoup ça car c'est...</i> <i>C'est un sport qui est bon pour...</i>
Week 5–6	Daily life: Talking about	Using the comparative Relative pronouns • <i>que</i>	Manipulating verbs, pronouns and possessive adjectives in	<i>J'adore la musique depuis toujours. C'est ma passion!</i>

	your life online		your answers	<i>J'ai créé une station de radio qui s'appelle...</i> <i>L'été prochain, je vais travailler avec...</i>
Week 7–8	Cultural life: Talking about books and reading	Imperfect tense		<i>Quand j'avais x ans, je lisais...</i> <i>Maintenant, je lis...</i> <i>Je trouve que c'est bien.</i>
Week 9–10	Cultural life: Talking about television programmes	Using direct object pronouns • <i>le, la, les</i>	Agreeing and disagreeing with opinions	<i>Mon programme de télé préféré est un jeu télévisé qui s'appelle...</i> <i>Je le regarde tous les samedis.</i> <i>Je le trouve formidable.</i>
Week 11–12	Cultural life: Talking about actors and films	Using superlative adjectives		<i>Je suis fan de... depuis...</i> <i>C'est l'acteur le plus talentueux.</i> <i>J'adore ses films et je les recommande.</i>
Year 9 Summer Term	Theme and topic	Grammar coverage	Skills coverage	Vocabulary
Theme: Identity and culture				
Week 1	Daily life: Talking about food and meals	The partitive article Present tense • irregular verbs (<i>boire</i> and <i>prendre</i>) <i>il faut</i> + infinitive		<i>D'habitude, pour le petit-déjeuner, je prends...</i> <i>À midi, normalement, je mange... mais aujourd'hui, j'ai mangé... J'ai bu...</i>

Week 2	Daily life: Discussing and shopping for clothes	Adjectives of colour <i>Porter</i> and <i>mettre</i> Subject and object pronouns		<ul style="list-style-type: none"> ○ <i>Qu'est-ce que tu portes normalement, le weekend?</i> ○ <i>D'habitude, je porte un jean moulant avec...</i> ○ <i>Je voudrais un tee-shirt, s'il vous plaît.</i> ○ <i>Vous faites quelle taille?</i> ○ <i>Une taille moyenne, je crois.</i>
Week 3-4	Daily life: Describing your daily life	Modal verbs • <i>pouvoir</i> and <i>devoir</i>	Listening carefully for negatives Asking questions	<i>J'ai cours tous les jours sauf...</i> <i>Je vais au lycée en scooter.</i> <i>Les jours d'école, je dois me lever tôt.</i>
Week 5-6	Daily life, Cultural life: Talking about food for special occasions	Using the pronoun <i>en</i>		<i>Ma fête préférée est Noël parce que j'adore...</i> <i>D'abord on mange... suivi(e) par...</i>
Week 7-8	Daily life: Using polite language	Asking questions in the <i>tu</i> and <i>vous</i> forms	Understanding figures in French	<i>Je peux vous aider?</i> <i>Tu peux me tutoyer si tu veux.</i>
Week 9-10	Cultural life: Describing family celebrations	Using <i>venir de</i> + infinitive		<i>Je suis né(e) en...</i> <i>Je viens de fêter...</i> <i>Je suis allé(e) au... à la... avec...</i>
Week 11-12	Cultural life: Describing festivals and traditions	Using a combination of tenses	Giving dates	<i>Le cinq novembre, c'est...</i> <i>Chez nous, à Pâques, on...</i> <i>On fête la fin de l'année...</i>

				<i>C'est l'occasion de... Il y a...</i>
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