

Curriculum Map (MFL) – French (Year 9)

Subject: French

Year 9

The curriculum map below demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation);
- 2) Deepening vocabulary;
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using);
- 5) Expression and justification of opinions;
- 6) Use of authentic sources and expanding understanding of culture(s);

For each key topic, the number in brackets indicates the corresponding GCSE Topic Area.

The Year 9 French course is based on the textbook “Studio Edexcel GCSE 9-1 Foundation”. Each chapter revisits vocabulary and structures from the Year 7 and 8 topics (identity and culture, free time activities, daily routine, holidays) and introduces vocabulary and structures for the Year 9 topics (technology and the media, sport and fitness, festivals). We also constantly revisit the present, future and past tenses.

By the end of the year, all students will be able to infer language from longer listening and reading extracts and be able to give developed responses to questions in general conversation and in writing in relation to KS3 set topics.

Specific end points (learning outcomes) for each key topic can be found at the end of this document.

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	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
Term 1 Who am I (1) Friends (1) Family (2)	Speaking – questions and answers Translation of longer sentences	Revisit family + physical description vocab, learn higher vocab and structures eg. mon frère cadet, être divorcé, un appareil dentaire Revisiting personality adjectives, learn more original ones Qualities of a good friend Family relationships, more reflexive verbs	Recap of key grammar concepts: the present tense and adjectival agreements Recap of gender and possessive pronouns <i>Extension: recap of reflexive verbs in negative and/or future sentences</i> <i>Extension: The relative pronoun qui, emphatic pronouns</i>	Recap of present tense including irregular verbs + more irregular verbs in the 3 rd person Recap of reflexive verbs	Recap of justifying opinions using <i>parce que</i> Giving longer justifications Recap of opinions phrases eg. à mon avis	Idiomatic expressions
Term 2 Free time activities, going out (1) My role model (1)	Asking questions – more question words Translate sentences in 3 different tenses	Revisiting places in town, free time activities and the time Time phrases in past, present and future time frames Revisiting and deepening description vocab, including reasons to admire someone	En / à + mode of transport Using three tenses Direct object pronouns third person	Recap and extensive practice: the future tense and the perfect tense	Opinion phrases <i>and</i> justifying opinions using <i>parce que</i> A mon avis, je pense que, selon moi	Culture: understanding longer texts: la première rencontre

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<p>Term 3</p> <p>Sport and Leisure (1, 5)</p>	<p>More translation in 3 different tenses, into English and into French</p> <p>Reading and listening comprehension</p>	<p>Activities and games</p> <p>Revisiting and learning more frequenters</p> <p>Time phrases: duration</p>	<p>Jouer au/à la/aux OR jouer du/de la/des OR faire du/de la/des</p> <p>Places of frequenters in sentences</p> <p>Depuis + present tense</p>	<p>Consolidation of present tense with ER and the irregular verb FAIRE.</p> <p>Ongoing practice of present, perfect and future tenses.</p>	<p>Je trouve ça + masc. adjective</p> <p>Opinion phrase + infinitive verb</p>	<p>Culture: popular sports in France</p>
<p>Term 4</p> <p>Safe use of technology (1)</p> <p>Cultural activities, films, TV, music, reading (1)</p>	<p>Speaking – delivering a short presentation to peers</p> <p>Speaking (role play) – questions and answers for going to the cinema</p> <p>Writing a longer paragraph</p>	<p>Advantages and disadvantages of the internet, online activities</p> <p>Types of film, TV programmes, books, music genres</p> <p>Adjectives to describe TV programmes (transferable)</p>	<p>Recap of definite and indefinite articles + gender</p> <p>Recap: using <i>de</i> after a negative structure</p> <p>Comparative structures</p> <p>Direct object pronouns for they/them</p>	<p>Learning more irregular verbs in the present tense: lire, écrire, prendre, mettre</p> <p>Recap modal verbs in present tense</p>	<p>Say what is dangerous, easy/challenging, important using impersonal structures, e.g. Il est important de + inf.</p> <p>Agreeing/disagreeing</p> <p>More opinion starters</p> <p>Je le/la/les trouve + adj. agreement</p>	<p>Culture: artists from French speaking countries – films, books, music</p>

