



Subject: French Year 9 Term 1

Overarching Topic: Theme 1 – Identity and Culture (Family, Friends, Relationships, Technology and Social Media, Christmas/New Year)			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>As pupils start their GCSE course, we will provide and outline of their learning journey through Themes 1, 2 and 3. By the start of Year 9, pupils will be comfortable with describing their hobbies, sports, school subjects and families, referring to the present and future. They will be able to express simple opinions. In Year 9, they will develop these skills by giving more subtle qualitative and evaluative opinions, for example by offering their views not only on the benefits of new technologies but also on the potential disadvantages (e.g. 'should younger children be allowed phones?'). Theme 1 will appeal hugely to Year 9 students, as they will discuss mobile phones, gaming and computer technology, linking this to their family, friends, school and home life, as well as to the wider world. There is scope for a wide discussion of the modern family unit, e.g. the importance of marriage and relationships. Pupils will also explore their place as global citizens through the topic of different Christmas/New Year traditions in the francophone world.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>Can I describe family members?</p> <p>Can I recall correct endings for masculine/feminine nouns?</p> <p>Can I recall adjectives to describe others? Do I always try to ensure the endings agree with masculine/feminine/plural nouns?</p> <p>Can I conjugate 'être' and 'avoir' to</p>	<p>Can I use three modal verbs including the negative form to help me evaluate ('il faut', 'on peut', 'on ne doit jamais')?</p> <p>Can I regularly apply evaluative opinion phrases in responses about social media, technology and relationships ('d'un côté, de l'autre côté ...')?</p> <p>Can I use the near future tense to describe a planned leisure activity?</p> <p>Can I use a range of simple verbs in the perfect tense using the auxiliary 'avoir' ?</p> <p>Can I use a varied range of adjectives to describe myself and others?</p>	<p>Can I use a range of complex structures in writing and speech ('On peut', 'je dois' + infinitive)?</p> <p>Am I beginning to narrate my responses so that I give 2-3 phrases as part of my standard answer?</p> <p>Can I use the perfect tense to talk about recent events?</p> <p>Am I able to refer to three time frames with increasingly accurate verbs, time phrases and fluency?</p> <p>Can I discuss Christmas traditions in French-speaking countries?</p>

	describe myself and others?		
	Do I correctly use the infinitive with the near future tense?		
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	1. Writing/Speaking	From sentence to short paragraph level, developing key ideas using increasingly complex vocabulary and grammatical structures, referring to three time frames with increasing accuracy.	
	2. Listening/Reading	Developing prediction skills, and the ability to infer meaning and listen for key sounds.	