

## Subject years 7 to 9 overviews

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## French Year 7

### Year 7 Term 1 - People

#### Key content

- **Greetings** – identify and respond to greetings.
- **Phonics** – recognise and reproduce key phonemes
- **Alphabet** – use the alphabet to spell your name
- **Family members** – identify key vocabulary and use the verb Avoir to say who is in your family
- **Adjectives** – recognise and use high frequency adjectives to describe the personality of yourself and family members
- **Physical Descriptions** – use the verbs tener and ser to describe the physical appearance of yourself and family members
- **Opinions** – give opinions about your family with extended descriptions and justifications
- **Photo** - respond to visual stimuli, using a range of opinions, descriptions and vocabulary for extending sentences.

#### Previously studied

- Some students may know a little French already, depending on what they did in primary school

#### Future links

- Giving opinions and justifications will be crucial in every unit from now on
- Dropping the consonants and mute “e” s at the end of French words is also of paramount importance
- Developing the pronunciation of the 3 French accents

#### Assessment

- Listening assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Some students may think that you pronounce all the consonants and vowels in French or pronounce cognates with an English pronunciation such as: “stupide”, “bizarre”, “interessant”, “cousin”, “je préfère”.

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Phonics, nouns, definite and indefinite articles, possessive adjectives, quantifiers, connectives, cognate

#### Literacy skills development

- Teaching of vocabulary
- Translation into target language and into English
- Using a dictionary

#### How this supports students

- Students will very quickly be able to communicate in French and recognise key phonemes to help them read words out loud accurately and confidently.

## French Year 7

### Year 7 Term 2 - Identity

#### Key content

1. **Days of the week** – to be able to identify and spell the days of the week.
2. **Numbers** – to be able to understand and use numbers 1 -100 with the verb *avoir*
3. **Months and Birthdays** – to be able to describe when your birthday is and understand others doing the same with the verb *être*
4. **Types of homes** – to describe types of housing to say where you live with *habiter*
5. **Location of homes** – to describe where your house is with the verb *être + en ville, à la montagne, à la campagne*
6. **Compass points** – to use compass points to give detail about where your house is
7. **Opinions of homes** – to give and justify opinions about where you live
8. **Ideal home** – to describe your ideal home using *ce serait/il y aurait*
9. **Building complex sentences using set phrases** – to say where you would like to live – *je vais habiter, je voudrais habiter* and where you used to live – *j’habitais*

#### Previously studied

- Some students may know “To have” and “To be” in the present in the first person depending on what they did in primary school

#### Future links

- Giving opinions and justifications will be crucial in every unit from now on
- Using number confidently for the date every lesson/ for age/ birthday/counting objects in French.

#### Assessment

- Reading assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- “Habiter” in the first person is pronounced “J’habite” instead of “Je habite”. Students need to drop the “e” of je in front of “ha”.
- In English “I am 11” translates as “I have 11 years”: “J’ai 11 ans”.
- Students may pronounce the number 21/31/41/51/61 wrongly in 3 words. The “liaison” is “vingtetun” pronounced as one unit.

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Phonics, nouns, numbers, the present of ER verb paradigm, conjunctions to ask key questions, key

#### Literacy skills development

- Teaching of vocabulary
- Translation into target language and into English
- Using a dictionary

#### How this supports students

- Students will very quickly be able to read in French and recognise key vocabulary to infer the meaning of less familiar words in order to understand a French text accurately and confidently.

## French Year 7

### Year 7 Term 3 - Education

#### Key content

1. **School Subjects** – to ask for and give information about which school subjects one studies using connectives and adverbs of frequency.
2. **Opinions** – to ask and give opinions about school subjects
3. **Justifications** – to use a range of adjectives and quantifiers to justify opinions
4. **Comparisons** – to use adjectives with **plus...que**, **moins...que** and **aussi...que** to compare school subjects
5. **Present Tense** – to form full paradigms of verbs(er/ir/re) in the present tense with a particular focus on AR verbs – étudier, commencer, écouter, finir, apprendre, écrire
6. **Time** – to understand how to and be able to report the time in French
7. **Timetable** - to use time phrases and stem changing verbs to discuss the organisation of the school day, including days of the week, time phrases, start and finish times (commencer/finir)
8. **Referencing the Future** – to say what you would like to study – **je voudrais étudier** and what you are going to study – **je vais étudier**

