

Year: 9

Subject: French

Year 9 French – Unit 1		
Overarching Topic: Rights and priorities (Moi dans le monde)		
What has come before and what comes later:	During the previous unit, students studied about jobs and future plans. In the next unit, they will learn about their family, friends and marriage. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of future tense forms.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say what rights you have and do not have? How do you say what your priorities are? How do you say what you buy when you go shopping? How do you say what makes you happy? How do you discuss human rights issues? How do you say 'I have the right to'? How do you say 'my' in French? How do you say 'I have', 'you have' and 'he/she has' in French? How do you translate words which end in 'ing' in English into French? How do you form the present, perfect (past) and near future tenses in French in the 'I' form? How do you pronounce the following sounds in French: ai / oi / ch? 	<ul style="list-style-type: none"> Name some idiomatic expressions with 'avoir'. How do you use direct object pronouns in French? How do you form 'if' phrases in French? How do you form the simple future tense in French in the 'I' and 'we' forms? How do you form the present, perfect (past), near future and simple future tenses in French in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Reading skills – students identify 2-3 personal strategies to improve their reading skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

Year: 9

Subject: French

Year 9 French - Unit 2		
Overarching Topic: Me, my family, and friends (Theme 1)		
What has come before and what comes later:	During the previous unit, students studied about global issues. In the next unit, they will learn about their home, town and region. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of future tense forms.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What are the words for different family members? • How do you describe someone's physical appearance and personality? • How do you describe your relationship with someone (e.g. saying you get on with them or not)? • How do you give basic information about a friend / partner? • How do you say what you did with your friends / family in the past? • How do you say whether you would like to get married or not in the future? • How do you say what your opinion is about marriage? • How do you say 'I am' and 'he/she is' in the present tense? • How do you say 'I have' and 'he/she has' in the present tense? • How do you form the present, perfect (past) and near future tenses in French in the 'I' form? • How do you pronounce the following sounds in French: ç / c / qu / j? 	<ul style="list-style-type: none"> • How are 'être' and 'avoir' conjugated in the present tense? • How do you form the simple future tense in French in the 'I' and 'we' forms? • How do you form the present, perfect (past), near future and simple future tenses in French in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). • Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills. 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

Year: 9

Subject: French

Year 9 French - Unit 3		
Overarching Topic: Home, town, neighbourhood and region (Theme 2)		
What has come before and what comes later:	During the previous unit, students studied about family and relationships. In the next unit, they will learn about their school and education. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> What are the words for different rooms of the house / some items of furniture? How do you describe your house and its rooms? How do you say what you do at home / in your town / region, what you did in the past, and what you are going to do in the future? What are the words for different places in your town / region? How do you say where you would like to live in the future? What are the points of the compass in French? How would you buy items in a French-speaking country? How do you make the phrase 'j'ai trois stylos' negative? How do you form the present, perfect (past) and near future tenses in French in the 'I' form? How do you say 'I live' in the present tense? How do you pronounce the following sounds in French: tion / ien / un? How and why is April Fool's Day celebrated in France? 	<ul style="list-style-type: none"> How do you say what your ideal house would be like? How do you describe what are advantages and disadvantages of living in the town / countryside are? How do you form the simple future and conditional tenses in French in the 'I' and 'we' forms? How do you form the present, perfect (past), near future, simple future and conditional tenses in French in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

Year: 9

Subject: French

Year 9 French – Unit 4		
Overarching Topic: My studies / Life at school/college (Theme 3)		
What has come before and what comes later:	During the previous unit, students studied about their town and their home. In the next unit, in Year 10, they will learn about technology, mobile phones and social media. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say which subjects you study, and give opinions about them? How do you say which subjects you are going to study in the future? How do you say what facilities your school/college has? How do you describe your typical school day, a school day in the past, and a school day in the future? Describe your school rules. How do you describe your school uniform and give opinions about it? How do you give opinions about different teachers in your school? How do you form regular adverbs in French? How do you compare two adverbs in French? How do you say 'I want', 'I must' and 'I can' in French? How do you form the present, perfect (past) and near future tenses in French in the 'I' form? How do you pronounce the following sounds in French: r / h / th? How and why is La Fête de La Musique celebrated in France? 	<ul style="list-style-type: none"> Describe some problems and concerns in your school. How do you say how you would improve your school / describe your ideal school? How do you conjugate 'vouloir', 'devoir' and 'pouvoir' in all forms in the present tense? How do you form the simple future tense in French in the 'I' and 'we' forms? How do you form the present, perfect (past), near future and simple future tenses in French in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Vocabulary learning skills – students identify 2-3 personal strategies to improve their vocabulary learning skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.