



Curriculum Overview: French

Year 9 Summer Term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The topic is Sport, Food and Eating out from the free time section of Theme 1 of the GCSE course, Identity and culture.</p>	<p>Knowledge</p> <ul style="list-style-type: none">• Key vocabulary for discussing sports, food and meals, quantities, different cuisines and eating out <p>Grammar: How quantities are expressed in French, with de, opinion verbs followed by infinitive, use of subordinating conjunctions, developing sentences using quand, lorsque and si</p> <p>Understanding</p> <ul style="list-style-type: none">• That different foods are eaten in France• That opinions must be used to gain higher grades in French, and that they must always be justified <p>Skil</p> <ul style="list-style-type: none">• Listening for detail• Reading for detail• Using common patterns between French and English when reading	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including negatives, time phrases, adverbs, qualifiers and 3 different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>Ability to use si clauses and less common prepositions.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>

Year 9 Summer Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The topic is Customs and Festivals in France and French speaking countries from Theme 1 of the GCSE course, Identity and Culture.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Key vocabulary for talking about celebrations and how we celebrate, music festivals and international festivals. • Grammar: revision of the perfect tense with être, reflexive verbs in the perfect tense, common expressions in the imperfect tense, and the imperfect tense of common verbs. <p>Understanding</p> <ul style="list-style-type: none"> • That customs vary from country to country • That the perfect and imperfect tense are used for different purposes <p>Skills</p> <ul style="list-style-type: none"> • Using mnemonics • requesting help • developing confidence in speaking 	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including negatives, time phrases, adverbs, qualifiers and 3 different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>Ability to use subjunctive with set phrases.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>

	<ul style="list-style-type: none">• using social and cultural context when reading		
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