#### Previously studied

- Some students may know a little French already, depending on what they did in primary school
- They are already familiar with giving simple opinions and justifications

#### Future links

- Giving opinions and justifications will be crucial in every unit from now on

#### Assessment

- Writing assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Some pupils will think that they can use a noun without a definite or indefinite article such as “geography” in “I like geography”. French subjects and generally French nouns need “le/la/les/l’/un/une/des” in front of them. Ie: “J’aime la géographie.”
- When an adjective is in the feminine you have to pronounce the consonant that you usually don’t pronounce in the masculine. “bon (masculine)/bonne(feminine), amusant (masculine)/amusante (feminine), ennuyeux/ennuyeuse”.
- Time in French. Students might get confused as you have to say the hour first and then the minutes past or to the hour in French which is the opposite in English. Ie: “It is half past **three**” translates as “Il est **trois heures** et demie.”

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Phonics, nouns, definite and indefinite articles, adjectives, quantifiers, connectives, cognates, 3 paradigms for French verbs in the present (especially: “je” and “nous” – the I and we forms).

#### Literacy skills development

- Teaching of vocabulary
- Translation into target language and into English
- Using a verb paradigm and focusing on “je” and “nous”
- Decoding a French text
- Using the Knowledge organiser sections to organise a sentence (syntax)
- Effective proofreading particularly of adjectives

#### How this supports students

- Students will very quickly be able to write in French with the support of modelling activities and the different sections of the Knowledge organiser.
- Students’ understanding of adjective agreement will be reinforced by activities in the four skills (Speaking, Listening, Reading, Writing).

## French Year 7

### Year 7 Term 4 – The Natural World

#### Key content

- **Pets** – recognise and reproduce key vocabulary for common domestic animals with *avoir* and use plural forms of articles and nouns
- **Definite and Indefinite articles** – to understand the different uses of *le/la/les* vs *un/une/des*
- **Descriptions** – describe pets' physical appearance with key adjectives (colour, size, personality)
- **Possessive adjectives** – use *mon, ton, son* to identify and describe what pets people have
- **Present Tense** – revise *s'appeler, avoir, être, habiter* and introduce these verbs in their negative forms.
- **Wild Animals** – use the past tense (*j'avais* and *c'était*) to say what wild animals you used to have as pets and what they were like
- **Weather** – identify the habitats of wild animals and describe the weather in those areas using *faire* and *il y a*
- **Photo** – respond to visual stimuli, using a range of opinions, descriptions and vocabulary for extending sentences.

#### Previously studied

- Verbs *avoir, être, habiter* and *s'appeler* with different nouns
- Definite and Indefinite articles
- Describing words (with family, teachers, houses)
- Possessive adjectives

#### Future links

- Describing the weather in relation to hobbies and holidays
- Descriptive language for the next topic about town and local area

#### Assessment

- Speaking assessment including describing what there is in a photo (in line with GCSE exam)

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- How to make different animals plural in French
- Adjective agreement – needs continual work and revisiting!
- Many weather words use 'faire' e.g. *it makes cold* rather than 'to be' in English

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Article, possessive adjective, cognates, tenses

#### Literacy skills development

- Teaching of vocabulary
- Translation into French and into English
- Using a dictionary

#### How this supports students

- Students will be able to give a range of opinions about animals and describe in some detail what is in a photo which will enable them to express themselves about a topic they all have views on (pets and animals in general) and in turn build their confidence.

