Year 9 French overview: Autumn term

|  |  |  |  |
| --- | --- | --- | --- |
| **Autumn term 1** | **Knowledge/Cultural input** | **AQA Theme/Topic** | **Skills:** |
|  | GCSE course info  **Qu’est-ce que tu as fait pendant les vacances?** **C’était comment?**   * Talking about what you did in the holidays * Using the past tense | Theme 2  Holiday activities and opinions | * Understanding and using the perfect tense with *avoir* and *être* * Using adjectives and the imperfect tense (c’était) to express opinions |
|  | **Point de départ 1 Module 1**  **Qui suis-je? / Décris ta famille!**   * Revising family and describing people’s personalities and physical characteristics | Theme 1, Topic 1:  Me, my family and friends | * Understanding and using the present tense with *avoir* and *être* * Using adjectival agreements * Using possessives |
|  | **1 A comme amitié - C’est quoi, un bon ami pour toi? Parle-moi de ton/ta meilleur(e) ami(e**   * Talking about friends and what makes a good friend * Using irregular verbs in the present tense | Theme 1, Topic 1:  Me, my family and friends | * Conjugating irregular verbs in the present tense * Using the relative pronoun *qui* * Using adjectives and abstract nouns |
|  | **2 C’est de famille!**  **Tu t’entends bien avec ta famille?**   * Talking about family relationships * Using reflexive verbs in the present tense | Theme 1, Topic 1:  Me, my family and friends | * Using possessive adjectives * Conjugating reflexive verbs in the present tense * Using emphatic pronouns * Translating accurately from English into French |
|  | **3 On va voir un spectacle !**  **Qu’est-ce que tu vas faire à l’avenir avec tes amis/copains?**   * Making arrangements to go out * Using the near future tense * Translation skills | Theme 1, Topic 3:  Free-time activities | * Forming verbs in the near future tense * Using different pronouns and giving opinions |
|  | Interim assessment - provisional |  |  |
|  | **4 Quelle soirée!**  **Qu’est-ce que tu as fait récemment avec ta famille (tes amis)?**   * Describing a night out with friends * Using the perfect tense | Theme 1, Topic 3:  Free-time activities | * Understanding and using the perfect tense |
|  | **5 Il était une fois…**  **Comment étais-tu quand tu étais plus jeune ?**   * Talking about your life when you were younger * Using the imperfect tense | Theme 1, Topic 1:  Me, my family and friends | * Understanding and using the imperfect tense * Translating from French into English |
|  | **6 La personne que j’admire**  **Qui est-ce que tu admires ?**   * Discussing role models * Using the present, perfect and imperfect tenses | Theme 1, Topic 1:  Me, my family and friends | * Using the present, perfect and imperfect tenses * Using a variety of tenses * Using questions to structure writing |
|  | * Picture-based discussions   Listening and reading exercises |  |  |
|  | End of module assessment - provisional |  |  |
|  | **Le Noël aux pays francophones**  Christmas celebrations and traditional songs in French speaking countries | Theme 1, Topic 3:  Customs and festivals in French-speaking countries/communities |  |

Year 9 French overview: Spring term

|  |  |  |  |
| --- | --- | --- | --- |
| **Spring term** | **Knowledge/ Cultural input** | **AQA Theme/Topic** | **Skills:** |
|  | **Module 3**  **Comment as-tu fêté Noël chez toi?**  **C’était comment?**  **La galette des rois** | Theme 1, Topic 4:  Customs and festivals in French-speaking countries/communities | * Using the perfect and imperfect tenses to describe a past Christmas celebration |
|  | **Point de départ 2**  **Qu’est-ce que tu portes normalement?**  **Qu’est-ce que tu as porté (le week-end dernier)?**  **Qu’est-ce que tu vas porter pour aller …..?**   * Discussing clothes | Theme 1, Topic 3:  Free-time activities | * Using nouns for clothing with the correct gender * Conjugating the verbs *porter* and *mettre*   Using past/present/future tenses |
|  | **Point de départ 2**  **Je peux vous aider?**  **Je voudrais…..**  **Avez-vous…..?**   * Shopping for clothes and discussing problems | Theme 1, Topic 3:  Free-time activities | * Using adjectives of colour * Using agreements on adjectives * Pronun correctly the final consonant before *–e* or *–es* * Using subject and object pronouns (it, they, them) |
|  | Interim assessment - provisional |  |  |
|  | **Point de départ 1****Vous désirez?**   * Talking about food and meals * Asking for quantities of food/drink | Theme 1, Topic 3:  Free-time activities | * Using the partitive article (‘some’, ‘any’) * Conjugating the irregular verbs *boire* and *prendre* * Using the modal verb *Il faut…* * Using prepositions of location correctly (eg : *à* + *le = au)* |
|  | **5 C’est la fête!**   * Describing festivals and traditions   **Le Saint-Valentin** | Theme 1, Topic 4:  Customs and festivals in French-speaking countries/communities | * Using time phrases and expressing dates * Using a combination of tenses * Understanding love poems |
|  | **2 Regarde ce que je mange!**   * Talking about food for special occasions * Using the pronoun *en* | Theme 1, Topics 3 and 4:  Free-time activities;  Customs and festivals in French-speaking countries/communities | * Using the pronoun *en* * Introduction to direct object pronouns (Je le/la fête) * Using the preposition *chez* |
|  | **4 Félicitations!**   * Describing family celebrations * Using *venir de* + infinitive | Theme 1, Topic 4:  Customs and festivals in French-speaking countries/communities | * Using the complex structure *venir de* + infinitive * Using *il y a* in different contexts(there is /are / ago) |
|  | **1 C’est bientôt dimanche?**   * Describing your daily life * Using *pouvoir* and *devoir* | Theme 1, Topic 3:  Free-time activities | * Using modal verbs *pouvoir* and *devoir* * Using the preposition *chez* * Listening out for negatives * Asking questions |
|  | **L’alimentation en France!**  **Translation skills practice** |  | * Using words denoting fractions |
|  | End of module assessments - provisional |  |  |

