



Subject: French Year 9 Term 2

Overarching Topic: Music; social consciousness

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| <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 – music! Pupils will be encouraged to describe what others think, not just themselves. They will enjoy learning about the lives of young refugees and exploring ideas about how to change the world and make a difference, including the language around saving animals and the environment.</p> |
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| | Essential | Core | Ambitious |
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| <p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p> | <p>Can I express my opinions on music?</p> <p>Do I know how to conjugate regular and key irregular verbs in the present and near future tenses?</p> <p>Can I use comparatives?</p> <p>Can I use negatives accurately? ne... pas...</p> | <p>Can I accurately use 'jouer' with musical instruments to say which instruments I and others play?</p> <p>Can I use varied opinion phrases for myself and others' views? ('il trouve que...')?</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 use negatives accurately? ne... pas...; ne... jamais...</p> | <p>Can I use evaluative connectives ('mais', 'pourtant', 'en plus') to add interest and value to my responses?</p> <p>Can I use the perfect tense with both 'avoir' and 'être'?</p> <p>Can I use superlatives?</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 use negatives accurately? ne... pas...; ne... jamais...; ne ... que...</p> |

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| | <p>Do I regularly develop my responses with connectives and modifiers?</p> <p>Do I know how to structure a GCSE-style 40-50-word response?</p> | <p>Can I talk about others (il/elle/nous/ils/elles) using three time frames?</p> <p>Can I express simple conditional phrases using 'je voudrais' + infinitive?</p> <p>Do I know how to structure a GCSE-style 80-90-word response?</p> <p>Can I express opinions about music, food and traditions in francophone countries?</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> |
| <p>The Key Skills/ Techniques</p> | <p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p> | | |
| | <p>Skill/Technique</p> | <p>How will this skill be developed?</p> | |
| | <p>1. Writing/Speaking</p> | <p>From sentence to short paragraph level, developing key ideas using increasingly complex vocabulary and grammatical structures. Narrating my answers more and more.</p> | |
| <p>2. Listening/Reading</p> | <p>Developing prediction skills, and the ability to infer meaning and listen for key sounds.</p> | | |