## French Year 7

### Year 7 Term 5 - Places

#### Key content

1. **Present tense** – full paradigm for er/ir/re verbs
2. **Places in town** – to use key verbs *il (n') y a (pas), il (n') a (pas)* to say what there is(not) in town
3. **Describing towns** – to use key adjectives to describe what town is like – *c'est (ne...pas)*
4. **Activities in town** – to use the full paradigm of the verb *aller + au/à la* to say where you are going in town and knowledge of present tense to say things you do e.g. je mange/je visite etc.
5. **Directions** – to give directions and describe maps saying where different shops are in relation to somewhere else on a map *c'est + proche de/ loins de/ à droite/ à gauche de*
6. **Ideal town** – to describe an ideal town with all its places using the set phrases in the conditional tense *je voudrais + inf / il y aurait / ce serait*

#### Previously studied

- Adjectives for describing places
- Opinion phrases
- Present tense of some verbs
- How to form negative phrases in French

#### Future links

- Using the conditional tense to describe an ideal town will be useful in future for talking about ideal holidays, jobs etc.

#### Assessment

- Grammar and translation assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Il y a du/de la/des but in the negative il n'y a pas **de** only
- When to use prepositions à la/au and when to use de la/du

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Cognate, quantifier, preposition, adverb

#### Literacy skills development

- Teaching of vocabulary
- Translation into French and into English
- Using a dictionary
- Reading aloud

#### How this supports students

- Students will be able to locate some important Francophone cities on a map to broaden their cultural knowledge
- They will be able to give and understand simple directions in French

## French Year 7

### Year 7 Term 6 - Culture

#### Key content

- **Countries** - Introduce 'le monde francophone' as a concept and learn briefly about the countries within it/what this phrase means culturally.
- **Nationalities/languages** - using the 3<sup>rd</sup> person to describe someone – name/age/country of origin/nationality/personality
- **Paris focus** - discuss many aspects of the capital city of France – famous monuments, transport, location, things to do, cuisine.
- **Celebrations** – introduction and overview on French celebrations with a particular focus on language for holidays. Group work to present a celebration to the class an option.
- **Le monde francophone** – an introduction to what the term means and the countries in it to help introduce the film study.
- **Film** – Kirikou film study – Reuse key vocabulary and content from Terms 1-5 to describe characters, scenes, and photos from the film.
- **Seasonal Events** – Euros/ World Cup/ Olympics – depending on the event running each year, activities and lessons to be built around each event.

#### Previously studied

- Students may have some knowledge of France and Francophone countries from family holidays, relatives, film, TV, football and sport etc.

#### Future links

- Festivals in Year 8
- Countries and Nationalities

#### Assessment

- No assessment this term – cultural project

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- The film Kirikou is set in Senegal and raises a number of sensitive cultural issues that will need to be carefully addressed and managed with each class

#### Key vocabulary

- See knowledge organiser for French vocabulary list

#### Literacy skills development

- Teaching of vocabulary
- Reading aloud
- Oral literacy to discuss the film and the French speaking world

#### How this supports students

- This unit will develop students' cultural awareness of the French speaking world
- Specific focus on Paris to gain deeper cultural understanding
- Analysis of a film and of the Senegalese culture

## French Year 8

### Year 8 Term 1 – Hanging Out

#### Key content

- **Descriptions of people** - describe famous sports personalities (hair/eyes/height/weight/personality) using the verbs to be and to have.
- **Sports** - use the present tense including some irregular verbs (aller/faire) to describe what sports you and others play. Be able to give opinions with justifications about these.
- **Adverbs** - use adverbs of frequency to say how often you play sports.
- **Free time** – to describe what you like to do in your free time using the construction j’aime/j’adore + infinitive.
- **Connectives** - to use more advanced connectives to extend sentences.
- **Future tense** – to use the near future tense to describe what sports/hobbies you are going to do.

#### Previously studied

- Students will previously have studied physical description to describe family members.
- Opinions and justifications

#### Future links

- Giving opinions and justifications and using connectives and adverbs will continue to be essential.
- Future tense will be revisited in Year 9 during the topic of ‘Jobs and future plans’.

#### Assessment

- Speaking assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- “I like playing = j’aime jouer” (j’aime + infinitive)
- Je joue au foot (not “je joue au le foot”).

