



### Subject: French Year 9 Term 2

| Overarching Topic: Theme 1: Identity and Culture (Cinema, Music, Eating Out and Sport)                          |  |  |   |
|---|--|--|---|
| <p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>  | <p>By the second term of Year 9, pupils will now be able to transfer the grammar and generic structures they have already learnt to another topic they are passionate about – free time! Pupils will use these evaluative skills to express opinions in the areas of cinema, food, music, sport and other hobbies. They will be encouraged to describe what others think, not just themselves. They will enjoy comparing their own free time to French-speaking pupils – for example, they will compare how meals are served in different francophone cultures, from West and North Africa to Canada and Europe. This year includes a requirement to prepare role plays in restaurants. In addition, pupils will learn about Easter traditions across the francophone world.</p> |  |   |
|   | Critical   | Core   | Pinnacle  |
| <p><b>The Big Questions</b><br/>(What questions will students be able to answer upon mastery of the topic?)</p> | <p>Can I express my opinions on film, TV, food, music, sport and other leisure activities?</p> <p>Do I know how to conjugate regular and key irregular verbs in the present and near future tenses?</p> <p>Do I regularly develop my responses with connectives and modifiers?</p> <p>Do I know how to tackle a GCSE-style 40-word written response about my hobbies?</p>  | <p>Can I use varied opinion phrases for myself and others' views? ('il trouve que...')?</p> <p>Can I accurately use '<b>faire</b>' and '<b>jouer</b>' with sports to say which sports I and others play?</p> <p>Can I refer to describe planned and recent events using the future and perfect tenses and accurate time phrases?</p> <p>Can I talk about others (<b>il/elle/nous/ils/elles</b>) using three time frames?</p> <p>Do I know how to structure a GCSE-style 90-word response about my hobbies and interests?</p> | <p>Can I use evaluative connectives ('<b>mais</b>', '<b>pourtant</b>', '<b>en plus</b>') to add interest and value to my responses?</p> <p>Can I use the perfect tense with both '<b>avoir</b>' and '<b>être</b>'?</p> <p>Do I habitually use a range of language features to extend my answers and develop the 'narrative' of my response?</p> <p>Can I begin to research and explore francophone culture (e.g. music artists, food traditions)? Can I share my knowledge with others?</p> |

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|---------------------------------------|--|--|--|
|                                       |  | Can I express opinions about music, food and traditions in francophone countries?  |  |
| <b>The Key Skills/<br/>Techniques</b> | <b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b> |  |  |
|                                       | <b>Skill/Technique</b>   | <b>How will this skill be developed?</b>   |  |
|                                       | 1. Writing/Speaking  | From sentence to short paragraph level, developing key ideas using increasingly complex vocabulary and grammatical structures. Narrating my answers more and more. |  |
|                                       | 2. Listening/Reading   | Developing prediction skills, and the ability to infer meaning and listen for key sounds.  |  |