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Term 5 Speaking Examination and Revision	Conducting of speaking examinations Writing a text - 3 bullet point task– approx. 120 words	Revision of all above	Revision of all above	Revision of all above	Revision of all above	
Term 6 Holidays and festivals (1, 2, 5)	Group project: organising a holiday to a festival in a French-speaking country Writing a detailed summary of the planned holiday in French Delivering a presentation to the class in English and/or French	Revisiting holiday vocab: countries, places to stay, modes of transport Festival activities	Recap prepositions : en+modes of transport, au/en/aux + countries and à+town/city	Future tense consolidation	Recap of opinion phrases about holidays (transferable) in 3 tenses	Culture: famous festivals in French-speaking countries, in-depth research and exploration about one festival

The following end points for each topic area for the end of Term 2 and Term 4 have been adapted from the learning outcomes for each unit of the course book (*Studio Edexcel GCSE 9-1 Foundation*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

The end points for the end of Term 6 have been created around the Term 6 project.

End Points (by end of Term 2)

I can...

- Revise family and describing people
- Use the present tense: *avoir* and *être* **in all 6 persons**
- Use the correct adjectival agreement
- ▶ Use the correct pronoun (*tu, vous, on/nous*)
- ▶ Use *mon, ma, mes*

- Revise places in town, activities and times
- Use definite and indefinite articles
- Use prepositions
- Use the verb *aller* **in all 6 persons**
- Use the preposition *à*
- ▶ Tell the time **using digital and 24h clock**

- Talk about friends and what makes a good friend
- Use the present tense: regular -er verbs
- Adjectival agreement: irregular adjectives
- ▶ Use different words for 'friend'

- Talk about family relationships
- Use reflexive verbs in the present tense
- Use reflexive verbs
- Use possessive adjectives **for first and second person**

- Make arrangements to go out
- Use the near future tense
- Ask questions
- ▶ Give opinions using *ça va être* + adjective

- Describe a day out
- Use the perfect tense
- ▶ **Give opinions in the past** using *c'était* + adjective
- ▶ Use a combination of tenses: *normalement*+ present tense / *hier* + perfect tense
- ▶ Use context to work out meaning

- Greater depth:**
- ▼ **Use possessive adjectives and emphatic pronouns in all 6 persons**
- ▼ **use more complex language, i.e. reflexive verbs and negative structures in all 3 tenses**
- ▼ **understand a wider breadth of vocabulary in listening and reading tasks**
- ▼ **Tell the time using analogue clock**

End points (by end of Term 4)

I can...

- Discuss role models
- Use the perfect tense
- Use a combination of tenses

- Revise leisure activities
- Use jouer à and jouer de
- Use aimer, adorer, préférer and détester
- ▶ Use negatives ne ... pas and ne ... jamais

- Revise films and going to the cinema
- Use the correct article
- The verb *vouloir*
- Ask questions
- ▶ Listen for numbers
- ▶ Use je voudrais

- Talk about sport
- **Say how long you have been practising a sport**
- The verb *faire*
- *depuis* + present tense
- Use the correct preposition after the verbs *jouer* (*au / à la / à l' / aux*) and *faire* (*du / de la / de l' / des*)
- ▶ Accuracy when translating

- Talk about using technology
- Use irregular verbs in the present tense **in all 6 forms**
- ▶ Listen for a change in opinion

- Discuss reading habits and music
- Negatives
- **Opinions followed by EITHER le/la/les/l'+noun OR verb in the infinitive**
- ▶ Use different phrases to introduce your opinion

- Talk about television programmes
- Use the comparative
- Comparative adjectives
- ▶ Adjectives to describe television programmes
- ▶ Make the subject pronouns and the adjectives agree with the nouns

Greater depth:

- ▼ **use a wider breadth of vocabulary in writing and speaking tasks**

End points (by end of Term 6)

I can...

- Describe some festivals and traditions
 - Read hotel advertisements and identify what facilities they have
 - Talking about travelling, using transport vocabulary
 - Say 'in' or 'to' with countries
 - Use en or à + mode of transport
 - ▶ Research festivals in French-speaking countries
 - ▶ Explore authentic texts on hotel review websites
 - ▶ Identify advantages and disadvantages of different modes of transport
 - ▶ Keep a travel budget, calculate costs and plan for possible extra costs
 - ▶ Develop an awareness of currency and exchanging money, usually between pounds and euros
 - ▶ Research the French-speaking country where the festival is happening, including places to visit
 - ▶ Present research findings to peers in a creative format, in French and in English
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Greater depth:

- ▼ Final product includes details about the French-speaking country and its situation, history, customs, traditional food, places of interest, local population
- ▼ Final product is produced in accurate French and includes a range of vocabulary and accurate grammatical structures.