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Verbs, conjugation/paradigm, connectives, adverbs (of frequency), intensifiers and qualifiers, relative pronouns

#### Literacy skills development

- Teaching of vocabulary and grammar
- Translation into target language and into English
- Using a dictionary including verb tables

#### How this supports students

- Students will learn about famous sports personalities from the Francophone world which will provide them with opportunities to discuss and describe different global sporting events. This will foster diversity and respect for those around them.



## French Year 8

### Year 8 Term 2 – Eating Out

#### Key content

- **Key food and drink** – to be able to recognise key items of food and drink
- **Opinions** - express opinions with reasons (including adjectival agreement)
- **Types of food** – to recognise what type of food someone likes and why
- **Meal times** – to talk about meal times and express opinions with frequency words
- **Restaurant** – to create a menu and order food in a restaurant using 'je voudrais'
- **Healthy eating** – je dois/je devrais/je veux and future 1 to talk about how your diet may change in the future)
- **Numbers** – 0 – 1000
- **Fruit and vegetables** – to be able to order different amounts of items in a 'at the market' role-play.

#### Previously studied

- Students will have learned numbers in Year 7
- Adverbs of frequency
- Present tense of 'avoir' (to have)
- Present tense of regular verbs

#### Future links

- Healthy living topic in Year 9
- Future 1 and Conditional tense will be revisited in Year 9

#### Assessment

- Reading assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- J'adore je mange → J'adore manger
- Misuse of partitive article vs definite article. No je mange le poulet but je mange du poulet
- Placement of adverbs → Je mange toujours des œufs, je bois souvent de l'eau

#### Key vocabulary

- See knowledge organiser for French vocabulary list.
- Verbs, conjugation/paradigm, adverbs (of frequency), negatives, modal verbs, infinitive constructions

#### Literacy skills development

- Teaching of vocabulary and grammar
- Translation into target language and into English
- Using a dictionary including verb tables

#### How this supports students

- Students will be provided with opportunities to compare eating habits between young people in England and Francophone countries
- Students will learn about typical meals and traditions in Francophone countries and learn about the euro

## French Year 8

### Year 8 Term 3 – Holidays

#### Key content

- **Countries and destinations** – key countries
- **Transport** – Modes of transport and how to say I/we travel using the full paradigm of 'aller'
- **Basic accommodation** – e.g. campsite, hotel, villa, by the coast etc.
- **Key holiday info** – Present tense of aller to describe holiday in the present (where you normally go, with whom, how you get there and for how long you go), weather
- **Holiday activities** – in present tense including I/we form of appropriate verbs – e.g. I/we swim, go to beach, sunbathe, visit monuments, museums, buying souvenirs. Also use 'on peut + infinitive and revisit the construction 'j'aime/j'adore + infinitive'
- **Opinions and justifications** – e.g. of activities, winter v summer, active v relaxing holidays and use of more complex connectives (e.g. tout d'abord)
- **The past perfect tense** – (including key verbs for activities e.g. je suis allé) to describe a holiday in the past in the 'I' and 'we' forms only. Use 2 or more tenses in a single piece of writing (past or fut 1 and present)

#### Previously studied

- Present tense
- Weather covered in Year 7 Natural World topic.
- Opinions and justifications

#### Future links

- Giving opinions and justifications and using connectives and adverbs will continue to be essential.
- Preterit tense will be revisited in Year 9 during the 'Music and Film/TV' topic.

#### Assessment

- Writing assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- « Je vais en avion » but « je vais à pieds »
- « Je vais en Italie » but « Je vais aux états unis »
- Impersonal structures regarding weather (e.g. Il fait beau / il pleut)

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Verbs, conjugation/paradigm, connectives, adverbs (of frequency), past tense phrases

#### Literacy skills development

- Teaching of vocabulary and grammar
- Using a dictionary including verb tables
- Writing in 2 tenses with more accuracy

#### How this supports students

- Students will have the opportunity to talk about where they have been in France, with a link to geographical understanding of key cities and towns in France

