

Long Term Plan Year 9 French

'To learn a language is to have one more window from which to look at the world'

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid retention over time and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn HT 1 & 2	Le temps des loisirs - Freetime and hobbies	Discussing hobbies and sports - what do you enjoy doing at the weekend - saying what you like and dislike Talking about new technologies -discussing what you use computers for -mobile phones and opinions about the internet Discussing TV viewing habits /	Grammar -present tense recap and extension - depuis -adverbs of frequency -infinitive construction revision - negatives - comparative using plus / moins que - direct object pronouns - intensifiers -revision and consolidation of the perfect tense	Students consider the interests of teenagers in France and other French speaking countries. They compare similarities and differences as well as watching, listening and researching	- present tense endings -depuis + present tense / incorrect translation -jouer à / de + sport / instruments -position of time expressions -infinitive use confusion eg Je regarde / J'aime regarde -confusion with	NA This builds on previously encounter ed basic structures and vocabular y from Y7	Year 10 - GCSE. Free time and technolog y are both GCSE topics.	-introduction to full range of negative construction s -1st person use of subjunctive - pour + infinitive - variety of tenses in one topic area -extension to pluperfect to stretch out further -extension to discuss what	Respect and Tolerance Exploring the similarities and differences about the way we live Cultural Appreciatin g French popular culture (e.g. through exposure to French	Students encounter authentic texts, music, film clips and TV shows from France which they would not normally have been exposed to	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit of work, students will encounter careers in film and media



		films -describing likes and dislikes - giving opinions and justifications Reading and musical tastes -talking about different book types -giving opinions about why you like / dislike various songs and artists What did you do last weekend? -describing past tense activities - describing a recent trip to the cinema in the past	- combining tenses and using different time expressions Exam skills - reading for gist - dealing with unfamiliar vocabulary in familiar contexts - listening for guided detail - Expressing opinions orally and in writing - GCSE style 50 and 90 word writing tasks	authentic TV shows, popular music, films and books	different tense meaning and use -perfect vs imperfect tense different conditions of use -direct translation without applying the rule -word order - direct object pronouns			you used to like when you were young - imperfect introduction	music)		
Autumn HT 2	Cultural awareness - Noël en France et ailleurs	Christmas in Francophone countries - recap and extension of French Christmas traditions - application of exam technique to festive questions	Grammar -revision of grammatical features met over the term Exam skill -understanding new words in familiar contexts -applying cultural awareness to derive meaning	Students gain a greater insight into the way in which different countries celebrate Christmas	Fact confusion carried over and distorted from Y7 and 8 input	This builds on previous teaching of French Christmas traditions in year 7.	Year 10 - GCSE. Links to a GCSE topic on festivals in French speaking countries	Reduced support to help access authentic or more challenging texts	Respect and Tolerance Exploring the similarities and differences about the way we live Spiritual Exploring the religious meaning behind specific traditions in France and reflecting on the beauty of	Students will consider different ways of celebrating Christmas around the world	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit of work, students will encounter careers in journalism

									these celebrations		
Spring HT 3 & 4	Les rapports personnels - personal relationships	Talking about yourself and other people -revision of key structures and grammatical rules Family and relationships -describing your family unit -discussing relationships within your family and giving reasons why The importance of friendship -discussing qualities of a good friend -behaviours of a good and bad friend Describing a famous person you admire -descriptions and justifications of your opinions Marriage, children and future aspirations -cultural awareness, marriage in France -talking about what you want / would like to do in the future -giving reasons for	Grammar -revision of the present tense - key high frequency verbs -avoir / faire / être -reflexive verbs as vocab items -possessive adjectives -feminine form of nouns -adjectives and agreement -comparative & superlative -abstract nouns -quelqu'un qui + verb -revisiting the perfect tense -future tenses - conditional - Je voudrais + inf vs true conditional* -je veux / je vais / j'ai l'intention de / Exam skill -picking out gist as well as specific detail from passages of listening and reading -translation skills -50 / 90 word foundation / overlap GCSE style writing	Students revisit and discover grammatical rules by comparing them with English - to consolidate and deepen their understanding They examine friendship and debate what makes a good friend - looking at different viewpoints Role models and famous people in different fields are introduced - expanding student's awareness of people who have done positive things	- verb formation - endings in regular form and irregular verb forms - using 'un' in front of jobs -incorrect reflexive pronoun for reflexive verb -confusion between adjective and compound noun usage -over ambitious content - direct word for word translation about role models	This builds on previously encountered basic structures and vocabulary from Y7	Year 10 - GCSE. Identifying and describing role models links to the GCSE topic of Celebrity Culture. Family and friends is also a topic on the GCSE	Discuss reflexive verbs as grammar rather than vocab item Introduction to the conditional tense formation - and comparison with simple future	Respect and Tolerance Exploring the similarities and differences about the way we live Moral Exploring the theme of friendship and relationships and thinking about what a good friend is. Considering what a positive role model looks like and being exposed to examples of French speaking positive role models (building respect for others in global contexts) Cultural	Students will encounter some French role models and examine their awareness of people who have helped shape the country and the world - adding to their knowledge Students discover PACS and compare marriage in France with the UK - looking at changing attitudes over time and compare different perspectives towards marriage and having a family	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities Students discuss a variety of different jobs when referring to parents

		your opinions	question						Understand ing the concept of PACs		
Summer HT 5 & 6	Les jours ordinaire s, les jours de fête - normal life and special occasions	Describing family celebrations -describing your last birthday -Le 14 juillet Cultural awareness - how and why is this celebrated Festivals and traditions -increasing understanding of festivals and traditions celebrated in France at different times of the year -Le Carnaval - Dunkerque / Guadeloupe / Nice look at the origins, similarities and differences	Exam Skills - further exposure to listening and reading tasks using gist and cultural context to support answers	Students consider how they spend special days as well as ordinary days and compare this with some accounts of French life - making the subject less abstract to them	Modal verbs + infinitives Tense misuse - confusion with formation of different time frames	NA	Year 10 - GCSE. Links to a GCSE topic on festivals in French speaking countries	Challenging texts taken from next KS Use of multiple tenses Narration and additional description of memorable events Authentic text and unscaffolded listening and reading opportunities	Respect and Tolerance Exploring the similarities and differences about the way we live Cultural Links made with religious connotation s of many festivals celebrated in France	Students will be exposed to different religious festivals and learn more about why these are celebrated in France. They will compare eg meal times, and food with their own routine	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities
Summer HT 6	Cultural exposure: Film study: Les Choristes	Introduction to France in World War 2 -Historical context set before the film -Occupied / Vichy and Annexed France -Understanding why the social context - where were the men? Why were the students at the boarding school	Exam skills Understanding context to infer meaning	Students encounter WW2 in History lessons but never from a point of view of the French - In this unit students will consider life under occupation and	Misconceptions about WW2 obtained prior to the lessons	NA	Les Choristes has featured on previous AS/A2 specificati ons - this type of film analysis mirrors the style of	Use of A level resources and questions albeit in English	Respect and Tolerance Exploring the similarities and differences about the way we live Spiritual Reflecting on a period of history	Many students will not have watched a foreign language film with subtitles before Students extend their understandin g of WW2	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities



		-Guided film analysis and linguistic activities -Themes and character analysis		examine the impact on France in the following years			teaching in KS5		and on the watching experience of the film		
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