

**French Department – YEAR 9 course, scheme of work 2019-2020:**

Resources: Tricolore 3 5e édition + Audio materials + Grammar in Action workbook 3 + Kerboodle Tricolore 3

Guided learning hours: 60 minutes (JH) + 60 minutes + 60 minutes (EW) per week

<i>Time-line</i>	<b>Subject topics</b>	<b>Resources / activities (including ICT)</b>	<b>Assessment &amp; skills (including ICT)</b>	<b>SEN / EHC / EAL / Gifted &amp; talented</b>
<b>Year 9, Term 1:</b>				
Weeks 1 to 7	<p>TOPICS:</p> <p>The French speaking world</p> <p>Internet</p> <p>Family life</p> <p>Describing friends etc.</p> <p>Young people's lives</p> <p>Discovering Paris</p> <p>Paris Métro</p> <p>GRAMMAR:</p> <p>Regular –er, -re, -ir verb revision</p> <p>Common irregular verb revision</p> <p>Adjectives</p> <p>Reflexive verbs</p> <p>Perfect tense with avoir and être</p>	<p>Tricolore 3 5e édition Units1-2E</p> <p>Kerboodle</p> <p>Grammar in Action 3 workbook activities</p>	<p>Throughout the year:</p> <p>2 x 30min prep per week (writing/reading/learning tasks/oral presentations). Some key tasks listed below.</p> <p>ICT used for prep and classwork:</p> <p>Kerboodle</p> <p><a href="http://www.zut.org.uk">http://www.zut.org.uk</a></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>Regular written / oral vocabulary tests</p> <p>Ongoing monitoring of oral work in class</p> <p>Interim and full reports as required by school schedule</p> <p>+ this term ICT work on Francophone countries</p> <p>+ research a Paris tourist attraction and produce a poster about it</p>	<p>Stretch more able in more demanding questions in class oral work.</p> <p>C'est extra!/ Au choix/ Presse Jeunesse/ Tricolore 3 Grammar workbook set as differentiated work for prep and classwork</p> <p>In small classes, various kinds of support can be given to those who find language learning more challenging</p> <p>Classroom activities are varied (e.g. formal teaching, group and pair work, independent reading) to cater for a variety of learning styles.</p>
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	<p>Awareness that French is a worldwide language, not just used in France</p> <p>Learn about other cultures and respect them</p> <p>Compare the Paris and London metro/underground systems</p>			
Week 8-13	<p>TOPICS:</p> <p>More Paris tourist sights</p> <p>Leisure activities</p> <p>Talk about when you were younger</p>	<p>Tricolore 3 5e édition Units 2F- 3G</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action 3 workbook activities</p>	<p>As above +</p> <p>Read a page of a Harry Potter novel and read about Harry Potter in French as an example of how to write a book review.</p>	<p>As above +</p> <p>Differentiated classroom readers Vu et Lu. Pupils new to the school with less French can be given another series.</p>

	<p>More French speaking countries</p> <p>How life has changed - comparing the past and the present</p> <p>Talk about TV, films, books</p> <p>Some famous French people</p> <p>Le Petit Prince</p> <p>GRAMMAR: Questions in the perfect tense</p> <p>Imperfect tense</p> <p>Comparative adjectives</p> <p>Using the perfect and imperfect together</p>		Write own book / film review using past and present tenses	<p>Encourage more able to do extra exercises from Grammar workbook</p> <p>With the perfect and imperfect tenses, stronger pupils can be more creative with their language and are encouraged to broaden their vocabulary with dictionary use.</p>
<p>'British values' evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>Be open to more Francophone cultures</p> <p>Learn about famous French people – scientists, writers etc.</p> <p>Be open to foreign literature</p> <p>Increasing awareness of the nature of language – that a word for word equivalent is not always possible / desirable from one language to another (e.g. Hogwarts / Poudlard)</p>			
<b>Year 9, term 2:</b>				
Weeks 1 to 6	<p>TOPICS: School life in France</p> <p>Discuss school subjects</p> <p>Plans for the next school year</p> <p>Discuss further aspects of school life</p> <p>Jobs and careers</p> <p>Two famous French people from the past</p> <p>Le Petit Nicolas</p> <p>Futuroscope</p>	<p>Tricolore 3 5e édition Units 4A- 5C</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action 3 workbook activities</p>	<p>As above +</p> <p>ICT research on Futuroscope and where to stay during a visit</p>	<p>As above +</p> <p>More open-ended ICT work encourages pupils to stretch themselves to work to the best of their ability</p> <p>As more language is acquired, extension work is given to the more able and dictionaries may be used to look up more advanced vocabulary</p>

