



Curriculum Plan - French



Year 9	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Use of adjectives Conjugation of common verbs in the present, perfect, imperfect and immediate future tenses Using question words Impersonal verbs and modal verbs (il faut, je dois)				Enrichment: What is offered through the year to support learning in the classroom? - MFL language club once a term - Trip to France in July - MFL Ambassadors		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Où j'habite – where I live. Covering topics of town and home	Knowledge quiz based on Knowledge organiser. Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations Week 4 of term 1	Key vocabulary for places in town - what there is and isn't in town – Il y a and il n'y a pas de Key opinions phrases relating to spare time in town. J'aime + infinitive Using the present tense habiter verb and understanding regular ER verb patterns. Key vocabulary relating to types of homes and adjectives.	Students are able to say where they live, describe their town and what they like to do in their town. They can accurately express their opinions about their towns and understand those of other people. They can describe where they live using a range of adjectives. They understand where to place adjectives and can apply grammar rules relating to gender of nouns	Students may not be able to recognise the verb in the sentence (a from avoir) to enable them to use the negative structure. Omission of de in the structure. Students often retain the article for the following noun. Adjectives usually come after the noun (except those where the BAGS rule applies). They need to agree with the noun they describe – this means the adjective needs to change depending on the gender of the noun.	-Adjectives -Adjectival agreement and placement -Subject -Verb -Pronouns -Conjugation -Connectives -Time indicators -Opinion -Narration -Irregular verbs - Infinitive - Negation	The following has been covered in year 7 and 8: Gender of nouns and their effect on adjectives Negation Regular verb formations and the impact of the subject (pronoun) of the sentence The notion that some verbs are irregular and their pattern needs to be learnt. Future learning: Students will be able to compare where they would like to live and make a comparison between the present
Term 2	Où j'habite – where I live. Covering topics of town and home	Knowledge quiz based on Knowledge organiser. Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations Week 2 of term 2	Using the verb pouvoir and the negative structure to say what one can and cannot do in town Key vocabulary – rooms in the house	They can use modal verbs such as pouvoir to say what they can and cannot do. They can describe their house and understand the descriptions of others	2 verb constructions (opinions and modal verbs). 2 nd verb is the infinitive Adjectives usually come after the noun (except those where the BAGS rule applies). They need to agree with the noun they describe – this means the adjective needs to change depending on the gender of the noun. Students can confuse the article de/de la/du/des and need to pay attention to the gender of nouns Students sometimes use the wrong article (def/indef) - Students often forget to pluralise nouns.	-Adjectival agreement -Adjectival placement -Conjunction -Connective -Preposition -Articles – definite/indefinite -Modal verbs	The following has been covered in year 7 and 8: Gender of nouns and their effect on adjectives How to move between definite and indefinite articles in a sentence. Negation Nouns in their singular and plural form Future learning Students will be able to provide contrast between



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					When nouns are pluralised, this can have an effect on the verb that follows it (is/has etc)		their current home and their ideal home
Term 3	<p>Ou j'habite – where I live Ma maison idéale – my ideal house</p> <p>Year 9 options – why choose GCSE French?</p>	<p>Spoken role play assessment to focus on phonics and reading aloud</p> <p>4th week of term 3</p>	<p>Prepositions to say where the rooms are</p> <p>Bedroom items Key vocabulary for what an ideal house would comprise of</p> <p>Vocabulary for 'si phrases' if I won the lottery etc</p> <p>Understanding of the conditional tense 'I would + infinitive' e.g I would like, I would have</p> <p>Sophisticated opinions</p> <p>Question words and construction of questions</p> <p>Opportunities to discuss the course and careers associated with languages and opting for GCSE</p>	<p>They can say where the rooms are in relation to other rooms. Key grammar relation to the use of the word of (de) and how it changes</p> <p>Students can describe what their bedroom looks like and what they have/don't have in their bedroom Students will be able to express themselves in more than one time frame (past and conditional) to say what their ideal house would be like if they had lots of money</p> <p>They will be able to express themselves in a sophisticated way and express their desires for the future.</p> <p>Students will be able to ask and answer questions relating to their home and town</p> <p>Students will know who to speak to about making their options decisions. They will hear from GCSE students and their teachers about the course and their future career pathways</p>	<p>Students often forget to flag the change of tense with a time indicator</p> <p>They can confuse the need to change the ending of the verb depending on the pronoun</p> <p>When expressing opinion in a 2 verb construction, the second verb is the infinitive and students often say I would like I have</p> <p>Misconceptions occur with the structure of a question phrase as this differs to the English construction. The English use of 'do' confuses</p>	<p>Interrogative Clause</p> <p>Conditional tense</p> <p>Time frame</p> <p>Pronoun</p> <p>Infinitive</p> <p>Time indicator</p>	<p>The following has been covered in years 7 and 8:</p> <p>A regular focus on phonics</p> <p>Question words</p> <p>Sophisticated opinions</p> <p>2 verb constructions</p> <p>Future learning:</p> <p>Role play is a GCSE skill so this prepares students for when they choose French as an option.</p> <p>The ability to express yourself in an extended way including sophisticated opinions and a range of tenses is a GCSE skill</p>



