

Year 9 French. Scheme of Learning – Overview

In year 9 our Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge, ensuring a majority chooses to carry on with their language into GCSE. Therefore, it includes cultural topics, a wide representation of the French speaking world and it encourages the exploration of songs, short films and literature, as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.

Unit 9 – Relationships

About the unit

The first unit in year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships and future wishes. Pupils also extend their ability to express preferences, future plans and to narrate events in the past, including a range of past tenses. It is recommended that songs are used to further pupils' practice of the phonics, vocabulary and grammar relevant to this unit of work and to increase cultural awareness (see below).

Prior learning

- Units 1-8

Suggested sequence	Suggested Enquiry questions	Suggested learning objectives
1	<u>9.1.1 Décris ta famille</u> <u>9.1.2 Est-ce que tu t'entends bien avec ta famille?</u> <u>Pourquoi (pas) ?</u>	<ul style="list-style-type: none">• Revisiting family members and description, extending character description• Relationship verbs and expressions: to get on, to argue, to have fun, to have things in common• Justifying opinions• Phonics. Achievement assessment, baseline assessment of SSCs to identify gaps
2	<u>9.2.1 Tu fais quoi et quand ?</u>	<ul style="list-style-type: none">• Revisiting free time activities, including technology

	<p>Que fais-tu avec ta famille/tes amis (d'habitude) pendant le week-end ?</p> <p><u>9.2.2 Que fait ton frère? (normalement, le week-end?)</u></p>	<ul style="list-style-type: none"> • Revisiting frequency phrases/adverbs • Revisiting present tense including high frequency irregulars • Likes/dislikes in the third person • Time markers present • Phonics: mandatory liaison
3	<p><u>9.3.1 Comment est ton partenaire idéal?</u></p> <p><u>9.3.2 Qu'est-ce qu'un bon ami/une bonne amie (à ton avis)?</u></p> <p><u>9.3.3 Quels sont tes projets pour le week-end ?</u></p>	<ul style="list-style-type: none"> • Romantic relationship verbs : to fall in love, to get engaged, to get married, to live together, to separate, to divorce, to meet/get to know each other... • Simple conditional expressions: j'aimerais/je voudrais + avoir/noun ; elle/il serait/aurait... • Revisiting future time frame • Time markers future • Phonics: addressing any gaps previously identified
4	<p><u>9.4.1 Qu'est-ce que tu as fait le week-end dernier?</u></p> <p><u>9.4.2 Qu'est-ce que tu faisais quand tu étais petit(e)?</u></p>	<ul style="list-style-type: none"> • Narrating events in the past, including more than one tense <p>Assessment: proficiency test (receptive and productive)</p> <ul style="list-style-type: none"> • When to use imperfect • Comparing then, now and in the future • Time markers past • Phonics: addressing gaps identified by achievement assessment

Extended writing answering:

- **If you get on with your family or not and why**
- **Something you recently did with your family**
- **Describe your ideal partner/a good friend**
- **Future plans**

Suggested Assessments:

Achievement tests:

- **Phonics:** dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the passé composé and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future.

Proficiency tests: End of unit test (listening and speaking) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.

Suggested songs/literature/clips to explore:

Songs about fathers: [Bigflo & Oli - Papa - \(Paroles/Lyrics\) - Bing video](#); <https://frenchcrazy.com/2014/10/papaoutai-english-translation-stromae.html/>

Song about what parents say to children (good for imperatives): [Jacques Dutronc – Fais Pas Ci, Fais Pas Ça Lyrics | Genius Lyrics](#)

Song about relationships: [Bigflo & Oli - Dommage - YouTube](#) (with lyrics and a perhaps questionable English translation [here](#))

Video clip about family relationships: [French People and Their In-Laws : Hate Or Love Relationship? | Easy French 126 - YouTube](#)

Video clip about the importance of family: [Family Life in France | Easy French 85 - YouTube](#)

Poem about the ambiguous relationship between 2 people (and excellent to practise the passé composé): [Déjeuner du Matin – Jacques Prévert – Fast Track French](#)

Short poem about wearing a hijab: [QUI es tu sous ce voile ? \(mosquee-lyon.org\)](#)

Unit 10 – Festivals and celebrations

About the unit

This is a predominantly cultural unit aimed at expanding knowledge of other countries' traditions and to establish comparisons with their own culture. In this unit pupils further develop their ability to express future plans and narrate events in the past combining various tenses. New specific vocabulary is introduced and sound-symbols correspondences covered since year 7 are revisited.