Year 9 French overview: Summer term

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer term** | **Knowledge/ Cultural input** | **AQA Theme/Topic** | **Skills:** |
|  | **Point de départ 1 Module 2**  **Qu’est-ce que tu fais pendant ton temps libre?**   * Discussing sport and giving opinions | Theme 1, Topic 3:  Free-time activities | * Using the verb *faire* * Using the verb *jouer à* * Using a variety of adjectives |
|  | **Tu es plutôt foot, tennis ou basket?**  **Que fais-tu comme sport? Pourquoi?**   * Talking about sport   Focus on famous French speaking sporting stars | Theme 1, Topic 3:  Free-time activities | * Using *depuis* + the present tense * Giving opinions * Revising relative clauses (*qui est bon pour*..) * Revising adjectives |
|  | **Point de départ 1**  **Tu joues d’un instrument?**  **Tu aimes écouter de la musique?**  **Comment écoutes-tu de la musique***?*   * Discussing music and giving opinions   **Es-tu allé(e) au concert récemment? C’était comment ?**  **Tu vas aller au concert l’année prochaine ? Ça va être comment ?**   * Describing a music event (F = an evening out)   Focus on famous French speaking musicians | Theme 1, Topic 3:  Free-time activities | * Using the verb *jouer de* * Revising verbs in the perfect and imperfect tenses * Revising verbs in the near future tenses |
|  | **Point de départ 2**  **Mes émissions préférées**  **Qu’est-ce que tu aimes/n’aimes pas comme films/émissions?**  **Quelle est ton émission préférée ?**  **Qu’est-ce tu ne rates jamais ?**  **Qu’est-ce que tu as regardé (hier soir )?**   * Talking about television programmes | Theme 1, Topics 2 and 3: Free-time activities  Technology in everyday life; Free-time activities | * Expressing opinions using a variety of structures * Revising relative clauses (*que je ne rate jamais)* * Using direct object pronouns to answer questions * Revising the perfect tense to describe what you watched yesterday |
|  | **Mes émissions préférées**  **Qu’est-ce que tu regardais comme émissions quand tu étais plus jeune?** | Theme 1, Topic 3:  Free-time activities | * Revising the imperfect tense to describe what you used to watch |
|  | Interim assessment - provisional |  |  |
|  | **La lecture**  **Tu aimes lire?**  **Qu’est-ce que tu lis?**  **Qu’est-ce que tu lisais quand tu étais plus jeune/avant/dans le passé?**   * Discussing books and reading * More practice of the imperfect tense | Theme 1, Topic 3:  Free-time activities | * Using the present and imperfect tenses * Understanding percentages and words denoting fractions * Revising third person plural verbs in the present and imperfect tenses |
|  | **Ma vie d’internaute**  **Que fais-tu en ligne?**  **Comment utilises-tu la technologie?**  **Qu’est-ce que tu as fait récemment avec la technologie?**  **Qu’est-ce que tu vas faire/tu vas créer?**   * Talking about your life online * Using the comparative * Describing media-related photographs | Theme 1, Topic 2: Technology in everyday life | * Using comparative adjectives * Creating longer sentences using the relative pronoun *que* * Rewriting a text in the third person * Using different tenses to discuss technology-based activities |
|  | **5 Zoom sur le cinéma**  **Tu aimes aller au cinéma?**  **Qu’est-ce que tu aimes regarder comme films? Pourquoi?**  **Qui est ton acteur/actrice préféré(e)? Pourquoi?**  **Qu’est-ce que tu as regardé**  **récemment au cinéma? C’était comment?**   * Talking about films and favourite actors   Focus on famous French speaking actors | Theme 1, Topic 3:  Free-time activities | * Using the superlative to describe favourite film stars * Revising abstract nouns * Consolidating use of direct object pronouns |
|  | End of module assessments - provisional |  |  |