

MFL (French) – Year 9



Curriculum Intent

Subject: MFL (French)

Year 9

	What?	Why?	National Curriculum Links
Term 1-1	<p>Fundamentals of French</p> <ul style="list-style-type: none"> • Introduction to CRUCIAL KNOWLEDGE DOCUMENT • Alphabet & pronunciation • Numbers, telling the time, Days/ months/seasons • School subjects and opinions / school-related vocab • Present (crucial grammar) • Opinions • Introducing yourself • Talking about family and friends • Describing people <p>Communicative functions:</p> <p>Qui est-tu? (who are you?) Quel âge as-tu? (how old are you?) Qu'est-ce que tu aimes? (what do you like?) Tu aimes le collège? (do you like school?) Qui est dans ta famille? (who's in your family?)</p>	<p>Pupils will be introduced to the fundamentals of French in the context of covering the same amount of content as other languages in a much shorter timescale. These topics will be regularly revisited in order to embed them.</p> <p>Pupils will be able to describe themselves and start to talk in simple terms about others. They will be learning to use opinions.</p>	<ul style="list-style-type: none"> • Listen to a variety of forms of spoken language • Transcribe words and short sentences that they hear with accuracy • Initiate and develop conversations • Cope with unfamiliar language and unexpected responses • Express ideas and points of view clearly both in speaking and writing • Accurate pronunciation and intonation • Read and understand texts • Translate into English • Read literary texts • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions. • Translate into the TL



<p>Term 1-2</p>	<p><u>Family, Relationships and Future Plans</u></p> <ul style="list-style-type: none"> • Daily routine / Time phrases • Relationships & Plans for the future • Vital verbs 'to be, to have & to like' • Animals, colours & adjectives <p>Communicative functions:</p> <p>Comment sont tes amis? (what are your friends like?)</p> <p>Tu as des animaux chez toi ? Do you have any pets at home ?</p> <p>Qu'est-ce que tu fais pour aider chez toi ? (What do you do to help at home ?)</p>	<p>Pupils will need to quickly develop the linguistic skills to talk about themselves and others in detail and compare people in their family or friendship group.</p> <p>Pupils will be able to use set future tense phrases to talk about what they want to do in the future and their opinions on a GCSE topic.</p>	<ul style="list-style-type: none"> • Identify and use tenses • Use and manipulate a variety of key grammatical structures and patterns • Use a wide range of vocabulary and justify opinions • Take part in discussions • How to use grammar spelling and punctuation • Listen to a variety of forms of spoken language • Transcribe words and short sentences that they hear with accuracy • Initiate and develop conversations • Cope with unfamiliar language and unexpected responses • Express ideas and points of view clearly both in speaking and writing • Accurate pronunciation and intonation • Read and understand texts • Translate into English • Read literary texts • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions. • Translate into the TL
<p>Term 2-1</p>	<p><u>Where you live</u></p> <ul style="list-style-type: none"> • Describing your house in detail • Saying where things are • Where your home is <p><u>New technology</u></p> <ul style="list-style-type: none"> • How we use the internet and why? - positives & negatives 	<p>Pupils will be learning new vocabulary on the topic of technology and relating it to their own experience and opinions.</p> <p>They will use set phrases and opinions to talk about the advantages and disadvantages of the internet.</p>	<ul style="list-style-type: none"> • To foster pupils' curiosity and deepen understanding of the world • To express ideas and thoughts in another language and respond by speaking and writing. • To communicate for practical purposes • To learn new ways of thinking • To read authentic texts • Identify and use tenses