This unit provides ample scope for adapting to suit individual department's knowledge, expertise or interest. The key phonics, vocabulary and grammar could be covered concentrating the whole unit around Christmas in the France. However we hope that departments would take the opportunity to explore a variety of festivals and traditions from around the French speaking world.

Prior learning

- Units 1-9

Suggested sequence	Suggested Enquiry questions	Suggested learning objectives
1	<u>10.1.1 La nourriture</u> <u>10.1.2 La variété de la cuisine francophone</u>	<ul style="list-style-type: none">• Describing mealtimes• Revisiting daily routine• Revisiting and extending food• Revisiting how to express opinions, likes and dislikes• Rôle-play practice: Special focus on pronunciation and sounds, the rhythm of the language in preparation for the role plays. Assessment.
2	<u>10.2.1 Quels festivals/fêtes sont célébrés en France/ dans les pays francophones ?</u>	<ul style="list-style-type: none">• Introduction to one or several festivals/traditions from French speaking countries and key vocabulary associated with them: fireworks, music band, processions, floats, parade, symbol, patron saint, Christmas vocabulary, etc.• Music festivals• Photo card practice. Special focus on pronunciation and sounds, the rhythm of the language

	<u>10.2.2 Parle-moi d'une fête que tu as visitée / d'un jour spécial</u> <u>10.2.3 Quel festival/ fête voudrais-tu visiter et pourquoi ?</u>	<ul style="list-style-type: none"> • Narrating events in the past • Expressing future plans and preferences • Phonics: revision and consolidation Assessment : proficiency test (receptive and productive)
3	<u>10.3 Comment cela se compare-t-il aux traditions de ton pays?</u>	<ul style="list-style-type: none"> • More sophisticated comparisons and opinions • Using « they » and « we » to establish differences/comparisons • Phonics: liaison. Liaison with h (revision and consolidation)
4	<u>10.4 Photocard practice</u>	

Extended writing answering:

- **How you and your family celebrate Christmas/Easter/birthdays...?**
- **How they celebrate Christmas in France and your opinion/Your opinion about a tradition/festival from a French speaking country**
- **A special celebration you have had recently**
- **What festival/tradition from a French speaking country you would like to experience in the future**

Suggested Assessments:

Achievement tests:

- **Phonics:** dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the passé composé and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future.

Proficiency tests: End of unit test (reading and writing) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.

Suggested songs/literature/films to explore:

Senegalese independence day: [BBC Two - The French Experience, The French Experience 2, 12/09/2008, Independence Day in Senegal](#)

Video clip about what French people think of Bastille day [How do French celebrate their national holiday? | Easy French 87 - YouTube](#)

Clip about Bastille day: [Le 14 Juillet \(flevideo.com\)](#)

Clip about festivals in the French calendar: [Les fetes francaises \(flevideo.com\)](#)

Book exploring markets round the world and recipes: [Drôles de marchés ! \(storyplayr.com\)](#)

Book exploring festivals and traditions around the world: [Drôles de fêtes ! \(storyplayr.com\)](#)

Unit 11 – City or region in a TL country

About the unit

In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the French-speaking world or an area of a French speaking country by learning about particular cities/countries/areas. This unit provides ample scope for adapting to suit individual department's knowledge, expertise or interest.

The key phonics, vocabulary and grammar could be covered concentrating the whole unit around one city in France. However we hope that departments would take the opportunity to explore a variety of countries or areas from around the French speaking world.

