

Curriculum Overview

Subject: French

Year Group: 9

CHASE HIGH
Aspirations, Character & Excellence



During this year, students will be learning about healthy/unhealthy living. They will be expected to handle the past, present and future tenses regularly and to give an opinion about food/physical activities. They will talk about themselves in more depth, describing their friends and family and talking about what they used to be like. By the end of the year, students will be able to use the past, present and future tense, with some able to use the imperfect tense.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Body parts and saying where it hurts • Revising <i>etre</i> and <i>avoir</i> • Using idioms with <i>etre</i> and <i>avoir</i> • Being healthy • Food and drink • Opinions • Role play - restaurant 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Adjectives • Verbs <i>avoir</i> and <i>etre</i> • Introduction to the imperfect tense 	KNOWLEDGE/SKILLS Sequencing scenes in chronological order and talking about film characters describing them and giving opinions about them.
KEY ASSESSMENTS Half term 1: Body parts Half term 2: Food	KEY ASSESSMENTS Half term 1: Me, my family and my friends Half term 2: Free time	KEY ASSESSMENTS Half term 1: Technology Half term 2: Cultural Capital - Film study

Extended reading suggestions and external resources:

- Independent learning guide provided at the start of each term.
- SMHW – LST
- Introduction of simplified authentic Literary work and to dual translation.

Cultural capital: French food – exploring French menus and healthy eating. Explore how famous some French food are; the family life for a young French person living in a poor neighbourhood; French family laws (PACS). Opportunity to take part in the house point challenge and to create a menu from scratch which they will present to a judging panel (in conjunction with Food tech)

Modern Foreign Languages Year 9 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Reading	I can distinguish the present, past and future events in a range of texts.	I can understand longer texts and recognise people's points of view.	I can dissect texts including some unfamiliar material from which I can recognise attitudes and emotions.	I can infer information based on a wide range of authentic texts in familiar contexts.
Writing	I can write a text, giving and seeking information and opinions, using a variety of structures	I can write a text, e.g. a report, article or story, conveying opinions and points of view	I can produce formal and informal texts in an appropriate style on familiar topics.	I can communicate ideas accurately and in an appropriate style over a range of familiar topics.
Speaking	I can give a short prepared talk, expressing opinions and answering simple questions about it, using a variety of structures.	I can answer unprepared questions in a conversation or following a presentation.	I can narrate events, tell a story or relate the plot of a book or film and give my opinions about it.	I can take part in a discussion, giving and justifying my opinions and ideas.
Listening	I can point out the difference between present and past and future events in a range of spoken material.	I can predict the vocabulary in longer passages and recognise people's points of view.	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions.	I can construct the gist of a range of authentic passages in familiar contexts.