

Chellaston Academy

French	Year 9 Curriculum
<p>Intent</p>	<p>Across the whole of our KS4 curriculum we aim to deliver a programme of study which is accessible to all students, irrespective of starting points and not dependent on how much progress was made in the previous year(s). This is no different for Year 9. We will continue to develop an awareness of other cultures celebrating the similarities and differences that exist. Students will become increasingly confident with the four language learning skills (writing, speaking, reading and listening) They will start to develop their own personal strengths and work on areas for improvement preparing them to start the GCSE course in the summer term of Year 9, should they be on the Yellow pathway or choose to opt for a language as part of their suite of GCSEs. Students will cover grammatical elements which will be covered in the KS4 course, recap on vocabulary covered in Years 7 and 8 and expand their range of vocabulary and variety of expression. We will also highlight the importance of life skills that will be developed as part of a language curriculum. Moreover, we hope that students develop a love for learning another language.</p>
<p>Implementation</p>	<p>We want to develop resilient, independent learners ready to take on the challenge of GCSE. We will give students the opportunity to work on their own, in pairs and in groups facing challenging exercises which will require our students to develop problem solving skills. They will experience the types of assessment that they will face at GCSE. Students will be told of the benefits and skills that language learning brings. In return we expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to revisit work covered in the Year 7 and 8 curriculums. The MFL department will have control of the setting of our students and will change and move students based on the progress they are making. Accuracy and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>
<p>Impact</p>	<p>Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the French curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place in year 9 to check on students' progress and make sure they are well prepared for the GCSE course, where applicable, or simply to allow them to progress towards their KS3 target grade. The assessments will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will end Year 9 as more confident linguists who have made good progress towards their academic targets.</p>
<p>Links to prior learning</p>	<p>The Year 9 curriculum builds on the language skills learned in Year 7 and 8 by consolidating and reinforcing the vocab and skills that they have covered. Students will revisit some of the grammatical rules covered in Year 7 and 8 as well as covering some of the vocabulary again as new topics are introduced.</p>
<p>Links to future learning</p>	

The Year 9 Curriculum introduces some crucial grammar points that underpin a lot of the work that is covered again both within the rest of the KS3 curriculum but also within Key Stage 4 and 5, especially the introduction of tenses with our most able students. Students will cover vocabulary and grammar points that will be important throughout their language learning at Chellaston. The understanding and learning of these elements will be reinforced and revisited in the Year 9 curriculum, where learners will be encouraged to build on these basics and work with more complexity and yet still maintain the accuracy in their work. More focus will be given over to practising the assessment skills that will be tested at KS4.

Links to other subjects and the wider curriculum

The Year 9 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students' oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work isn't immediately understandable, is another skill that can help students across the wider Chellaston curriculum. In addition to this the importance of preparing knowledge and skills for the upcoming GCSE is transferrable across subject areas.

Topics

<p>Autumn 1 – Entertainment and advertising</p> <p>Reading Information Retrieval Translation skills Inference Types of questions at GCSE</p> <p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Experimenting outside comfort zone with expressions of opinion</p>		<p>Writing Attention to detail er verb use (recap) Past tense – recap Range of expression (opinions) 2 verb sentences Translation skills</p> <p>Listening Information retrieval Awareness of different phonics Change of tense</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p>
<p>Topics in unit 1</p> <ul style="list-style-type: none"> • Talk about types of television programmes – singular / plural / gender / render +adj • Talk about film - tense use • Talk about genres and review a film – past tense review / vocab expansion • Talk about reading preferences – vocab expansion • Understand and use the language of advertising – reading skills 			
<p>Assessment</p> <p>Reading – comprehension and translations</p> <p>Writing – extended written piece and translations</p> <p>Completed after Unit 1 and 2</p>			
<p>Wider curriculum</p>			
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills 	<p>Numeracy</p> <p>Telling the time (recap)</p>	<p>British Values</p> <ul style="list-style-type: none"> • respect and tolerance of others 	<p>Employability</p> <ul style="list-style-type: none"> • cultural understanding • written communication • listening skills • attention to detail • group work • persevering with a task

<p>SMSC TV and film in France</p>	<p>Cultural Capital Developing academic language.</p>	<p>Character Education</p> <ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Reflection • Working under pressure 	<p>Personal Development Taking responsibility for learning.</p>
---------------------------------------	---	---	---

<p>Autumn 2 / Spring 1– New Technology</p> <p>Reading Information Retrieval Translation skills Inference Types of questioning Reading for gist</p> <p>Speaking Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Photo card work</p> <p>Writing Attention to detail Translation Adjectives (recap) Memory skills</p> <p>Listening Information retrieval Awareness of different phonics Tense recognition</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new rules (adjectives / tenses)</p> <p>Written pieces working on developing accuracy.</p> <p>Translation both ways</p>
--	---

Topics in unit 2

- Describe old and new technology – adjective agreement and positioning
- 2 verbs sentences j'aime ... j'essaie de limiter ...
- Basic past and future tense recap – Je and on form
- Reading and Listening – risks of technology and social media – inference
- What do we do online – tense work to recap past and future tense (Je form for all)

Assessment

Reading – comprehension and translations

Writing – extended written piece translations

Completed after Unit 1 and 2

Wider curriculum			
Literacy <ul style="list-style-type: none"> writing and reading 	Numeracy <ul style="list-style-type: none"> 	British Values <ul style="list-style-type: none"> Tolerance of differences. Data privacy laws 	Employability <ul style="list-style-type: none"> cultural understanding written communication listening skills attention to detail group work persevering with a task
SMSC Young people and social media	Cultural Capital Developing academic language	Character Education <ul style="list-style-type: none"> Resilience to complete a task Working independently Participation Working under pressure Developing confidence 	Personal Development Taking responsibility for own learning.