Prior learning

- Units 1-10

Suggested sequence	Suggested Enquiry questions	Suggested learning objectives
1	<p><u>11.1.1 Ma ville</u> Où habites-tu? Qu'est-ce qu'il y a ?</p> <p><u>11.1.2 Qu'est-ce qu'on peut faire?</u> Qu'est-ce qu'on peut faire dans ta région?</p> <p><u>11.1.3 Ma région avant</u> Comment était ta région (aupar)avant?</p>	<ul style="list-style-type: none"> • On peut + infinitive • Revisiting town facilities and il y a/ il n'y a pas (some simple environmental issues can be introduced here and will be explored in a little more depth under unit 12) • Revisiting now and then • Revisiting giving opinions and justifications • Phonics: highly frequent vowels (revision and consolidation), two SSCs per lesson/week as suggested by NCELP (perhaps more if the class is confident)
2	<p><u>11.2 Que sais-tu de Paris et de la Réunion?</u></p> <p>Que sais- tu de Paris/la Belgique... ? Qu'est-ce qu'on peut faire là ? Qu'est-ce qu'il y a ? Comment c'était (aupar)avant?</p>	<ul style="list-style-type: none"> • Introduction to one or several cities/regions where the target language is spoken • Simple vocabulary relating to geography such as: population, river, desert, mountain, volcanoes, hill, etc. depending on the area chosen • Revisiting learning objectives from previous sequence but applied to the French speaking area chosen • Phonics: highly frequent vowels (revision and consolidation)

3	<u>11.3.1 Les comparaisons</u> Comment ça se compare à ...? <u>11.3.2 Où aimerais-tu vivre dans le futur et pourquoi?</u>	<ul style="list-style-type: none"> • Revisiting and extending comparisons • Revisiting expressing future wishes • Phonics: highly frequent vowels (revision and consolidation)
4	<u>11.4.1 Qu'est-ce que tu veux acheter ?</u> Tu aimes faire les magasins? <u>11.4.2 Qu'est-ce que tu as acheté récemment?</u>	<ul style="list-style-type: none"> • Tourist vocabulary including revisiting transport (excursions) • Exclamations such as : how interesting! How pretty! How exciting! Etc. • Shopping vocabulary and expressions including revisiting money, colours and comparisons • Role-play practice: Special focus on pronunciation and sounds, the rhythm of the language in preparation for the role plays • Revisiting passé compose <p>Assessment: proficiency tests (receptive and productive)</p>
5	<u>11.5.1 Quelle zone / pays francophone est-ce que tu aimerais visiter et pourquoi?</u> <u>11.5.2 Qu'est-ce que tu veux faire là?</u>	<ul style="list-style-type: none"> • Revisiting weather expressions in all time frames • Revisiting future time frame and holiday activities/excursions vocabulary • Revisiting future wishes • Phonics: highly frequent vowels (revision and consolidation)

Extended writing answering:

- Describe the area where you live and give your opinion
- Which French speaking place would you like to visit and why?
- Tell me of an interesting visit/day out/excursion you have recently done
- How does a particular French speaking area compare with where you live / What do you think of shopping?

Suggested Assessments:

Achievement tests:

- **Phonics:** dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the passé composé and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future.

Proficiency tests: End of unit test (listening and speaking) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.

Suggested songs/literature/films to explore:

[Chantez dans votre classe de FLE avec la chanson 'Strasbourg' d'Amoure ! | Enseigner le français avec TV5MONDE](#)

Song about different cities in France: [Chantez en classe de FLE avec le titre « Bienvenue chez moi » de Big Flo et Oli. Activités A1 et B1 | Enseigner le français avec TV5MONDE](#)

Song by children moving to Canada from other parts of the world: [École St-Malo - Je suis là - Bing video](#)

Song about life in the countryside: [Bénabar - A la campagne \(Clip officiel\) - YouTube](#)

Clip about Cameroun as a tourist destination: [Visite au Cameroun \(flevideo.com\)](#)

