

Curriculum Map Year 9

FRENCH AQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Module 1 – Qui suis-je? (Identity and culture)1 la famille: Relationships with family and friends, marriage and partnership	Module 2 –La technologie (Identity and culture) Technologie in everyday life: Internet and mobile technologie , social media	Module 3 – Le temps de loisirs (Identity and culture) Les loisirs: Music, cinema and TV, eating out, sport	Module 4 le Festival (Identity and culture) Les fêtes Customs and festivals Francophone festivals	Module 5 (Identity and culture) La Ma maison et ma région: Hometown, neighbourhood and region	Module 6 En forme: Healthy lifestyles, doctor's appointments
Core Skills	<ul style="list-style-type: none"> •memorising • pronunciation and intonation • ask and answer questions • write clearly and coherently • spoken and written language • sounds and writing • apply grammar •communicate in pairs . • use more complex language • Speaking with the correct pronunciation & articulation • Listening skills • Reading Skills • Writing Skills, learning of by heart the vocabulary • Literacy Skills • Numerical Skills 	<ul style="list-style-type: none"> • memorising • pronunciation and intonation • ask and answer questions • write clearly and coherently • spoken and written language • sounds and writing • apply grammar •communicate in pairs . • use more complex language 	<ul style="list-style-type: none"> •memorising • pronunciation and intonation • ask and answer questions • write clearly and coherently • spoken and written language • sounds and writing • apply grammar •communicate in pairs . • use more complex language 	<ul style="list-style-type: none"> •memorising • pronunciation and intonation • ask and answer questions • write clearly and coherently • spoken and written language • sounds and writing • apply grammar •communicate in pairs . • use more complex language 	<ul style="list-style-type: none"> • memorising • pronunciation and intonation • ask and answer questions • write clearly and coherently • spoken and written language • sounds and writing • apply grammar •communicate in pairs . • use more complex language 	<ul style="list-style-type: none"> • memorising • pronunciation and intonation • ask and answer questions • write clearly and coherently • spoken and written language • sounds and writing • apply grammar •communicate in pairs . • use more complex language
Core Knowledge	<ul style="list-style-type: none"> • Studio AQA GCSE French Foundation/Higher Theme 1, Module: 1 Revising family and describing people • Revising places in town and activities • Talking about friends and their qualities • Talking about family relationships • Making arrangements to go out • Describing a night out with friends • Talking about your life when you were younger • Discussing role models • Grammar including irregular and reflexive verbs in the present • tense, near future, perfect tense, imperfect, using present, perfect and imperfect together. 	<ul style="list-style-type: none"> • Studio AQA GCSE French Foundation/Higher Theme 1, Module 2 •Revising sport and music • Revising technology, TV, films • Talking about sport • Talking about your life online • Talking about books and reading • Talking about TV programmes • Talking about actors and films • Grammar including depuis, comparative, imperfect, direct •object pronouns, superlative 	<ul style="list-style-type: none"> • Studio AQA GCSE French Foundation/Higher Theme 1, Module 3 • Talking about food and meals • Describing and shopping for clothes • Describing your daily life • Talking about food for special occasions • Using polite language • Describing family celebrations • Describing festivals and traditions • Grammar including pouvoir and devoir, using en, asking questions in tu and vous forms, venir + de + infinitive, using a combination of tenses. 	<ul style="list-style-type: none"> • Studio AQA GCSE French Foundation/Higher Theme 2, Module 4 • Talking about where you live, weather and transport • Describing a town and asking the way • Describing a region • Talking about your town, village or district • Discussing what to see and do • Describing community projects • Grammar including using y, negatives, asking questions with quel, future tense, using present, perfect and future tenses 	<ul style="list-style-type: none"> • Studio AQA GCSE French Foundation/Higher Theme 2, Module 5 • Talking about what you normally do on holiday • Talking about holidays past, present and future • Booking and reviewing hotels • Ordering in a restaurant • Talking about travelling • Buying souvenirs • Talking about holiday disasters • Grammar including revision of present, perfect and future, conditional, reflexive verbs in the perfect tense, using en + participle, using avant de + infinitive, using demonstrative adjectives and pronouns, using the pluperfect tense 	<ul style="list-style-type: none"> • Talk about healthy eating Discuss healthy lifestyles Talk about how diet effects health Talk about resolutions to be healthier Talk about what life will be like in the future Perfect tense with etre, Adverb frequency, comparative and superlative and connectives all tenses with the conditional
Assessment & Feedback	T1.1 Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	T2.1 <u>Assessment of current c/w and h/w using Yellow form.</u> Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week.	T3.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only
Link to prior learning	from year 7 to year 9 students now go into more depth for each module developing language strategies.	The range and content is more experienced with the interrelationship between sounds and writing in the target language more efficeiently with opinions	The range of vocabulary and structures are in more depth using many tenses in a sentence.	the students hear and make links with english words, sentencesand text level	students readily use the target language in connection to the target language	students use their prior learning to redraft their writing to improve accuracy and quality
Outside learning/trips	CULTURE & STRETCH ideas: - Reading comprehensions Students will be using a variety of online resources to aid them with homework and learning. • Google classroom • Language gym • Pearsonactivelearn • Spiral • languagesonline • linguascope • Quizlet In addition to these resources, students will be provided with a vocabulary booklet for use in class. This booklet will contain all the vocabulary that we cover for each module and it will be an essential tool for their learning.	CULTURE & STRETCH ideas: - Reading comprehension	L'institut Francais literature and films/cartoons in French	School site preparation for T3.2 off-site	L'institut Francais literature and films/cartoons in French	L'institut Francais literature and films/cartoons in French