

## FRENCH - YEAR 9 - Projets d'avenir

Rationale and Context of Unit:		Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>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, 8 and terms 1 and 2 of year 9</li> <li>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</li> <li>The aim for this chapter is for the pupils to be able to discuss the importance of languages, different jobs and future ambitions.</li> <li>During this chapter, students will also research different jobs and career paths, develop creative expression and expand understanding of the language and culture of France and French speaking countries</li> </ul>		<ul style="list-style-type: none"> <li><b>Point de départ</b> - Talking about earning money, using modal verbs <i>pouvoir</i> and <i>devoir</i></li> <li><b>Qu'est-ce que tu veux faire plus tard?</b> – Talking about what you want to do when you are older, using <i>vouloir</i></li> <li><b>Qu'est-ce que tu feras à l'avenir? ...</b>– Talking about what you will do in the future, using the future tense</li> <li><b>Retour vers le futur</b> – Talking about what the world will be like in the future, consolidating the future tense</li> <li><b>Profil d'un inventeur/une inventrice</b>- Writing about an inventor, using questions in three different tenses</li> </ul>	<p>Etymological links are made to tier 2 and 3 English vocabulary</p>
Challenge and Support:		Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<p><b>Point de départ</b></p> <p><b><u>Reinforcement:</u></b> Focus 1 pages 44/45 Focus 2 pages 46/47</p> <p><b><u>Extension:</u></b></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</i></p>	<ul style="list-style-type: none"> <li>The 35 hours working rule in France</li> <li>The tourism and hospitality industry in France and the UK</li> <li>Job opportunities in France</li> </ul>	<ul style="list-style-type: none"> <li>Looking at the 'language myth' that the whole world speaks English</li> </ul>

<p>En plus pages 48/49 A toi - page 122</p> <p><b>Qu'est-ce que tu veux faire plus tard?</b></p> <p><b><u>Reinforcement:</u></b> Thinking skills worksheet - Dream jobs Focus 1 pages 44/45 Focus 2 pages 46/47</p> <p><b><u>Extension:</u></b> En plus pages 48/49 A toi - page 122</p> <p><b>Qu'est-ce que tu feras à l'avenir?</b></p> <p><b><u>Reinforcement:</u></b> Learning skills worksheet - Understanding a poem Focus 1 pages 44/45 Focus 2 pages 46/47</p> <p><b><u>Extension:</u></b> En plus pages 48/49 A toi - page 122</p> <p><b>Retour vers le futur</b></p> <p><b><u>Reinforcement:</u></b> Video and worksheet - Future projects Focus 1 pages 44/45 Focus 2 pages 46/47</p> <p><b><u>Extension:</u></b></p>	<p><i>shelf in the classroom and see whether they can understand the gist of the story.</i></p> <p><i>PP students will be seated 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"> <li>• The desirability of employees who have language skills</li> </ul>
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<p>En plus pages 48/49 A toi - page 122</p> <p><b>Profil d'un inventeur/une inventrice</b></p> <p><b><u>Reinforcement:</u></b> Learning skills worksheet - Things are getting tense! Focus 1 pages 44/45 Focus 2 pages 46/47</p> <p><b><u>Extension:</u></b> En plus pages 48/49 A toi - page 122</p> <p><b>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</b></p>			
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>		<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>Work/life balance What makes a job 'perfect' for different people</p>		<p><b>ICT:</b> looking at different jobs in IT <b>Geography</b> – looking at different work opportunities in Europe <b>Maths:</b> times, percentages and how long pupils have done certain jobs <b>English:</b> lots of links to grammatical terminology</p>	<ul style="list-style-type: none"> <li>● Je peux/veux – Do NOT pronounce the X</li> </ul>
<p><b>Assessment timeline:</b></p>			

- 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 what life will be like in the future
- **Common misconceptions from the test will be addressed before the start of the new chapter**

## Home learning

- Key vocab learning for regular vocab tests every other week. Differentiated worksheets
- 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

- 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)

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
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**Unit: Projets d'avenir**

<b>W</b>	<b>Learning Question</b>	<b>Suggested activities</b>	<b>Core curriculum knowledge to be gained</b>
<b>E</b>	<b>Do you earn any pocket money?</b>	H:\USB\KINGSTON\year 9 new\Year 9 dynamo 3\Autumn\10 pour gagner de l'argent	
<b>E</b>	<b>Learning objectives</b>		
<b>K</b>			
<b>1</b>			
<b>-</b>			
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part	Key vocabulary		
	Home learning or knowledge tested by:		
	Resources:		

WEEK 2	Learning Question	Suggested activities	Core curriculum knowledge to be gained
QUESTIONS	What do you want to do when you are older?	H:\USB\KINGSTON\year 9 new\Year 9 dynamo 3\Autumn\10 pour gagner de l'argent	
	Learning objectives		
			Key learning skill to be developed
			•
	Key vocabulary		

t u v e u x f a i r e p l u s t a r d ?			
	Home learning or knowledge tested by:		
	Resources		

W E E K 3 - Q	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	What will you do in the future?	H:\USB\KINGSTON\year 9 new\Year 9 dynamo 3\Spring\1 qu'est-ce que tu feras a Marseille	
	Learning objectives		
			Key learning skill to be developed

u , e s t- c e q u e t u f e r a s à l' a v e n ir ?			•
	<b>Key vocabulary</b>		
	<b>Home learning or knowledge tested by:</b>		
	<b>Resources:</b>		



W	Learning Question	Suggested activities	Core curriculum knowledge to be gained
E	<b>What will the world be like in the future?</b>	H:\USB\KINGSTON\year 9 new\Year 9 dynamo 3\Spring\3 profil d'un inventeur\2 retour vers le futur	
E	Learning objectives		
K			
4			
-			
R			<b>Key learning skill to be developed</b>
e			•
t	<b>Key vocabulary</b>		
u			
r			

	Home learning or knowledge tested by:	
	Resources:	

W E E K 5 - Pr of il d' un in v e nt e ur / un e in	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	If you could invent anything, what would it be?	H:\USB\KINGSTON\year 9 new\Year 9 dynamo 3\Spring\3 profil d'un inventeur	
	Learning objectives		
	Key vocabulary		Key learning skill to be developed
			•

v e n t r i c e			
	<b>Home learning or knowledge tested by:</b>		
	<b>Resources:</b>		

W E E K 6 - 7 - R é v	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	<b>Are you ready for the reading and speaking test?</b>	H:\USB\KINGSTON\year 9 new\Year 9 dynamo 3\Spring\4 Revisions	
	<b>Learning objectives</b>		
	<b>Key vocabulary</b>		

<b>i s i o n e t c o n t r ô l e</b>			
	Home learning or knowledge tested by:		
	Resources:		

