



# Curriculum Map

Subject: French

Year group: 9

	Unit 1: 2 <sup>nd</sup> Sep – 15 <sup>th</sup> Nov	Unit 2: 18 <sup>th</sup> Nov – 17 <sup>th</sup> Jan	Unit 3: 20 <sup>th</sup> Jan – 24 <sup>th</sup> April	GCSE Unit 1: 27 <sup>th</sup> April – 17 <sup>th</sup> July
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>THEME:</b> Technology <b>Vocab:</b> Old and new tech, tech for leisure activity, risks of social networking sites, pros and cons of new tech, favourite gadgets <b>Grammar:</b> agreement and position of adjectives, verb + prep + infinitive, impersonal structures, à + infinitive	<b>THEME:</b> Adolescent life <b>Vocab:</b> what affects relationships with parents, money and chores, pressures and problems, comparing past and present, life as a homeless person. <b>Grammar:</b> direct object pronouns <i>me, te, se</i> , modal verbs, tu-form of the imperative, imperfect tense	<b>THEME:</b> Healthy lifestyle <b>Vocab:</b> food, food groups and the effect on the body, healthy habits, resolutions. <b>Grammar:</b> impersonal structures expressing necessity, the pronoun <i>en</i> , question forms, perfect tense, quantities, simple future tense	<b>Theme:</b> Me, My Family and Friends <b>Vocab:</b> family members, types of family, personality adjectives, relationships, <b>Grammar:</b> irregular verbs <i>avoir</i> and <i>être</i> , present tense, 3 <sup>rd</sup> person singular and plural, reflexive verbs, review of near future and simple future tenses, direct object pronouns, position and agreement of adjectives, using <i>qui</i> and <i>que</i>
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	<b>Skills: mastering core vocabulary and structures,</b> Comparing and contrasting, expressing preferences, extending sentences in speaking, developing memorisation strategies, structuring an argument	<b>Skills: mastering core vocabulary and structures,</b> Memorising longer chunks of vocab, expressing obligation, volition and ability, giving advice to a friend, talking about how things were in the past and comparing to now, pronunciation of silent letters	<b>Skills: mastering core vocabulary and structures,</b> Using context to work out meaning, dictionary skills, asking questions, proof-reading, extending sentences, developing reading and translation skills Retrieval practice and revision techniques	<b>Skills: mastering core vocabulary and structures,</b> manipulating verbs, study skills for GCSE, asking for and giving personal information, describing others, talking about relationships, discussing the pros and cons of marriage and different forms of family, using subordinate clauses to add detail, giving reasons for opinions
<b>Key Questions</b>	Pourquoi tu préfères ton nouveau portable? Tu es accro à la technologie? Quels sont les avantages et les inconvénients de..... ?	Tu as de bonnes relations avec tes parents? Tu reçois de l'argent de poche? Quels sont les problèmes des ados? Qu'est-ce qu'il faut faire pour aider les SDF?	Qu'est-ce qu'il faut faire pour mener une vie saine? Qu'est-ce que tu feras pour améliorer ta santé?	Comment est ta famille? Tu as un(e) meilleur(e) ami(e)? Tu aimerais te marier?
<b>Assessment</b>	<b>Assessment point 1: reading, listening and writing + HFV test</b>	<b>Ongoing assessment in all skills + HFV test</b>	<b>EOY Assessment: listening, speaking, reading and writing 30/3 – 3/4 (speaking tests may go into a second week)</b>	<b>Ongoing assessment in all skills + vocab tests</b> <b>Exam-style questions</b>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Developing oracy – debating Writing a balanced argument	Discussing family relationships and issues affecting teenagers Exploring the issue of homelessness in the world	Exploring issues of health, diet obesity and famine	Exploring sensitive issues of family and friendship Developing good learning habits for GCSE