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Term 4	Le travail – work	<p>Knowledge quiz based on KO. Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations</p> <p>4th Week of term 4</p>	<p>Key vocabulary related to typical jobs and links to learning languages</p> <p>Adjectives describing jobs</p> <p>The imperfect tense – past time frame</p> <p>Understanding questions and decoding</p>	<p>Students are able to discuss what people they know do for a living. They are able to apply common spelling patterns to new vocabulary they look up.</p> <p>Students learn how to give their opinion about jobs</p> <p>Students are able to talk about what they wanted to do when they were younger and how that may have changed. They can contrast time frames.</p> <p>Students are able to use some vocabulary from the questions they are asked in order to formulate their response</p>	<p>Removal of the article – she is a surgeon – elle est chirurgienne. Indefinite article is not needed.</p> <p>The use of which when students usually use that ‘e.g which is’</p> <p>Verb ending changes depending on the pronoun.</p> <p>Changing tu into je for the response. Removing the question word from the response.</p> <p>Students often forget to flag the change of tense with a time indicator</p>	<p>Subordinate clause Prefix The imperfect tense Conjugation Time frame De-coding</p>	<p>In years 7-9 students have learnt: The verb etre and its pattern in the present tense Gender and its impact on spellings of nouns and adjectives Conditional tense Questions</p> <p>Future learning: Students will be expected to express themselves in 3 time frames in the French GCSE</p> <p>They will learn new verbs and be able to apply the patterns to new learning</p> <p>They will use their knowledge of the grammar accrued to be able to express themselves in extended writing and speech</p>
	Le travail – work and ambitions	<p>Extended piece of writing – 90 words written to bullet points. Students have a choice of 2 briefs. Week 4 of term 5 (GCSE style)</p>	<p>Conditional tense – ideal job</p> <p>Si clause – using if with the imperfect and conditional tense</p> <p>Key vocabulary relating to part time jobs</p>	<p>They can contrast past wishes with what they would like to do when they are older</p> <p>Students are able to consider what they would do if their circumstances were different. E.g if I were rich, I would buy...</p> <p>Students are able to express themselves and understand others speaking or writing in different tenses</p>	<p>2 verbs together, the second is the infinitive. This is not the case in English. I would (to) buy</p> <p>Confusing the tenses – ensure the phonics are clear and there is a definite r sound with the future tense</p>	<p>Clause Brief</p>	<p>In years 7-9 students have learnt:</p> <p>Connectives and sophisticated opinions Subordinate clauses More than one tense</p> <p>Future learning. Students will be able to apply the grammatical structures to future learning. The ability to narrate is a GCSE skill</p>
	La technologie – technology	<p>Listening assessment – understanding extended speech and responding.</p> <p>90 worder (GCSE written task) to include 3 time frames</p>	<p>Vocabulary specific to gadgets – smartphones, tablets, headphones etc.</p> <p>Comparative adjectives (old/new)</p> <p>Using modal verbs</p>	<p>Students are able to describe how they use technology and compare their new devices with old</p> <p>Students can express what they are able to do with their technology</p>	<p>BRAGS adjectives go before the noun which breaks the rule about adjective placement Beauty, Rank, Age, Goodness and Size</p> <p>2nd verb is the infinitive Understanding the passive use</p>	<p>Comparative Distractors Modal revision</p>	<p>Students’ confidence is growing and they will be able to debate and discuss with each other, contrasting opinions. They have a strong basis for choosing GCSE and or travelling/working abroad in the future</p>

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