	<p>Discussing future plans</p> <p>Hotels</p> <p>GRAMMAR: Aller + infinitive</p> <p>Using two verbs together Il faut / il ne faut pas</p> <p>Negative expressions</p> <p>Using different tenses</p> <p>Pronoun y</p> <p>Future tense (regular verbs)</p>			
<p>'British values' evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>Learning more about another education system</p> <p>Discussing GCSE options and careers</p> <p>Learn about more famous French people and children's literature</p> <p>The merits of theme parks</p>		<p>Ongoing encouragement to keep up with vocabulary learning and take responsibility for own progress through some independent study</p>	
<p>Weeks 7 to 11</p>	<p>TOPICS: Talking more about the future</p> <p>Weather</p> <p>Talking about other theme parks</p> <p>Quebec</p> <p>Montreal</p> <p>Talking about your own town/region</p> <p>GRAMMAR: Irregular future stems</p> <p>Time expressions</p> <p>Using all four tenses learnt to discuss the weather</p> <p>Practising all four tenses in other contexts</p>	<p>Tricolore 3 5e édition Units 5D – 6B</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action 3 workbook activities</p>	<p>As above +</p> <p>Research on Quebec province, producing a poster about a town in Quebec.</p>	<p>As above +</p> <p>Further open-ended ICT work encourages pupils to stretch themselves and to acquire cultural and linguistic knowledge suited to their ability</p>

	Superlative adjectives Object pronouns me, te, nous, vous			
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Learning more about the French speaking world outside France		Further ICT research skills - how to research efficiently and how to adapt material from online sources. Avoid copy and paste.	
<b>Year 7, term 3:</b>				
Weeks 1 to 5	<p>TOPICS:</p> <p>Tourist information</p> <p>Protecting the environment</p> <p>Health and fitness</p> <p>Healthy eating</p> <p>Talk about problems</p> <p>Parts of the body</p> <p>At the chemist's</p> <p>Going to the doctor's</p> <p>Holidays in France</p> <p>Holiday plans</p> <p>Holiday accommodation, campsites and youth hostels</p> <p>GRAMMAR:</p> <p>Devoir</p> <p>Revise il faut/ il ne faut pas</p> <p>Adverbs</p> <p>Imperative</p> <p>Reflexive verbs – perfect tense</p> <p>Expressions formed with avoir</p> <p>Depuis + present tense</p> <p>Relative pronouns qui/que</p>	<p>Tricolore 3 5e édition Units 6C – 8C</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action 3 workbook activities</p>	As above	As above

	Revise countries			
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Awareness of the environment Awareness of healthy eating habits			
Week 6-10	Weeks 6 and 7 Revision programme  Week 8 School exam week  Weeks 9 and 10:  TOPICS: More about holidays – what to pack, preferred kind of holiday  GRAMMAR: Object pronouns le/la/les; lui/leur	Various materials to practise for exam-style questions  Tricolore 3 5e édition Units 8D-8E	Formal final examination with listening, speaking, reading and writing papers  Final review of year's work	Structured revision programme to help all - some time given in class for private revision but more guided help for those who need it  Examination varied in task types and targets different levels of ability. Some extension questions set to stretch those intending to take French for GCSE
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Taking stock - recognising individual achievements and academic success		Revision techniques to encourage independent study	