



# 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>Discussing TV viewing habits / films</b> -describing likes and	<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 - combining tenses	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 shows,	- present tense endings  -Depuis + present tense / incorrect translation  -Jouer à / de + sport / instruments  -position of time expressions  -Infinitive use confusion eg Je regarder / J'aime regarde	NA  This builds on previously encountered 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 you used to like when you	<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>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>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>popular music, films and books</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>were young - imperfect introduction</p>			
Autumn Term 2	<p>Cultural awareness - Noël en France et ailleurs</p>	<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>
<p>This may extend slightly into Spring term 3 to provide students with the opportunity to explore music and TV in greater depth and be introduced to GCSE style assessment tasks</p>											
Spring Term 3 & 4	<p><b>Les rapports personnels</b> -</p>	<p><b>Talking about yourself and other people</b> -revision of key</p>	<p><b>Grammar</b> -revision of the present tense - key high frequency</p>	<p>Students revisit and discover grammatical</p>	<p>- verb formation - endings in regular form</p>	NA This builds	<p>This overlaps with KS 4 theme 1</p>	<p>Discuss reflexive verbs as grammar</p>	<p><b>Respect and Tolerance</b> - exploring the similarities</p>	<p>Students will encounter some French role models</p>	<p>The ability to understand and produce a foreign</p>

	personal relationships	<p>structures and grammatical rules -describing your style</p> <p><b>Family and relationships</b> -describing your family unit Discussing relationships within your family and giving reasons why</p> <p><b>The importance of friendship</b> -Discussing qualities of a good friend -behaviours of a good and bad friend</p> <p><b>Describing a famous person you admire</b> -descriptions and justifications of your opinions</p> <p><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</p>	<p>verbs -avoir / faire / être -reflexive verbs as vocab items -possessive adjectives -feminine form of nouns -adjectives and agreement -comparative &amp; 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 /</p> <p><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</p>	<p>rules by comparing them with English - to consolidate and deepen their understanding</p> <p>They examine friendship and debate what makes a good friend - looking at different viewpoints</p> <p>Role models and famous people in different fields are introduced - expanding student's awareness of people who have done positive things</p>	<p>and irregular verb forms</p> <p>- using 'un' in front of jobs</p> <p>-incorrect reflexive pronoun for reflexive verb</p> <p>-confusion between adjective and compound noun usage</p> <p>-over ambitious content - direct word for word translation about role models</p>	<p>on previously encountered basic structures and vocabulary from Y7</p>	<p>- family, friends and relationships</p>	<p>rather than vocab item</p> <p>Introduction to the conditional tense formation - and comparison with simple future</p>	<p>and differences about the way we live</p>	<p>and examined their awareness of people who have helped shape the country and the world - adding to their knowledge</p> <p>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</p>	<p>language allows access to a variety of jobs and opportunities</p> <p>Students discuss a variety of different jobs when referring to parents / completed</p>
Summer term 5 +6	<b>Jours ordinaire, jours de fête</b> - t normal life and special occasions	<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	<b>Grammar</b> -Irregular verbs: prendre / boire -venir de + infinitive -modal verbs - devoir / pouvoir -introduction to question asking	Student consider how they spend special days as well as ordinary days and compare this with	Partitive article usage  Question formation  Modal verbs + infinitives	NA	This overlaps with KS 4 theme 1 - 'Festivals and celebrations'	Explicit teaching of 'en'  Challenging texts taken from next KS	<b>Respect and Tolerance</b> - exploring the similarities and differences about the way we live	Students will be exposed to different religious festivals and learn more about why these are	The ability to understand and produce a foreign language allows access to a variety of

		<p><b>Describing family celebrations</b> -describing your last birthday -Le 14 juillet Cultural awareness - how and why is this celebrated</p> <p><b>Exam style writing question walk thorough</b></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>-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>some accounts of French life - making the subject less abstract to them</p>	<p>Use of the pronoun en* - position</p> <p>Tense misuse - confusion with formation of different time frames</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>SMSC</b> - links made with religious connotations of many festivals celebrated in France</p>	<p>celebrated in France.</p> <p>They will compare eg meal times, and food with their own routine</p>	<p>jobs and opportunities</p>
<p>Summer term 6</p>	<p><b>Cultural exposure:</b> <b>Film study:</b> <b>Les Choristes</b></p>	<p><b>Introduction to France in World War 2</b> -Historical context set before the film -Occupied / Vichy and Annexed France -Understanding why the social context - where were the men? Why were the students at the boarding school -Guided film analysis and linguistic activities -Themes and</p>	<p><b>Grammar</b></p> <p><b>Exam skills</b> Understanding context to infer meaning</p>	<p>Students encounter WW2 in History lessons but never from a point of view of the French - In this unit students will consider life under occupation and examine the impact on France in the following</p>		<p>NA</p>	<p>Les choristes has featured on previous AS/A2 specifications - this type of film analysis mirrors the style of teaching in KS5</p>	<p>Use of A level resources and questions albeit in English</p>	<p><b>Respect and Tolerance</b> - exploring the similarities and differences about the way we live</p>	<p>Many students will not have watched a foreign language film with subtitles before</p> <p>Students extend their understanding of WW2</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p>

		character analysis		years							
--	--	--------------------	--	-------	--	--	--	--	--	--	--