## French Year 8

### Year 8 Term 4 – Helping Out at Home

#### Key content

- **Rooms** – name rooms of the house
- **Daily routine** – use key reflexive verbs in the I form to describe daily routine. State what you do in the kitchen, lounge etc. and at what time you do these activities
- **Items in bedroom** – describe different items in your bedroom with opinions and justifications
- **Prepositions** – use prepositions to describe the layout of your bedroom
- **Chores** – explain what chores you and others do around the house in the present tense and the construction j'aime/je n'aime pas + infinitive
- **Frequency words** – how often tasks are done by you and other family members
- **Numbers** – revision of numbers 0-100 for new context and understand that Euros differ in amount from £s
- **Pocket money** – how much, how often received, from who, what it's spent on
- **Question words** - recognise key question words e.g. quoi, combien, où, qui

#### Previously studied

- Students will previously have studied time in Year 7 during the "Education" topic
- Opinions and justifications
- Revision of numbers covered in Year 7 and Term 2 of Year 8

#### Future links

- Giving opinions and justifications and using connectives and adverbs will continue to be essential
- Daily routine in Francophone countries in "Global issues and Francophone world" topic in Year 9

#### Assessment

- Listening assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- "Je déteste je fais" = I hate I do → Je déteste faire (opinion + infinitive)

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Verbs, prepositions, infinitive construction, question words

#### Literacy skills development

- Teaching of vocabulary and grammar
- Translation into target language and into English
- Practise exam skills such as learning about distractors, recognising how frequency phrases/negatives can earn the mark

#### How this supports students

- Students will have opportunities to talk about what they are expected to do to help at home, and how this might compare with a French child of a similar age
- Students will be able to discuss how young people spend their pocket money across the world and what they do to earn it

## French Year 8

### Year 8 Term 5 - Shopping

#### Key content

- **Clothing** – describe what clothes they and others wear. Using the full paradigm of *l'lever*
- **Colours and adjectives** – describe clothes accurately in more detail (colours with adjective agreement/ugly/pretty/expensive etc.)
- **Sizes/styles/types of material** – understand and use simple vocab related to size/style/material
- **Comparisons** – compare and contrast different types of clothing using *más...que/menos...que/tan...como*
- **Superlative** – use the superlative to say what is the best/worst etc.
- **Demonstrative adjectives** – use demonstrative adjectives correctly – this/that/these/those
- **At the shops** – to be able to have a conversation in a shop, understanding key questions (*comment peux-tu m'aider?, de quelle couleur?, de quelle taille? Combien ça coûte?*) using *je veux / je voudrais* and prices

#### Previously studied

- Colours
- Present tense of regular verbs
- Adjectival agreement
- Opinions and justifications
- Higher numbers (prices)

#### Future links

- Giving opinions and justifications and using connectives and adverbs will continue to be essential
- Comparatives and superlatives will be revisited during the Year 9 topic of "Music and Film/TV"

#### Assessment

- Grammar and translation assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Adjectival agreement e.g. la chemise blanche
- Difference between this, that, these and those

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Verbs, conjugation/paradigm, comparatives, superlatives, demonstrative adjectives, question words, adjectival agreement

#### Literacy skills development

- Teaching of vocabulary and grammar
- Translation into target language and into English
- Using a dictionary including verb tables

#### How this supports students

- Students will have an opportunity to talk about some important brands in France e.g. Chanel, YSL etc. and will be able to make comparisons between styles in France and the UK
- Students will also discuss the euro and conversion rate to pounds

## French Year 8

### Year 8 Term 6 – Customs and Festivals with a Film Study

#### Key content

- **Customs and festivals** – an opportunity to study Bastille day, le mardis gras, la fête des rois, la fête du citron, le tour de France, la fête de la musique

#### Film study of Le Petit Nicolas

- **French schools past and present** – comparing how schools used to be in France to how schools are today and comparing this to schools in the UK
- **Jobs and ambitions** – discussing what jobs characters would like to do and what traits they possess to do these jobs using high frequency phrases (Je voudrais être, je vais être, je suis)
- **Present tense** – an opportunity to review the present tense of regular and irregular verbs in French
- **Past tense** – an opportunity to revise the passé composé when talking about what has happened in the film

