

Year 9 – French

Term 6: Big events and revisions

This term's intent is for students to be able to talk about important events and to revise what has been learnt this year. Feeding on from their knowledge of sport from Years 7 and 8, and from 'celebrations' from Year 8, students will be able to learn about famous French events (such as Tour de France but also Nice carnival). Students will discuss how important they are and what their advantages are, some students will add their disadvantages. Feeding on from the previous terms, students will revise the importance of friendship, ambitions and the future, talking about themselves when they were younger, being a tourist in France and talking about global issues. Furthermore, students will use their prior knowledge of working on French films from Year 7 and 8 to work on the famous film *Amélie Poulin*. Feeding forward to the GCSE grammar expectations, students will be expected to use a range of tenses (present, past: perfect and imperfect, future: simple and near, some conditional). This term feeds forward to the GCSE topics on daily life, ambitions, travel and tourism and international and global dimension.

| | <u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.) | <u>Vocabulary – Daily Retrieval/Teach for memory</u> | <u>Activities/Assessment (to including the metacognitive/learning verb</u> | <u>Homework/Literacy Map</u> |
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| 1 – Test Feedback KG: to review your end of module assessment and identify your strengths and weaknesses. | Allows students to understand their mistakes, rewrite their writing and set a new target. <i>Feeds on from Term 5, all lessons.</i> <i>Feeds forward to next lesson where students will talk about big events using the phrase 'ce qui est important pour moi'.</i> <i>Feeds forward to GCSE topics on international and global dimension.</i> | Recall: éteindre les appareils électriques, la sécheresse, les sans-abris | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Test correction in purple pen 3.) Rewriting the creative writing with a model on the board 4.) Looking back at the previous end of module assessment: is the target met? Write a new target. | Research two famous French sport events and write a short explanation of what they are in French. |

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| <p>2 – Big events KG: to discuss big events in France.</p> | <p>Allows students to learn about some famous French events and work on texts using a range of vocabulary and a range of tenses. <i>Feeds on from Term 5, Lesson 2.</i> <i>Feeds forward to next lesson by students using their knowledge of discussing big events to describe them.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i></p> | <p>New: ça unit les gens. Recall: ce qui est important pour moi, on va s’amuser</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Homework feedback: students share their findings (in pairs and as a whole class) 3.) Reading (Studio foundation) p. 162, ex. 1, extension: ex. 2 4.) Listening p. 162, ex. 3 5.) Speaking: p. 163, ex. 4 | |
| <p>3 – Big events KG: to describe big events in France.</p> | <p>Allows students to use their prior knowledge to be able to describe different events using a range of tenses.</p> | <p>New: partout Recall: permet aux gens de s’amuser, ce qui est important pour moi</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Reading; p. 163, ex. 5, extension: translate the text | <p>Assessment on big events in two lessons</p> |

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| | <p>Feeds on from Term 6, Lesson 2.</p> <p>Feeds forward to next lesson by students using their knowledge of the past tense to describe what they did with their friends.</p> <p>Feeds forward to GCSE topic on international and global dimension.</p> | | <p>3.) Writing a presentation in pairs: using the model p. 163, ex. 7</p> <p>4.) Students present their presentations.</p> | |
| <p>4 – Module 1 revision KG: To revise the topic on friendship and family.</p> | <p>Allows students to be able to revise what they did in term 1.</p> <p>Feeds on from Term 1, all lessons.</p> <p>Feeds forward to next lesson where students will use their prior knowledge in an assessment.</p> | <p>New: faire l'affaire</p> <p>Recall: nous nous entendons bien, elle a les yeux verts</p> | <p>1) Vocabulary and prior knowledge daily retrieval slide.</p> <p>2) Listening (Studio foundation) p. 172, ex. 2</p> <p>3) Reading: p. 173, ex. 5, extension ex. 7</p> <p>4) Whole class game to revise the vocabulary</p> | <p>Assessment on big events next lesson</p> |

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| | Feeds forward to GCSE topic on daily life. | | | |
| 5 – Assessment KG: to assess your knowledge of big events in France. | Allows students to be assessed on big events with a reading and listening test. Feeds on from Term 6, Lessons 2 and 3. Feeds forward to next lesson where students will use their prior knowledge of the future to talk about ambitions. Feeds forward to GCSE topic on international and global dimension. | Recall: ça permet aux gens de s'amuser, ça unit les gens, faire l'affaire | 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Assessment 3.) Peer assessment | |

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| <p>6 – Module 2 revision KG: To revise the vocabulary on jobs and ambitions and using the simple future.</p> | <p>Allows students to be able to revise what they did in term 2. Feeds on from Term 2, all lessons. Feeds forward to next lesson where students will use their prior knowledge of adjectives to talk about themselves when they were younger. Feeds forward to GCSE topic on ambitions.</p> | <p>New: la fac(ulté) Recall: faire du bénévolat, coiffeur/se</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Listening (Studio foundation) p. 184, ex. 5 3) Reading p. 185 ex. 6, extension: ex. 4 4) Running translation in pairs. | <p>Memorise 5,000 points on module 3.</p> |
| <p>7 – Module 3 revision KG: To revise how to use the imperfect and the vocabulary related to when you were younger.</p> | <p>Allows students to be able to revise what they did in term 3. Feeds on from Term 3, all lessons. Feeds forward to next lesson by students using their prior knowledge of</p> | <p>New: jouer à chat Recall: quand j'étais petit, je lisais</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Listening, choosing what the person was like when they were younger compared to now | |