Song about Abidjan (Capital of Côte d'Ivoire): [Fababy - Abidjan Est Doux \(Clip Officiel\) - Bing video](#) (culturetheque)

Unit 12 – The world around us

About the unit

This is the last unit in our KS3 curriculum and a clear bridge between KS3 and KS4. Pupils have the opportunity to extend their knowledge about world-wide issues through French, using knowledge they might have acquired via other areas of the curriculum such as Geography or PSHE. The use of appropriately selected authentic texts (perhaps slightly adapted) is encouraged to include an element of “current affairs/news” into the content of the unit.

Prior learning

- Units 1-11

Suggested sequence	Suggested Enquiry questions	Suggested learning objectives
1	<p><u>12.1.1 Les problèmes</u> Quels sont les problèmes de l'environnement dans ta région/la francophonie?</p> <p><u>12.1.2 Les Solutions</u> Que pouvons-nous / devrions-nous faire?</p> <p><u>12.1.3 Quand j'étais petit(e)</u> Quels problèmes y avait-il avant?</p>	<ul style="list-style-type: none">• “il y a beaucoup/trop/assez de “ + “il n’y a pas de”• expressing opinions and justifying them: À mon avis / Je pense que... c’est une catastrophe/très grave/sale/terrible pour le futur/ toxique/ un problème mondiale ... parce que/car...• Modal verbs (on peut/il faut/on devrait) + infinitives such as: acheter, protéger, économiser, recycler• Revisiting negatives• Revisiting now and then (imperfect)• Phonics: th, -il, -ille, eill-/-eil, -euill-/-euil (-ueill/-ueil, -œill/-œil) -ouill-/-ouil (revision and consolidation)
2	<p><u>12.2.1 Les Droits</u> Quels droits les enfants ont-ils dans le monde?</p>	<ul style="list-style-type: none">• Vocabulary relating to human rights such as: right to education, to play, to love and family, etc.• Avoir + infinitive/ le droit de• Expressing opinions and justifying them

	<u>12.2.2 Les Projets Pour L'avenir</u> Que peut/veut-elle/il faire dans le futur ? Que peuvent/veulent-elles/ils faire dans le futur ?	<ul style="list-style-type: none"> • Phonics : eu (revisited) • Expressing future plans in the third person • J'ai l'intention de/d' • Revisiting shortening <i>de</i> to <i>d'</i> before a vowel
3	<u>12.3.1 Aider les autres</u> Comment pouvons-nous aider les autres? <u>12.3.2 À l'avenir</u> Comment veux-tu aider à l'avenir?	<ul style="list-style-type: none"> • Vocabulary relating to volunteering, charity involvement, fund raising, etc. • Revisiting modal verbs • Revisiting future frame: Je veux / j'espère / je voudrais + infinitif; futur proche, etc. • Phonics : liaison

Extended writing answering:

- what environmental problems are in your region?
- what we should do about them?
- what problems were there before?
- your opinion about fair trade/volunteering/charity fundraising/helping others

Suggested Assessments:

Achievement tests:

- **Phonics:** dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.

- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the passé composé and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future.

Proficiency tests: End of unit test (reading and writing) and other proficiency tests where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.

Suggested authentic material to explore:

Clip about resources being used up: [29 juillet 2019 : le jour du dépassement mondial - Bing video](#)

Clip about using plastic: [Ensemble, engageons-nous pour stopper la pollution plastique. - Bing video](#)

WWF library of short videos: [wwf francias - Bing video](#)

Amnesty International library of videos: [Amnesty International France - On se bat ensemble, on gagne ensemble.](#) (Please watch any videos you intend to show your classes before showing them to ensure they are appropriate for the audience and context).

Website for restos du Coeur with lots of information about the charity: [Les Restos du Cœur \(restosducoeur.org\)](#)

Song about the charity Restos du Coeur: [la chanson des restos](#)

End of Year Assessment: mandatory for all Academies.