

Curriculum Map: French Year 9

	Autumn 1	Autumn 2	Spring	Summer
Content Declarative knowledge 'I Know'	THEME: Holidays Vocab: countries, areas, weather, compass points, time phrases, transport, accommodation, periods of time, activities, opinions Grammar: en/au/aux + country, à + town, using weather in 3 tenses, key present tense verbs, perfect tense in detail (avoir and être verbs), negatives in the past, futur proche key verbs	THEME: House, home and daily routine Vocab: types of house, areas, floors + rooms of the house, ideal house + area, bedroom descriptors + furniture, prepositions of position, opinions, daily routine Grammar: revision/consolidation of regular present tense + avoir, être, aller, faire, use of prepositions, introduction to conditional tense, reflexive verbs (present tense + extend to perfect tense)	THEME: Who am I? Vocab: family members, physical descriptions, character adjectives, friendship, personality traits, family relationships, describing a night out, childhood, role models Grammar: present tense recap, adjectival agreement, some irregular verbs, use of qui, possessive adjectives, emphatic pronouns, direct object pronouns, perfect tense recap, imperfect tense, using a variety of tenses	THEME: Leisure Vocab: music, musical instruments, TV programmes + films, sports + describing more complex opinions about sport, technology + life online, reading Grammar: revision of -er verbs and faire, tense recognition, 'depuis' + present tense, position of adjectives, comparatives + superlatives, using 'que' (+ the difference between 'qui' and 'que'), imperfect tense recap, direct object pronouns
Skills Procedural Knowledge 'I know how to'	talk about where I normally spend my holidays and where I like to go; describe the weather in past, present and future tenses; talk about last year's holidays: where I went/stayed, how I travelled, what I did, what I thought of it; use the past (perfect) tense with regular and irregular verbs, using all parts of the verb; use a negative in the past tense; say where I would like to / am going to spend my holidays in the future; use connectives, time phrases, negatives, intensifiers, other parts of the verb to extend my paragraphs;	talk about where I live and how long I have lived there; describe my house, including what type it is, where the rooms are; describe my ideal house and where I would live; describe my room; talk about my daily routine; use prepositions to describe the positions of things; use the present tense of regular verbs; use the four main irregular verbs (avoir, être, aller, faire) in the present tense; use reflexive verbs in the present and perfect tenses	talk about myself and my family, describing physical appearance and personality; talk about friends and what makes a good friend; discuss family relationships; describe a night out; talk about life when I was younger; discuss role models; use 'qui' to link two ideas; form and use the imperfect tense; use a variety of tenses to extend my writing and speaking;	discuss musical instruments that I play; talk about my favourite music and musicians; give opinions about TV programmes and films; talk about an actor that I admire and why; talk in detail about sports that I do, how often and why; discuss my life online: what I do, have done and would like to do and why; talk about what I like to read and what I used to read; recognise different tenses; use comparatives/superlatives; use direct object pronouns
Strategies Conditional Knowledge 'I know when to'	add an agreement to a past participle in French; use the auxiliary verbs avoir and être; use time phrases in a sentence when changing tense	use a reflexive pronoun;	use the imperfect tense instead of the perfect tense; use an emphatic pronoun in a sentence	use 'que' instead of 'qui' in a sentence;

Key Questions	Où est-ce que tu passes tes vacances en général ? Où aimes-tu aller ? Où est-ce que tu es allé(e) l'année dernière ? Où est-ce que tu voudrais aller dans l'avenir ? Quel temps fait/faisait/fera-t-il ? Parle-moi de tes vacances l'année dernière. Où es-tu allé(e) en vacances ? Où es-tu resté(e) ? Qu'est-ce que tu as fait en vacances ? Comment as-tu voyagé ?	Où habites-tu ? Depuis quand y habites-tu ? Décris ta maison. Comment serait ta maison idéale ? Comment est ta chambre ? Décris ta chambre. Parle-moi de ta routine journalière / quotidienne.	Décris ta famille. Comment est (ta mère) ? Parle-moi de tes amis/copains. Quelles sont les qualités d'un bon ami ? / C'est quoi, un bon ami, pour toi ? Tu t'entends bien avec ta famille / ton père etc. ? Décris une soirée (parfaite / désastreuse) entre amis. Parle d'un rendez-vous arrangé. Comment étais-tu quand tu étais plus jeune ? Qui est-ce que tu admires ?	Tu joues d'un instrument de musique ? Quelle sorte de musique préfères-tu ? Qui est ton chanteur préféré ? Qu'est-ce que tu regardes à la télé ? Qu'est-ce que tu ne regardes jamais ? Quelle est ton émission préférée ? Qu'est-ce que tu ne rates jamais ? Tu aimes le cinéma ? Parle-moi d'un film que tu as vu. Parle-moi d'un acteur que tu admires. Parle-moi de ton sport préféré. Que fais-tu quand tu es connecté ? Qu'est-ce que tu aimes lire ? Qu'est-ce que tu lisais quand tu étais plus jeune ? Qu'est-ce que tu fais pendant ton temps libre ?
Assessment topics	30 words test Listening, reading and translation assessment Written assessment	30 words test Listening, reading and translation assessment Written assessment	GCSE Listening, reading and translation assessment	GCSE Listening, reading and translation assessment End of Year Spoken assessment
Cross curricular links/Character Education	Literacy: General communication strategies, spellings – phonic links, cultural awareness of another country; geographical awareness of French-speaking countries – all units; Grammatical focus – make links with own language – e.g. 2 past tenses in English – I played + I have played, irregular verbs in English e.g. I did, I saw	Art: draw a visual representation of a bedroom to indicate comprehension of vocabulary and prepositions;	Character: describing others, discussing relationships, good friends and role models; History: Napoleon's childhood – opportunity to discuss RE: introduction to Malala Yousafzai – Nobel Peace Prize at 17	ICT: life online – online safety; Music: instruments, types of music, discussing different artists; Media: Cannes film festival; PE: discussing the benefits of different sports;
	• Resilience, independence, learning how to learn, revise, fail and improve • Curiosity and openness towards French and Francophone cultures • Understanding of the differences in the structure of French and English (e.g. feminine/plural agreements, word order) • Awareness of links and interconnection between different languages (e.g. derivations from Latin, Greek)			