	<ul style="list-style-type: none"> • using the past (perfect) tense • The uses of mobile technology & social media – present / past / future • Comparing timeframes - the Imperfect tense <p>Communicative functions:</p> <p>Où habites-tu? (where do you live?) Comment est ta maison? (what's your house like?) Comment est ta chambre? (what's your bedroom like?) Qu'est-ce qu'il y a dans ta maison et ta chambre? (what's in your house and your room?) Comment serait ta maison idéale? (what would your ideal house be like?)</p> <p>Qu'est-ce que tu fais avec la technologie? (what do you do with technology?) Qu'est-ce que tu penses de la technologie? (what do you think about technology?) Comment utilisais-tu la technologie dans le passé? (how did you use technology in the past?)</p>	<p>Pupils will practice key verbs and phrases to talk about how often they use the internet and what they use it for.</p> <p>Pupils will learn how to compare past, present and future habits using a variety of tenses.</p>	<ul style="list-style-type: none"> • Use and manipulate a variety of key grammatical structures and patterns • Use a wide range of vocabulary and justify opinions • Take part in discussions • How to use grammar spelling and punctuation
Term 2-2	<p><u>Free time</u></p> <ul style="list-style-type: none"> • Free time activities • TV, Music, Film • Sports and hobbies <p>Communicative functions:</p>	<p>Pupils will learn Crucial Knowledge to describe their free time relating to the activities they like and don't like.</p> <p>Pupils will also be able to talk about others' hobbies and involvement in sports and make comparisons with what they did in the past and with others.</p>	<ul style="list-style-type: none"> • Listen to a variety of forms of spoken language • Transcribe words and short sentences that they hear with accuracy • Initiate and develop conversations • Cope with unfamiliar language and unexpected responses • Express ideas and points of view clearly both in speaking and writing • Accurate pronunciation and intonation



	<p>Qu'est-ce que tu faisais dans le passé? (what did you used to do in the past?)</p> <p>Qu'est-ce que tu aimes faire pendant ton temps libre? (what do you like to do in your free time?)</p> <p>Qu'est-ce que tu feras dans l'avenir? (what will you do in the future?)</p> <p>Quels sports fais-tu? (what sports do you do?)</p> <p>Quels passetemps avez vos amis et toi? (what hobbies do you and your friends have?)</p>	<p>Pupils will be able to talk about the importance of sport in a healthy lifestyle.</p> <p>Pupils will be able to specifically talk about TV programmes, film genres and music genres to develop and extend opinions further.</p> <p>Pupils will be confidently be able to talk about what they did last weekend using past tense key phrases.</p> <p>Pupils will be able to talk about what they are going to do next weekend using future tense set phrases.</p>	<ul style="list-style-type: none"> • Read and understand texts • Translate into English • Read literary texts • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions. • Translate into the TL
Term 3-1	<p><u>Food and Lifestyle</u></p> <ul style="list-style-type: none"> • Food items and meals • Talking about eating out • Healthy eating - past and present • Cultural importance of food in France <p><u>Communicative functions:</u></p> <p>Qu'est-ce que tu aimes manger? (what do you like to eat?)</p> <p>Qu'est-ce que tu aimes manger au restaurant? (what do you eat at restaurants?)</p>	<p>Pupils will learn about food items to talk about what they eat and drink and their opinion on certain food items.</p> <p>Pupils' knowledge will then be extended to talk about healthy and unhealthy food items.</p> <p>Pupils will use the imperfect tense phrases to compare their lifestyle in the past with their current lifestyle and explain what they should do/will do to be more healthy.</p>	<ul style="list-style-type: none"> • Identify and use tenses • Use and manipulate a variety of key grammatical structures and patterns • Use a wide range of vocabulary and justify opinions • Take part in discussions • How to use grammar spelling and punctuation • Listen to a variety of forms of spoken language • Transcribe words and short sentences that they hear with accuracy • Initiate and develop conversations • Cope with unfamiliar language and unexpected responses • Express ideas and points of view clearly both in speaking and writing



	<p>Qu'est-ce tu aimais manger quand tu étais plus jeune? (what did you eat when you were younger?)</p> <p>Tu manges sainement ou non? (do you eat healthily or not?)</p> <p>Les français – qu'est-ce qu'ils mangent? (What do French people eat) CULTURAL [NON-TAUGHT]</p> <p>TOPIC BASED ON PUPILS' RESEARCH</p>	<p>Pupils will learn about the cultural importance of food.</p>	<ul style="list-style-type: none"> • Accurate pronunciation and intonation • Read and understand texts • Translate into English • Read literary texts • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions. • Translate into the TL
n 3.2	<p><u>Back to basics</u></p> <p>Recap of topics covered this year so far. Focus on integration of CK structures and SB language.</p>	<p>Pupils will practice and apply what they have learnt this year and will use the CK structures to develop their communication skills.</p>	<ul style="list-style-type: none"> • Identify and use tenses • Use and manipulate a variety of key grammatical structures and patterns • Use a wide range of vocabulary and justify opinions • Take part in discussions • How to use grammar spelling and punctuation