



# Long Term Plan Year 9 French

Subject driver: To learn a language is to have one more window from which to look at the world - Chinese Proverb

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid the automation process and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn Term 1 & 2	<b>Le temps des loisirs</b> - Freetime and hobbies	<b>Discussing hobbies and sports</b> - what do you enjoy doing at the weekend - saying what you like and dislike  <b>Talking about new technologies</b> -discussing what you use computers for -mobile phones and opinions about the internet  <b>Helping at home</b> -what do you do or don't do to help out -discussing pocket	<b>Grammar</b> -present tense recap and extension - depuis -adverbs of frequency -infinitive construction revision - negatives - comparative using plus / moins que - direct object pronouns - intensifiers -revision and consolidation of the perfect tense	Students consider the interests of teenagers in France and other French speaking countries.  They compare similarities and differences as well as watching, listening and researching authentic TV	- present tense endings  -Depuis + present tense / incorrect translation  -Jouer à / de + sport / instruments  -position of time expressions  -Infinitive use confusion eg Je regarder /	NA  This builds on previously entered basic structures and vocabulary from Y7	This overlaps with KS 4 theme 1 - 'leisure and free time'	-introduction to full range of negative constructions -1st person use of subjunctive - pour + infinitive - variety of tenses in one topic area -Extension to pluperfect to stretch out further -extension to discuss what	<b>Respect and Tolerance</b> - exploring the similarities and differences about the way we live	Students encounter authentic texts, music, film clips and TV shows from France which they would not normally have been exposed to	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities

		<p>money</p> <p><b>Discussing TV viewing habits / films</b> -describing likes and dislikes - giving opinions and justifications</p> <p><b>Reading and musical tastes</b> -talking about different book types -giving opinions about why you like / dislike various songs and artists</p> <p><b>What did you do last weekend?</b> -describing past tense activities - describing a recent trip to the cinema in the past</p>	<p>- combining tenses and using different time expressions</p> <p><b>Exam skills</b> - reading for gist - dealing with unfamiliar vocabulary in familiar contexts - listening for guided detail - Expressing opinions orally and in writing - GCSE style 40 and 90 word writing tasks - Speaking - GCSE style photocard introduction</p>	<p>shows, popular music, films and books</p>	<p>J'aime regarde</p> <p>-Confusion with different tense meaning and use</p> <p>-perfect vs imperfect tense different conditions of use</p> <p>-Direct translation without applying the rule</p> <p>-word order - direct object pronouns</p>			<p>you used to like when you were young - imperfect introduction</p>			
Autumn Term 2	Cultural awareness - Noël en France et ailleurs	<p><b>Christmas in Francophone countries</b> - Recap and extension of French Christmas traditions - Application of exam technique to festive questions</p>	<p><b>Grammar</b> -revision of grammatical features met over the term</p> <p><b>Exam skill</b> - understanding new words in familiar contexts -applying cultural awareness to derive meaning</p>	<p>Students gain a greater insight into the way in which different countries celebrate Christmas</p>	<p>Fact confusion carried over and distorted from Y7 and 8 input</p>	NA	<p>This overlaps with KS 4 theme 1 - 'Festivals and celebrations'</p>	<p>Reduced support to help access authentic or more challenging texts</p>	<p><b>Respect and Tolerance</b> - exploring the similarities and differences about the way we live</p> <p>Religious meaning behind specific traditions in France</p>	<p>Students will consider different ways of celebrating Christmas around the world and learn about countries which</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p>
Spring	Les	Talking about	Grammar	Students	- verb	NA	This	Discuss	Respect	Students will	The ability to

