

# Curriculum Overview

Subject: French

Year Group: 9



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 holidays and start learning about the topic of social issues. 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 and/or the conditional tense.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>• Body parts and saying where it hurts</li> <li>• Revising <i>être</i> and <i>avoir</i></li> <li>• Using idioms with <i>être</i> and <i>avoir</i></li> <li>• Being healthy</li> <li>• Food and drink</li> <li>• Opinions</li> <li>• Role play - restaurant</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Transport</li> <li>• Countries</li> <li>• Accommodation</li> <li>• Activities</li> <li>• Near future tense structure</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>• Social issues (racism, homelessness)</li> <li>• Helping others</li> <li>• Local issues (pollution)</li> <li>• Comparatives</li> <li>• Study of a French speaking country – Burkina Faso</li> <li>• Dealing with present, past and future tenses</li> <li>• film study – Neuilly sa mère -Theme 5</li> <li>• Sequencing scenes in chronological order and talking about film characters describing them and giving opinions about them.</li> </ul>
<b>KEY ASSESSMENTS</b> Half term 1: <b>Body parts</b> Half term 2: <b>Healthy living</b>	<b>KEY ASSESSMENTS</b> Half term 1: <b>Future holidays</b> Half term 2: <b>Past holidays</b>	<b>KEY ASSESSMENTS</b> Half term 1: <b>Social issues - speaking</b> Half term 2: <b>End of year assessment</b>

Extended reading suggestions and external resources:

- Independent learning guide provided at the start of the year.
- Satchel One – LST
- Introduction of simplified authentic Literary work and longer and more complex texts to translate

**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. 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). The film study of Neuilly-Sa-Mere offers students an opportunity to find out about the social gap (wealth, speech, access to education, expectations) in between the rich and poorer French suburbs, and the impact of Northern African culture on the French society.