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| | <p>using a range of tenses to talk about past holidays. Feeds forward to GCSE topic on daily life.</p> | | <ol style="list-style-type: none"> 3) Writing a presentation to compare yourself when you were a child and how you are now 4) Presenting your presentation to the class. | |
| <p>8 – Module 4 revision KG: To revise the vocabulary on tourism.</p> | <p>Allows students to be able to revise what they did in term 4. Feeds on from Term 4, all lessons. Feeds forward to next lesson where students will use their prior knowledge of the weather to talk about the environment. Feeds forward to GCSE topic on travel and tourism.</p> | <p>New: Recall:</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Listening (studio foundation): p. 180, ex 3 3) Reading (postcard) with questions 4) Whole class game to revise the vocabulary | <p>End of year assessment in two lessons</p> |

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| 9 – Module 5 revision KG: To revise the vocabulary on the environment, homelessness and volunteering. | Allow students to be able to revise what they did in term 5. <i>Feeds on from Term 5, all lessons.</i> <i>Feeds forward to next lesson by students using their prior knowledge in an assessment.</i> <i>Feeds forward to GCSE topic on international and global dimension.</i> | New : jardinier/jardinière Recall: le réchauffement climatique, ce qui me préoccupe | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Listening (Studio foundation) p. 186, ex. 3 3.) Reading p. 187 ex. 6 (extension: ex. 5) 4.) Whole class game to revise the vocabulary | End of year assessment next lesson |
| 10 – End of year assessment KG: to assess your knowledge of all modules. | Allows students to be assessed on everything they have done this year. <i>Feeds on from Year 9, all lessons.</i> | Recall: les inondations, je me dispute, je faisais | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment | |

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| | <p>Feeds forward to Lesson 12 where students will correct the assessment.</p> <p>Feeds forward to GCSE topic on daily life, travel and tourism, ambitions and international and global dimension.</p> | | | |
| <p>11 – Poems KG: to identify the main meaning of a French poem and how to create your own.</p> | <p>Allows students to work on an authentic French poem and to create their own.</p> <p>Feeds on from Year 8, Term 6, Lesson 11; Year 9, Term 2.</p> <p>Feeds forward to Lesson 13, where students will work on another authentic material (film).</p> <p>Feeds forward to GCSE reading paper (authentic text).</p> | <p>New : aucun bruit Recall: la campagne, j'irai</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Poem 'Demain dès l'aube' by Victor Hugo with gaps, students listen to the poem and fill in the gaps with the missing words 3. Discussion on the main meaning of the poems and the structure of the poem 4. Create a verse, imagine you are going to visit someone tomorrow, describe your travel using the poem as a | <p>Finish your poem</p> |

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| | | | model – challenge: make it rhyme | |
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| <p>12 – Test feedback KG: to review your end of year assessment and identify your strengths and weaknesses.</p> | <p>Allows students to understand their mistakes, rewrite their writing and check if they reached their target. Feeds on from Year 9, all lessons. Feeds forward to GCSE topics on daily life, travel and tourism, ambitions and international and global dimension.</p> | <p>Recall: les incendies, nous nous entendons bien, je jouais à cache-cache</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Test correction in purple pen 3. Rewriting the creative writing with a model on the board 4. Looking back at the previous end of module assessment: is the target met? | <p>Watch the trailer of <i>Amélie Poulin</i> and match up the name of the characters and the descriptions.</p> |
| <p>13 – Amélie Poulin KG: to describe the main characters of a famous French film and identify</p> | <p>Allows students to work on a famous French film, using their vocabulary to describe characters and to recognise</p> | <p>New: un nain de jardin Recall: elle a les cheveux noirs, les emballages en plastique</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. | |

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| <p>French words while watching an authentic film.</p> | <p>words/phrases said at a very fast pace by authentic French speakers. <i>Feeds on from Year 7, Term 6, Lessons 13 and 14; Year 8, Term 6, Lessons 13 and 14; Year 9, Term 1.</i> <i>Feeds forward to GCSE topics on daily life and travel and tourism.</i></p> | | <ol style="list-style-type: none"> 2. Homework correction and description of characters 3. Watching the film with a worksheet. | |
| <p>13 – Amélie Poulin KG: to summarize the story of a famous French film.</p> | <p>Allows students to work on a famous French film, using their vocabulary to summarize the story and state what their favourite moments are. <i>Feeds on from Year 7, Term 6, Lessons 13 and</i></p> | <p>New: un coup de foudre Recall: un nain de jardin, la vie</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Watching the rest of the film with a worksheet 3. Whole class discussion to | |

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| | 14; Year 8, Terms 6, Lessons 13 and 14. Feeds forward to GCSE topics on daily life and travel and tourism. | | summarize the story in French. | |
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