#### Previously studied

- Clothes, colours and adjectival agreement
- Opinions and justifications
- School and school subjects

#### Future links

- Present and past tenses will continue to be essential in year 9
- School and future ambitions will be studied in year 9 and at GCSE

#### Assessment

- No assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Using the verb to be and to have to describe characters
- Mixing up high frequency phrases (je veux = I want, je vais = I am going)

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Verbs, conjugation/paradigm, adjectival agreement, past tense

#### Literacy skills development

- Teaching of vocabulary and grammar
- Translation into target language and into English
- Using a dictionary

#### How this supports students

- Students will benefit from a vast range of cultural links this term e.g. the geographical location of French countries such as Canada as well as learning about diversity and traditions which are different from our own
- Students will also discuss the differences between French and British schools and home life

## French Year 9

### Year 9 Term 1 – Jobs and Future Plans

#### Key content

- **School subjects** – Use of ‘je voudrais/je vais etudier’ to say what you’d like to study in the future.
- **Jobs** – to be able to recognise and use core jobs and say what different family members do using the verb ‘etre’ and ‘travailler’. Use of the key phrases ‘je voudrais/vais etre/travailler’ to talk about future jobs.
- **Use present tense**
- **Place of work** – to recognise and describe for different family members.
- **Job qualities** – to use the constructions ‘pour devenir.’ to describe what qualities you need to do different jobs.
- **Future Tense** – Using the Future 1 (I am going to do)

#### Previously studied

- Students were first introduced to School Subjects in Year 7 Term 3 where they gave and justified opinions about them.
- Future 1 Tense was introduced in Year 7 and 8 over various topics to say what you are “going to do”

#### Future links

- Confident use of Future Tenses in the I and WE forms is expected for future GCSE study.
- GCSE Theme 3: Current and Future study and employment covered in Year 10

#### Assessment

- Reading assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Dropping the article for professions in French (je suis professeur)
- masculine/feminine forms of jobs;

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Present tense verbs, cognates, infinitive, more complex connectives, High Frequency Phrases, WOW Phrases

#### Literacy skills development

- Teaching of vocabulary and being increasingly confident using a dictionary to begin to use more original language
- Translation into target language and into English
- Use of previously learnt language in new contexts

#### How this supports students

- Students will be equipped with the foundation language of future tense and jobs for use at GCSE.
- Students will learn about the basic differences between the French and English education systems.
- Students will be able to discuss about the French perspective of employment and future aspirations for the young.

## French Year 9

### Year 9 Term 2 – Music, Film and Television

#### Key content

- **Musical instruments** – to be able to name a variety of key musical instruments and state whether you play an instrument or not using
- **Musical styles** - and describe in detail what music you listen to. Express opinions with reasons for the variety of preferences.
- **Types of TV program and films** – to name and identify different types of TV program/films.
- **Comparisons and superlatives** – using comparisons to express more complex opinions of types of TV programs/films
- **Adverbs of frequency** – say how often you watch different TV programs/films
- **Questions** – answer direct questions about your film/TV viewing habits. Recognise key question words such as ‘quel genre..., qu’est-ce que...’
- **Preterite** – using the past tense to describe a concert/film/program you went to/watched
- **Film review** - write a simple review for a film AND/OR describe characters in your favourite film

#### Previously studied

- Students have been giving justified opinions in various contexts in year 7 and 8.
- Students were introduced to the Present Tense in Year 7 Term 3
- Students were introduced to the Preterit Tense in Year 8 Term 3

#### Future links

- Giving opinions and justifications will be crucial in every unit from now on
- GCSE Theme 1: Unit 3.1 Free Time Activities - Music, cinema and TV covered in Year 10

#### Assessment

- Speaking assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Pronunciation of key terms and vocabulary
- Jouer + du/de la/des vs jouer + au/a la/aux;
- Adjectival agreement when discussing films/TV programmes

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Adverbs of Frequency, Question words, Comparisons, Superlatives, Preterit, Verb stems, Infinitives, cognates

