



# Curriculum Map

Subject: French

Year group: 9

	Allez 2 Unit 3	Allez 2 Unit 4	Allez 2 Unit 5	GCSE Unit 1:
<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> awareness and use of 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> awareness and use of 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> awareness and use of impersonal structures expressing necessity, the pronoun <i>en</i> , question forms, perfect tense, quantities, simple future tense	<b>Theme:</b> My free time <b>Vocab:</b> online activities, giving opinions, discussing pros and cons, sport, hobbies, music, cinema, TV, making plans to go out, recent activities.  <b>Grammar:</b> review of present, perfect and future tenses (regular, irregular, reflexive verbs), using time frequency expressions, using connectives and negatives, asking questions.
<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> Study skills for GCSE, manipulating verbs, narrating past events, describing future events, giving 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 ?	Qu'est-ce tu fais le weekend? Qu'est-ce que tu as fait le weekend dernier? As-tu des projets pour ce weekend? See new speaking booklet.
<b>Assessment</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>
<b>Literacy/ Numeracy</b>	Developing an <b>understanding</b> of the <b>phonological</b> and <b>graphological systems</b> of the target language and their <b>sound-symbol correspondence</b> , as well as of the <b>key structural, morphological</b> and <b>syntactic patterns</b> .  Understanding and dealing with <b>cultural barriers</b> to <b>prevent breakdown in communication</b> and <b>develop intercultural competence</b> . Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b> .			