Term 3 & 4	<b>rappports personnels</b> - personal relationships	<b>yourself and other people</b> -revision of key structures and grammatical rules -describing your style  <b>Discussing your parents work</b> -jobs and incorporating this detail into extending descriptions  <b>Family and relationships</b> -describing your family unit Discussing relationships within your family and giving reasons why  <b>The importance of friendship</b> -Discussing qualities of a good friend -behaviours of a good and bad friend  <b>Describing a famous person you admire</b> -descriptions and justifications of your opinions  <b>Marriage, children and future aspirations</b> -cultural awareness, marriage in France -talking about what you want / would like to do in the future -giving reasons for your opinions	-revision of the present tense - key high frequency verbs -avoir / faire / être -reflexive verbs as vocab items -possessive adjectives -feminine form of nouns -adjectives and agreement -comparative & superlative -abstract nouns -quelqu'un qui + verb -revisiting the perfect tense -future tenses - conditional Je voudrais + inf vs true conditional* -Je veux / je vais / j'ai l'intention de /  <b>Exam skill</b> -picking out gist as well as specific detail from passages of listening and reading -translation skills -40 / 90 word foundation / overlap GCSE style writing question	revisit and discover grammatical rules by comparing them with English - to consolidate and deepen their understanding  They examine friendship and debate what makes a good friend - looking at different viewpoints  Role models and famous people in different fields are introduced - expanding student's awareness of people who have done positive things	formation - endings in regular form and irregular verb forms  - using 'un' in front of jobs  -incorrect reflexive pronoun for reflexive verb  -confusion between adjective and compound noun usage  -over ambitious content - direct word for word translation about role models	This builds on previously entered basic structures and vocabulary from Y7	overlaps with KS 4 theme 1 - family, friends and relationships	reflexive verbs as grammar rather than vocab item  Introduction to the conditional tense formation - and comparison with simple future	<b>and Tolerance</b> - exploring the similarities and differences about the way we live	encounter some French role models and examined their awareness of people who have helped shape the country and the world - adding to their knowledge  Students discover PACS and compare marriage in France with the UK - looking at changing attitudes over time and compare different perspectives towards marriage and having a family	understand and produce a foreign language allows access to a variety of jobs and opportunities  Students discuss a variety of different jobs when referring to parents / completed
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Summer term 5 +6	<p><b>Jours ordinaire, jours de fête</b> - t normal life and special occasions</p>	<p><b>Talking about food &amp; daily life</b> -talking about what you normally eat and drink -discussing your daily life - what you have to do</p> <p><b>Talking about food / clothes for special occasions</b> -Saying what you will bring or eat at a party / celebration - buying clothes</p> <p><b>Describing family celebrations</b> -describing your last birthday -Le 14 juillet Cultural awareness - how and why is this celebrated</p> <p><b>Festivals and traditions</b> -increasing understanding of festivals and traditions celebrated in France at different time of the year -Le Carneval - Dunkerque / Guadeloupe / Nice look at the origins, similarities and differences</p>	<p><b>Grammar</b> -Irregular verbs: prendre / boire -venir de + infinitive -modal verbs - devoir / pouvoir -introduction to question asking -Using a combination of tenses eg present / near future - measurements / quantities -</p> <p><b>Exam Skills</b> -Introducing the role play - ordering food / buying clothes -90 word writing task - open book - further exposure to listening and reading tasks using gist and cultural context to support answers</p>	<p>Student consider how they spend special days as well as ordinary days and compare this with some accounts of French life - making the subject less abstract to them</p>	<p>Partitive article usage</p> <p>Question formation</p> <p>Modal verbs + infinitives</p> <p>Use of the pronoun en* - position</p> <p>Tense misuse - confusion with formation of different time frames</p>	NA	<p>This overlaps with KS 4 theme 1 - 'Festivals and celebrations'</p>	<p>Explicit teaching of 'en'</p> <p>Challenging texts taken from next KS</p> <p>Use of multiple tenses</p> <p>Narration and additional description of memorable events</p> <p>Authentic text and unscaffolded listening and reading opportunities</p>	<p><b>Respect and Tolerance</b> - exploring the similarities and differences about the way we live</p> <p><b>SMSC</b> - links made with religious connotations of many festivals celebrated in France</p>	<p>Students will be exposed to different religious festivals and learn more about why these are celebrated in France.</p> <p>They will compare eg meal times, and food with their own routine</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p>
Summer term 6	<p><b>Cultural exposure: Film study: Les Choristes</b></p>	<p><b>Introduction to France in World War 2</b> -Historical context set before the film -Occupied / Vichy</p>	<p><b>Grammar</b></p> <p><b>Exam skills</b> Understanding context to infer</p>	<p>Students encounter WW2 in History lessons but never from a</p>		NA	<p>Les choristes has featured on previous</p>	<p>Use of A level resources and questions albeit in</p>	<p><b>Respect and Tolerance</b> - exploring the similarities and</p>	<p>Many students will not have watched a foreign language</p>	<p>The ability to understand and produce a foreign language allows</p>

		<p>and Annexed France</p> <ul style="list-style-type: none"> <li>-Understanding why the social context - where were the men? Why were the students at the boarding school</li> <li>-Guided film analysis and linguistic activities</li> <li>-Themes and character analysis</li> </ul>	<p>meaning</p>	<p>point of view of the French</p> <ul style="list-style-type: none"> <li>- In this unit students will consider life under occupation and examine the impact on France in the following years</li> </ul>			<p>AS/A2 specifications - this type of film analysis mirrors the style of teaching in KS5</p>	<p>English</p>	<p>differences about the way we live</p>	<p>film with subtitles before</p> <p>Students extend their understanding of WW2</p>	<p>access to a variety of jobs and opportunities</p>
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