



Subject: French

Lead Teacher: C. Audouin

Year: 9

Curriculum organisation

We have successfully followed the AQA GCSE course in the French department for many years and teachers are experienced in the course content and examination expectations. Students can achieve grades 4-9 in the higher tier and most students are expected to be awarded the higher grades. Lessons are taught within mixed ability groups for 2 lessons a week.

Overview of Topics & Key Information

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Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	• Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Understanding short video clips • Dictionary skills • Vocabulary learning • Translations both from and into French • Creative tasks • Speaking in pairs, groups. • Listening tasks from recording and teacher • Learning about some francophone cultural icons The M.F.L Faculty follows the Principles of Instruction by Rosenshine. Principle 1: Begin a lesson with a short review of previous learning. Principle 2: Present new material in small steps with student practice after each step. Principle 3: Ask a large number of questions and check the responses of all students. Principle 4: Provide models. Principle 5: Guide student practice. Principle 6: Check for student understanding. Principle 7: Obtain a high success rate. Principle 8: Provide scaffolds for difficult tasks. Principle 9: Require and monitor independent practice Principle 10: Engage students in weekly and monthly review.
Autumn Term	Module 1: Tu as du temps à perdre ? Thème 2: Popular Culture Thème 3: Communication and The World Around Us • Talking about French-speaking countries • Talking about what you do on-line • Talking about which sports you do and did • Talking about what you do to stay fit • Making plans to go out	• Are you sporty ? • What do you play/do ? • How long have you been doing it for ? • What do you do online ? • What are the advantages/dangers of the internet ? • Do you like watching TV ? • What do you watch ? • Do you have a favourite programme? • What plans do you have ? • What did you do ?	• Using opinions + infinitive constructions. • Using the present tense (regular and irregular verbs) • Using the near future • Using the perfect tense	• Speaking – asking and answering questions about relationships and activities • Responding to an invention • As above for writing. • Introduction to photocard which makes up part of speaking GCSE. • Roleplays on different topics covered. • Listening for key content, recognising vocabulary • Independent listening and reading using ActiveLearn • Reading longer texts containing some unfamiliar language • Recognising and using a variety of tenses together • Translating into French	
Spring Term	Module 2: Mon clan, ma tribu Thème 1: People and Lifestyle Thème 2: Popular Culture • Talking about your identity • Describing yourself • Describing your routine • Talking about friends and friendship • Talking about role-models • Talking about celebrations	• What's your family like ? • Do you have siblings ? • What are they like ? • What is your daily routine like ? • Do you get on with them ? • What makes a good friend ? • Who is your favourite personality ? • What does a role model do ? • How do you celebrate ?	• Using the reflexive verbs in the present tense • Using sequencers and connectives • Understanding the position of adjectives • Understanding adjectival agreements • Using the direct object pronouns		
Summer Term	Module 3: Ma vie scolaire Thème 1: People and Lifestyle • Talking about school subjects and school life • Discussing school rules • Talking about making progress at school • Describing school in the past • Talking about learning languages	• What is your school like ? • What is your favourite subject and why ? • What will you study next year ? • What is a typical school day like ? • What are the school rules like ? • How are schools in France/England different ? • What were schools like ? • What do you think of school uniform and why ? • Talk about a recent school trip • What do you think of exchanges ?	• Using comparative adjectives • Giving opinions and reasons • Using impersonal structures • Expressing opinions, agreeing and disagreeing • Using irregular verbs in the perfect tense • Pronouncing oi/oy • Using the imperfect • Recognising a range of negatives		

Equipment needed for lessons	How will learning and progress be assessed?
- School provides textbooks and exercise books as well as additional revision booklets and resources - A French-English dictionary would provide useful support - Internet access to the online subscription of 'Studio' text book (password is provided by school). - Students may also wish to purchase Revision Guides (eg, Letts, CGP etc)	- End of unit test (1 skill tested either speaking or writing). - On-going assessments for listening and reading skills - Formal assessment week (May) - Peer and self- assessment - Homework tasks (including fortnightly vocabulary learning) - Retrieval practice activities - Online activities

Extension & Enrichment opportunities	What can you do to support your child?
- Quizlet for vocabulary learning - Follow the faculty's Twitter and Instagram pages for tips and interesting activities - Quizlet, Memrise or Duolingo for vocab - For listening: Lyrics training, French films on Netflix (etc), Frello on Vimeo, Français Podcast facile listening with questions and transcript on YouTube or website, RadioFrance podcast app .	- Test child on vocabulary - Encourage them to do some of the extension activities listed. - Increase exposure to French-speaking culture – music, film, visits.

Inclusion	Inclusion within Y9 French
- Teachers follow student passports to ensure that the needs of all students with SEND are met. - Work is enlarged to the necessary size for visually impaired students. - Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. - Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. - Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. - Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. - Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/ resources. - Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. - Students are seated according to their needs, students work with the SENDCo to decide upon this.	Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. Resources: Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport. Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. Multi-sensory approaches: Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning. Assessments: Teachers are live-speakers when students sit listening assessments and examinations. Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

If you have any questions about this Learning Overview, please contact the named Teacher above.