

# Curriculum Intent

## Key Stage 3

### Subject long-term planning

## French



PENK VALLEY  
ACADEMY TRUST

*Learning  
Together*



Knowledge

Concepts

Skills



## Key stage 3: French Year 9 – WHS

	1	2	3	4	5	6
<b>Cultural awareness work is interleaved throughout the year and a cultural project is completed in term 6.</b>						
<b>Careers are discussed throughout the year to show the everyday value of MFL.</b>						
Title	Qui suis-je?	En vacances	Ma santé	Ma santé (cont.)	Au collège	Les pays francophones
<b>Overall intent – rationale</b>  <b>Why this? why now?</b>	<p>This is a bridging unit designed to recap some basic vocabulary (numbers; alphabet; months of the year; days of the week and the time) and identify areas which need developing further. The alphabet is extended further into phonics to introduce students to more complex pronunciation and transcription.</p>	<p>Students will be able to describe habitual, recent and future holidays. This will then be extended using the conditional tense to describe their ideal holidays.</p> <p>Before the students break up for Christmas, we study the Christmas traditions in France.</p>	<p>Students will be able to give and justify their opinion of their hobbies and food in 3-time frames (present, past and future).</p> <p>The traditions related to Mardi Gras and La Chandeleur are studied and compared to the English equivalents.</p>	<p>Students will be able to give and justify their opinion of their hobbies and food in 3-time frames (present, past and future).</p> <p>Students understand how Pâques (Easter) is celebrated in France.</p>	<p>Students will be able to describe their school; make comparisons between their primary school and current school; and create an ideal school.</p>	<p>The students complete a project where they research a French-speaking country of their choice. The students are encouraged to research at least 3 aspects of the country (from food, sports, travel, wildlife, fashion and music) and discover new French vocabulary.</p> <p>The importance and history of Bastille Day is studied.</p>
<b>Key concepts, knowledge &amp; skills</b>  <b>(Must be all three)</b>	<p><b>Knowledge:</b> Numbers; alphabet; months; days; time.  <b>Concepts:</b> Present tense of regular and irregular verbs (high frequency irregulars - (aller, avoir, être, faire, boire, connaître, courir, croire, écrire, recevoir, rire, suivre, voir) in the 'l' form; phonics.  <b>Skills:</b> Recognise and use the present tense; pronounce French words correctly; be able to transcribe sentences.  <b>Assessment:</b> Dictations linking to the sounds and vocabulary learnt.</p>	<p><b>Knowledge:</b> Vocabulary for countries, activities, weather, time phrases and transport.  <b>Concepts:</b> Impersonal structures – il fait + weather. Giving opinions and reasons and using common verbs in the present, perfect, near future and conditional tenses.  <b>Skills:</b> Recognise and use 3-time frames. Read paragraphs and practise recognising sounds and pronouncing words. Identify information in a text. Transactional role play in a hotel.  <b>Assessment:</b> Translations using 3-time frames and dictation.</p>	<p><b>Knowledge:</b> Vocabulary for sports, activities and food.  <b>Concepts:</b> Giving opinions and reasons and using common verbs in the present, perfect, imperfect, near future and conditional tenses.  <b>Skills:</b> Recognise and use 3-time frames. Read paragraphs and practise recognising sounds and pronouncing words. Identify information in a text. Transactional role play in a restaurant.  <b>Assessment:</b> Will be completed next term when the topic is complete.</p>	<p><b>Knowledge:</b> Vocabulary for sports, activities and food.  <b>Concepts:</b> Giving opinions and reasons and using common verbs in the present, perfect, imperfect, near future and conditional tenses.  <b>Skills:</b> Recognise and use 3-time frames. Read paragraphs and practise recognising sounds and pronouncing words. Identify information in a text. Transactional role play in a restaurant.  <b>Assessment:</b> Translations using 3-time frames, reading activities and dictation.</p>	<p><b>Knowledge:</b> Vocabulary for school subjects; time; clothes; days of the week; activities; facilities; rules.  <b>Concepts:</b> Giving opinions and reasons and using common verbs in the present, perfect, imperfect near future and conditional tenses. Impersonal structures – il faut/je dois + infinitive (+ negative versions) and il fallait/je devais + infinitive (+ negative versions).  <b>Skills:</b> Recognise and use 3-time frames. Read paragraphs and practise recognising sounds and pronouncing words. Identify information in a text.  <b>Assessment:</b> Translations using different tenses in the same sentence (to show comparisons between different time frames), reading activities and dictation.</p>	<p><b>Knowledge:</b> Information relating to some national food; travel; sport; music; fashion and wildlife.  <b>Concepts:</b> Cultural awareness of countries.  <b>Skills:</b> Use a search engine to get accurate information about a country.  <b>Assessment:</b> Present information about a country to their peers.</p>
<b>How parents/carers can support</b>	<p>Ensure the students complete their vocabulary homework and help them to learn the words – practising pronunciation; encouraging them to use Quizlet (<a href="https://quizlet.com/">https://quizlet.com/</a>) and search ERD95 to find the flashcard sets in the year 9 French folder) and testing them on the words (ensure students aren't just reading when they learn the vocabulary: look, cover, check; flashcards; mind-maps and recording themselves are all good strategies to use). For listening skills, students could watch their favourite TV show in French – using subtitles – or they could listen to French music. For the culture project in the summer term, ask them to talk about the country they have chosen to research.</p>					