<p>Spring 1 / Spring 2 – A balanced diet</p> <p>Reading Information Retrieval Reading for gist Tense recognition Inference Translation</p> <p>Speaking Awareness of some pronunciation rules Speaking under pressure Speaking in different tenses Photo card practise Memory techniques</p> <p>Writing Linking sentences into paragraphs Attention to detail Including tenses Writing in the 1st and 3rd person Translation</p> <p>Listening Information retrieval Recognition of different tenses Recognising question words Subject pronoun changes Negative recognition</p>		<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises – tenses / (past) (imperfect) / (future)</p> <p>Translation both ways</p> <p>Writing with accuracy and complexity</p> <p>Photo card practice</p> <p>Preparing a series of answers to questions</p>				
<p>Topics in Unit 3</p> <ul style="list-style-type: none"> • Talk about healthy eating – what we should / must do to keep fit + negatives • Recap food types • Discuss healthy lifestyles – including recap perfect and future tenses (je and on) • Talk about resolutions to be healthier – future tense use • Cover the future tense – formation with regular and some irregular verbs (etre /avoir / faire / aller) • Talk about what life will be like in the future – Je mangerai 						
<p>Assessment</p> <p>Listening – Range of exercises including a range of tenses – comprehension exercises</p> <p>Writing - longer written piece to be completed after unit 4</p> <p>Completed after unit 4</p>						
<p>Wider curriculum</p> <table border="1"> <tr> <td>Literacy Oracy skills</td> <td>Numeracy Recap larger numbers - quantities</td> <td>British Values</td> <td>Employability <ul style="list-style-type: none"> • cultural understanding • written communication • listening skills </td> </tr> </table>			Literacy Oracy skills	Numeracy Recap larger numbers - quantities	British Values	Employability <ul style="list-style-type: none"> • cultural understanding • written communication • listening skills
Literacy Oracy skills	Numeracy Recap larger numbers - quantities	British Values	Employability <ul style="list-style-type: none"> • cultural understanding • written communication • listening skills 			

			<ul style="list-style-type: none"> • attention to detail • group work • persevering with a task
SMSC Food and drink in France	Cultural Capital Developing academic language	Character Education Working under pressure Courage – speaking assessment Decision making – on spur of the moment	Personal Development Understanding how you work under pressure

Unit 4 Spring 2 / Summer 1 Holidays		Home Learning
Reading Information retrieval Tense recognition Reading for gist	Writing Writing in paragraphs Including more complexity in writing Attention to detail Tense use to show off ability	Vocab learning
Speaking Role play practice Photo card practice Continued recognition of sound patterns	Listening Information retrieval Recognise tenses Change of subject Listening for gist	Grammar exercises testing understanding of tenses
		Written pieces working on developing accuracy
		Translation practice
		Question recognition
Topics in Unit 4 <ul style="list-style-type: none"> • Recognise types of transport • Buying tickets for boat / train / plane • Talking about different types of holiday • Booking hotel or campsite accommodation • Planning a trip to Paris • Role playing – using scripts 		
Assessment		
Listening – Range of exercises including a range of tenses – comprehension exercises		
Writing - longer written piece to be completed after unit 4		
Completed after unit 4		

Wider curriculum			
Literacy Oracy skills	Numeracy Large numbers 1-100 +	British Values	Employability <ul style="list-style-type: none"> cultural understanding written communication listening skills attention to detail group work persevering with a task
SMSC Holidaying abroad	Cultural Capital Developing academic language	Character Education Development of independent skills Working under assessment pressure Resourcefulness – buying tickets	Personal Development Role playing
<p>Summer 2 - House and Home / Where you live</p> <p>Reading Retrieval skills Reading for gist Translation Tense recognition Inference</p> <p>Speaking Question recognition Answering basic questions Production of speaking questions</p> <p>Writing Attention to detail Paragraph writing (40/90) Tense formation Translation</p> <p>Listening Retrieval skills Tense recognition Recognition of sound patterns</p>			<p>Home Learning</p> <p>Grammar exercises</p> <p>Writing in paragraphs</p> <p>Translation skills</p> <p>Producing a series of speaking questions</p> <p>Vocab learning</p> <p>40 / 90 word pieces</p>
<p>Topics in Unit 5 –</p> <ul style="list-style-type: none"> Saying where you live and describing the area we live in. Developing paragraph writing skills – 90 / 40 word pieces Answering a set of questions on the topic of house and home – showing off tenses and grammar knowledge Saying where we have lived previously and where we would like to live in the future Reading and Listening – GCSE higher question types and skills (inference / reading for gist etc) 			

- Translation skills – attention to detail.
- Vocab extension – lists provided to students

Assessment End of Key Stage 3 assessment
Reading – comprehension questions / translations

Writing – paragraph writing / translations

Wider curriculum

Literacy Reading, writing skills	Numeracy large numbers - population	British Values	Employability Cultural knowledge Attention to detail Communication skills
SMSC French housing and living	Cultural Capital Resilience to finish a task to the end.	Character Education Organisation skills – bringing the correct resources	Personal Development Performing at GCSE level Positivity