#### Literacy skills development

- Teaching of vocabulary and being increasingly confident using a dictionary to begin to use more original language
- Translation into target language and into English
- Use of previously learnt language in new contexts

#### How this supports students

- Students will be equipped with the foundation language for discussing their music tastes, and film/television preferences for use at GCSE
- Students will be able to explore, watch and listen to a variety of hispanic artists, content, programs

## French Year 9

### Year 9 Term 3 – Healthy Living

#### Key content

- **Food** – giving more accurate and detailed opinions with justifications (adjectival agreement) using topic specific adjectives. Asking questions about eating preferences.
- **Mealtimes** – describe what you eat and drink at different meals and at what time you eat. Asking questions about each other's eating habits.
- **Sports** – revision of sports, doing further work around the benefits of doing exercise and what exercise you do.
- **Healthy living** – using the impersonal verbs to give advice as to how to lead a healthy lifestyle.
- **Present Tense** - Using the verbs common verbs for mealtimes and sports in the Present tense.
- Using 3 tenses (preterit, present, future) to talk about healthy living.
- **Smoking and drinking** – to know and use language associated with smoking and drinking and why people would or wouldn't smoke/drink.

#### Previously studied

- Students were introduced to Food Items in Year 8 Term 2 and Sports in Year 8 Term 1
- Present, Preterit and Future Tenses in the I and WE forms were covered throughout various points of Year 7-9

#### Future links

- Giving opinions and justifications will be crucial in every unit from now on
- GCSE Theme 1: Unit 3 Free Time Activities – Food and Sports covered in Year 10
- GCSE Theme 2: Unit 6 Social Issues – Healthy lifestyles covered in Year 10

#### Assessment

- Listening assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Impersonal verbs 'il faut/on doit/on peut' are verbs that are not assigned a specific subject (person doing the action). It is referring to a general "one" or "you".

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Negatives, intensifiers, comparisons, impersonal verbs, Stem changing verbs, cognates, infinitives

#### Literacy skills development

- Teaching of vocabulary and being increasingly confident using a dictionary to begin to use more original language
- Translation into target language and into English
- Use of previously learnt language in new contexts

#### How this supports students

- Students will be equipped with the foundational language for analysing and discussing their health and lifestyles for use at GCSE
- Students will be introduced to differences in mealtimes and food choices between France and the UK.
- Students will be given opportunities to discover different sports played in Francophone countries.



## French Year 9

### Year 9 Term 4 – Technology and Social Media

#### Key content

- **Electronic devices** – to describe what electronic devices you use, how often you use them and what for
- **To give your opinion on different devices** - retain and reuse adverbs of frequency to extend sentences.
- **Internet** – uses of internet and common activities online. State the advantages and disadvantages of the internet through use of opinions phrases and topic vocabulary.
- **Social media** – discuss different social media, the effects, pros and cons/dangers
- **Passé composé** – revision of the passé composé in a new context to describe what you did yesterday/last week etc. with your electronic devices.

#### Previously studied

- Opinions
- Adverbs of frequency
- 'Je voudrais + infinitive'
- Passé composé

#### Future links

**Use of 2 or 3 tenses together in context** – continued practice of the importance of this in writing/speaking

**GCSE Theme 1: Unit 2** Identity and culture – Technology in everyday life covered in Year 10

#### Assessment

- Writing assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Concept of infinitive (e.g. 2 words in English, 1 word in French) and its significance as a building block
- Formation of passé composé and confusion over use (1 French tense to 2 English tenses – I watched/I have watched)

#### Key vocabulary

- pour + infin. (Quelquefois j'utilise l'ordinateur pour écouter/parler/faire etc.)
- High frequency phrases followed by infinitive e.g. je voudrais / on peut

#### Literacy skills development

- Teaching of vocabulary
- Increased proficiency of writing extended passages in French in different time frames
- Translation into target language and into English

#### How this supports students

- Students will be equipped with the foundational language for analysing/discussing technology and social media for use at GCSE
- Students will develop their ability to express opinions in different contexts and time frames.
- Explore how social media is affecting life of teenagers in France and how is that related to UK adolescents.

