

Department: <i>MFL (French)</i>						Year Group: 9
Term	Topic/Subject	Assessment Objectives and Knowledge  (include differentiation)	Skills  (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	<b><u>Identity &amp; culture</u></b>  Me, my family and friends	To demonstrate understanding of language related to relationships, family, friends, physical appearance & characteristics.  To be able to discuss relationships with family and friends	<ul style="list-style-type: none"> <li>∞ avoir &amp; être present tense</li> <li>∞ possessive adjectives</li> <li>∞ adjectival agreement</li> <li>∞ reflexive verbs</li> <li>∞ comparatives</li> <li>∞ adverbs of frequency</li> <li>∞ regular verbs in the present tense</li> <li>∞ direct object pronouns</li> </ul>	Literacy: - present tense - adjectival agreement - adverbs of frequency - direct object pronouns  Numeracy: - frequencies - quantities	SMSC: - relationships - different family make-ups	Listening & reading: past paper practice based on the topic.
Autumn 2	<b><u>Local, national, international and global areas of interest</u></b>  Home town, neighbourhood and region	To demonstrate understanding of language related to home, town and local area.  To be able to discuss our home in detail and talk about our town and local area	<ul style="list-style-type: none"> <li>∞ il y a</li> <li>∞ on a</li> <li>∞ c'est</li> <li>∞ prepositions</li> <li>∞ plural partitive article and de after negative</li> <li>∞ pouvoir + infinitive</li> <li>∞ expressions of quantity</li> <li>∞ irregular verbs aller/faire</li> <li>∞ ceux qui + verb</li> <li>∞ s'intéresser à</li> <li>∞ enhancing descriptions</li> <li>∞ using qui/que/dont</li> <li>∞ demonstrative adjectives ce, cet, cette, ces</li> </ul>	Literacy: - prepositions - plural partitive article - reflexive verbs - demonstrative adjectives - irregular verbs  Numeracy: - quantities	SMSC: - different types of places to live - reasons for/against living where we do	Writing: prepare to write about your home town and region. Translation tasks to follow written task.  40 words task  Foundation translation  Speaking : Prepare a picture card.

Spring 1	<p><b><u>Current and future study and employment</u></b></p> <p>My studies</p>	<p>To demonstrate understanding of language related to education and school subjects.</p> <p>To be able to discuss our timetables and learn more about the English and German education system</p>	<ul style="list-style-type: none"> <li>∞ devoir + infinitive</li> <li>∞ il faut + infinitive (compulsory subjects)</li> <li>∞ parce que/car to express reasons</li> <li>∞ perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options )</li> <li>∞ two verbs together eg aimer/aimer mieux/ préférer</li> <li>∞ comparative and superlative in expressing opinions about subjects</li> <li>∞ use of tu and vous in informal/formal</li> </ul>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>- past tense</li> <li>- personal pronouns</li> <li>- justification</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>- graph</li> </ul>	<p>SMSC:</p> <ul style="list-style-type: none"> <li>- timetables, routines, uniform in French-speaking schools – comparison to English</li> <li>- different school subjects</li> </ul>	<p>Listening &amp; reading: past paper practice based on the topic.</p> <p>High tier writing ( for higher tier students)</p>
Spring 2	<p><b><u>Identity &amp; culture</u></b></p> <p>Free-time activities (Music, Cinema and TV)</p>	<p>To demonstrate understanding of language related to cinema and music and film-specific vocabulary.</p> <p>To be able to discuss different film and music genres.</p>	<ul style="list-style-type: none"> <li>∞ consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i></li> <li>∞ extend range of two verbs together</li> <li>∞ adverbs such as <i>d'habitude/nor malement</i></li> <li>∞ clauses introduced by <i>quand/lorsque</i></li> </ul>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>- adverbs</li> <li>- present tense</li> </ul> <p>Numeracy:- time expressions</p>	<p>SMSC:</p> <ul style="list-style-type: none"> <li>- different types of music, tv and film in French-speaking countries</li> </ul>	<p>Full whole school exam.</p> <p>Listening Reading Writing</p>

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Summer 1	<b><u>Identity &amp; culture</u></b>  Free-time activities (food and eating out, sports)	To demonstrate understanding of language relating to free time activities, including sports, food and eating out.  To be able to discuss free-time activities.	∞ perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier)  ∞ simple opinion statements to express how it was (illustration of the imperfect_	Literacy: - past tense - imperfect tense - adjectives  Numeracy: - quantities - frequencies	SMSC: - foods eaten across French-speaking countries - different sports and national sports for French-speaking countries	Speaking:  Role play and general conversation.
Summer 2	<b><u>Identity &amp; culture</u></b>  Customs and festivals in German-speaking countries/ communities	To demonstrate understanding of language on the topic of customs and traditions.  To be able to discover about different customs and festivals in German-speaking countries and communities	∞ perfect of verbs with <i>être</i> + agreement rules ∞ ? reflexive verbs in perfect; perfect and imperfect tenses together ∞ ? describing a past event/festival; actions and opinions	Literacy: - reflexive verbs - past tense - adjectives and  Numeracy: - frequencies	SMSC: - different celebrations & festivals in French-speaking countries  - religious events across French-speaking countries	Mock- Speaking exam.  Taken out of lessons

Last updated: 28/11/19