

FRENCH - YEAR 9 – Qui suis-je?

| Rationale and Context of Unit: | Core curriculum content: | Tier 2 & Tier 3 vocabulary explicitly taught: |
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| <ul style="list-style-type: none"> • Pupils will use their knowledge of the present, future imperfect and perfect tenses, modal verbs, and giving opinions to help them to build on the language already learned in years 7 and 8 • They will also use the knowledge they have gained at primary school to help them with adverbs of frequency, possessive adjectives and indefinite and definite articles • The aim for this chapter is for the pupils to be able to discuss personal relationships and family, role models and activities in town. • During this chapter, students will research the culture of French speaking countries, develop creative expression and expand understanding of the language and culture | <ul style="list-style-type: none"> • A comme amitié - Talking about friends and what makes a good friend, Using irregular verbs in the present tense, forming sentences with the relative pronoun 'qui' • C'est de famille! – Talking about family relationships, using reflexive verbs in the present tense, possessive adjectives, reflexive verbs in the present tense, emphatic pronouns, translating accurately from English into French. • On va voir un spectacle? – Making arrangements to go out, using the near future tense, using different pronouns and giving opinions • Quelle soirée!– Describing a night out with friends, using the perfect tense • Il était une fois... Talking about your life when you were younger, using the imperfect tense, translating from French into English. | <p>Etymological links are made to tier 2 and 3 English vocabulary</p> |

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| | | <ul style="list-style-type: none"> ● La personne que j'admire – Discussing role models, using the present, perfect and imperfect tenses, using questions to structure your writing. | |
| Challenge and Support: | | Worldwide learning/ links to 21st century: | Cultural capital/ Industry/ Enrichment: |
| <p><u>Reinforcement:</u> Page 198</p> <p><u>Extension:</u> Page 180/181</p> <p>As well as the reinforcement and extension tasks there will be numerous scaffolding and extension opportunities both on the board during lessons and on worksheets</p> | <p><i>HPAs are encouraged to read extra texts from the book to further their understanding of the language or to choose a book from off the shelf in the classroom and see whether they can understand the gist of the story.</i></p> <p><i>PP students will be sat near the front (where appropriate) and will be chosen first to answer questions and, with my support, will be encouraged to complete extension tasks. SEND students will be supported according to their SEN need.</i></p> | <ul style="list-style-type: none"> ● Looking at different role models from around the world and their achievements / why they have become role models ● Differences in social life between the UK and France | <ul style="list-style-type: none"> ● Looking at role models and their achievements (Case study on Malala Yousfzai) |
| Historical, Social, Moral, Spiritual, Cultural context: | | Cross curricular links/ literacy/numeracy: | Common misconceptions: |
| <p>Discussing personal relationships – what makes a good friend</p> <p>Talking about families and what different families look like</p> <p>Talking about life when students were younger</p> <p>The differences in night life between the UK and France</p> | | <p>ICT – Research a role model from another country.</p> <p>History – Different role models from history</p> <p>Geography – Where do different role models come from</p> <p>Maths: times, percentages and how long pupils have done certain hobbies/activities</p> | <ul style="list-style-type: none"> ● <i>Two verbs in the perfect tense and the future tense</i> ● <i>Missing the auxiliary in the perfect tense</i> |

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| | English: lots of links to grammatical terminology CC – Personal relationships | <ul style="list-style-type: none"> Knowing when to use the auxiliary verb 'avoir' and when to use 'être' Aller + à = to go TO |
| Assessment timeline: <ul style="list-style-type: none"> Frequent AFL during lessons and formative feedback given Every 2 weeks there will be a vocab test, there will also be an end of unit reading and writing test at approx. lessons 26 and 27 There will be a pre-test revision lesson with formative feedback There will be a WAGOLL and success criteria for a piece of writing about going to a festival Common misconceptions from the test will be addressed before the start of the new chapter | | |
| Home learning <ul style="list-style-type: none"> Key vocab learning for regular vocab tests. Grammar worksheet Vocab tests in class with differentiated pass marks. Re-sits for pupils who do not meet their pass mark. Worksheets will be marked in class and any general misconceptions addressed | | |
| Feedback <ul style="list-style-type: none"> There will be a writing test at the end of the unit, which will be feedback 4 marked, with pupils responding in green pen to any next steps/literacy corrections. The pupils' books will be marked according to the school marking policy and any common misconceptions will be addressed as a starter activity the following lesson. If it is felt that more work is needed on a certain area, this will be dealt with during the lesson. | | |

Length of unit (duration indicated in lessons)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Unit: Qui suis-je? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| W E E K S 1 + | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| | Who is in my family? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
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| 2 - P o i n t d e d é p a r t 1 | | | | |
| | Key vocabulary | | <ul style="list-style-type: none"> | |
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| | Home learning or knowledge tested by: | | | |
| | Resources: | | | |

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| | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| WEEKS 3 – Point d'été part 2 | Where do you go to in town? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
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| | Key vocabulary | | Key learning skill to be developed <ul style="list-style-type: none"> |
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| | Home learning or knowledge tested by: | |
| | Resources | |

| W E E K S 4 + 5 - A c c o m m e a m i t | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| | What makes a good friend? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
| | | | Key learning skill to be developed |
| | Key vocabulary | | • |
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| | Home learning or knowledge tested by: | | |
| | Resources: | | |

| W E E K | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
|------------------|--------------------------|---|--|
| | Who do you quarrel with? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |

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| 6 + 7 = C 'e s t d e f a m i l l e! | | | |
| | | | Key learning skill to be developed |
| | Key vocabulary | | • |
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| | Home learning or knowledge tested by: | | |
| | Resources: | | |

| W E E K S | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| | What are you going to do this weekend? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |

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| 8 + 9 - O n v a v o i r u n s p e c t a c l e ? | | | |
| | Key vocabulary | | Key learning skill to be developed |
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| | Home learning or knowledge tested by: | | |
| | Resources: | | |

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| | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| WEEK 10 + 11 – Quelles soirées! | What is the best night out you’ve ever had? Why? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
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| | Key vocabulary | | |
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| | Home learning or knowledge tested by: | | |
| | Resources: | | |

| W E E K 1 2 + 1 3 - Il ét ai t u n e f oi s ... | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
|---|---|---|--|
| | What did you used to do when you were little? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
| | | | |
| | Key vocabulary | | |

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| | Home learning or knowledge tested by: | |
| | Resources: | |

| W E E K 1 4 + 1 5 - L a p e r s o n n | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| | Which person do you admire? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
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| | Key vocabulary | | |
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| e q u e j' a d m i r e | | | |
| | Home learning or knowledge tested by: | | |
| | Resources: | | |

| W E E K 1 6 | Learning Question | Suggested activities | Core curriculum knowledge to be gained |
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| | Are you ready for the listening and speaking test? | W:\Subjects\MFL\Y9 French Studio Teaching Resources | |
| | Learning objectives | | |
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| - Revision and test week | | | |
| | Key vocabulary | | <ul style="list-style-type: none"> |
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| | Home learning or knowledge tested by: | | |
| | Resources: | | |