## French Year 9

### Year 9 Term 5 - Relationships

#### Key content

- **Family** – revision of family members, extending to more complex family members (step/half) and physical description/personality with correct adjective endings and present tense. Possessive adjectives to describe yours and others' families. Comparisons between family members.
- **Civil state** – describe romantic relationships (your and others) - married/divorced/separated etc. used with the full paradigm of être.
- **Reflexive verbs** – describe family life using reflexive verbs (s'entendre bien/mal avec, s'énerver, se disputer, se marier) in I and he/she forms only and other verbs in present tense e.g. penser
- **Negatives and time phrases** – use correctly to give further details about relationships e.g. souvent nous ne parlons pas/jamais
- **Future plans** – consolidation of future 1 and 2 in full paradigm in new context to describe plans for future relationships/life priorities. Use of je voudrais e.g. je voudrais me marier

#### Previously studied

- Family members, physical description/personality
- Adjectival endings, comparisons
- Être – conjugation
- Future 1 and 2
- Je voudrais + infinitive

#### Future links

- Further consolidation of giving opinions and justifications
- Development of all 4 skills across three time frames
- GCSE Theme 1: Unit 1 Identity and culture – Me, my family and friends covered in Year 10

#### Assessment

- Grammar & translation assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Confusion between Future 1 and 2
- Reflexive verbs – the concept and formation
- Negatives – 2 parts needed and word order

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Adjectives, possessive adjectives, relationship-related reflexive verbs, complex negatives

#### Literacy skills development

- Teaching of vocabulary and being increasingly confident using a dictionary to begin to use more original language
- Translation into target language and into English
- Use of previously learnt language in new contexts

#### How this supports students

- Students will be equipped with the foundational language for analysing and discussing their relationships for use at GCSE
- An opportunity to look at basic authentic resources which compare French and English family structures

## French Year 9

### Year 9 Term 6 – Environment, Global Issues and the Francophone World

#### Key content

- Euros/World Cup/Olympics – to study the countries involved, sports vocabulary, clothes and colours with adjective agreement, making predictions of what is going to happen using Future 1, describing participants' personality/hair/eyes/where they live/who they represent, making comparisons, giving opinions with justified reasons
- Francophone World – recognise countries outside France where French is spoken. Study a country/some countries in more depth through videos and authentic resources to help stimulate discussion and ideas. Describe terrain/environment of these countries using basic vocabulary (il y a, c'est). Complete extended research on one French-speaking country and present to the class e.g location/geography/population/money/food etc.
- Environment/social issues – link the Francophone World above with the environment and social issues. Describe basic environmental/social problems affecting these countries
- Film study of Les Choristes – discussion of characters, opinions, comparisons of school systems

#### Previously studied

- Countries, clothes, colours, adjectival agreement
- Personality/physical descriptions
- Comparisons
- Opinions & justifications
- Future 1/2
- Revision of KS3 areas

#### Future links

- Further consolidation of all 4 skills in 3 time frames & acquisition of more complex language for GCSE
- GCSE Theme 2 – Local, national, international and global areas of interest covered at KS4

#### Assessment

- No assessment

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Confusion between Future 2 and conditional tense
- Concept of impersonal verbs
- Expressions with 'avoir' which use 'to be' in English e.g. avoir peur

#### Key vocabulary

- See knowledge organiser for French vocabulary list
- Present/past/future time frames, conditional tense, impersonal/modal verbs, expressions with 'avoir', negatives, comparisons

#### Literacy skills development

- Teaching of vocabulary and being increasingly confident using a dictionary to begin to use more original language
- Translation into target language and into English
- Use of previously learnt language in new contexts

#### How this supports students

- Students will be equipped with the foundational language for analysing and discussing a film and global issues for use at GCSE
- Students to explore inter-cultural differences/issues in the Francophone world e.g. poverty, immigration, racism
- Students to research a Francophone region, including geography, wildlife, weather, traditions, music, dance, food