



St George's School
MFL Department
Year 9 Curriculum Map for FRENCH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	Studying and my future: <i>Projets d'avenir</i> - What do you want to do when you are older? - What will you do in the future? - What will life be like in the future?	My personal world: <i>Ma vie en musique</i> - What are your musical tastes? - What were you like when you were younger? - What was your primary school like? - Compare what music used to be like in the past and how it is now	Lifestyle and well - being: <i>Le meilleur des mondes</i> - What do people eat in school canteens around the world? - Do you eat meat? - What is the most endangered species and what should we do to protect it?	Lifestyle and well - being: <i>Le meilleur des mondes</i> - What are you doing to reduce plastic in the environment? - What would you like to do to change the world? - How eco-friendly is St George's compared with other schools around the world?	Travel and Tourism: <i>Le monde Francophone</i> - What Francophone countries would you like to visit and why? - Which UNESCO sites would you like to visit and why? - Discuss what you like doing on a holiday	Travel and Tourism: <i>Le monde Francophone</i> - Project work on a Francophone country to include: - Where is the country? - What is the landscape like? - What is there to do / visit? - Discuss which young francophone artists or sports people you would like to meet
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	- Use modal verbs - <i>pouvoir / devoir / vouloir</i> - Use and consolidate knowledge of simple future tense - Ask questions using three different tenses	- Use indirect object pronouns in context of musical tastes - Use and consolidate knowledge of imperfect tense. - Contrast the present/imperfect tenses and the perfect/imperfect tenses	- Use the comparative - Use the present tense to describe what people <i>are doing</i> in a photo - Use the superlative to talk about endangered animals	- Talk about plastic and the environment using different time frames - Talk about what you would like to do to protect the environment - Understand and identify different time frames in the context of a longer reading task where people talk about their experience of voluntary work	- Use the definite and indefinite articles accurately - Use a range of adjectives with correct agreement (literacy) - Use an infinitive with a range of opinions	- Prepare a fact file on a Francophone country and plan a visit there - Listen to and read interviews with various Francophone artists and sportspeople to draw out key information - Prepare a presentation on a Francophone sports person, artist, writer or musician.

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FEEDBACK <i>Noteworthy tasks and assessments</i>	Autumn 1 assessment: Speaking skills	Autumn 2 assessment: Listening skills	Spring 1 assessment: Reading skills	Spring 2 assessment: Writing skills	Summer 1 assessment: Speaking skills	Summer 2 assessment: Presentation skills
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	<i>Cultural capital:</i> - Consider future job options and how languages can broaden horizons - A poem in French by Victor Hugo <i>Demain dès l'aube</i> - incorporating examples of simple future tense (literacy) - Profile of an inventor in French	<i>Cultural capital:</i> - A young Francophone Syrian refugee and his career as a musician	<i>Cultural capital:</i> - Different international cuisines - Raise awareness of global risks to wildlife	<i>Cultural capital:</i> - Build awareness of global challenges and local impact - Understand the life-cycle of a plastic bottle	<i>Cultural capital:</i> - Understand the important role of UNESCO in protecting culturally important sites. - Internet research on role of UNESCO around the world (wider reading)	<i>Cultural capital/wider reading/project work:</i> - Internet research on the French-speaking world
KEY VOCABULARY* <i>Important words and phrases</i>	<i>Pour gagner de l'argent, on peut / on doit... Je veux être / Je ne veux pas être ... À l'âge de seize ans, je veux ... À l'avenir... - j'habiterai - je travaillerai - j'achèterai - j'aurai - j'irai - je ferai - je serai À l'avenir... - on mangera - on voyagera - on achètera Ce sera dangereux / utile</i>	<i>Comment tu trouves la chanson? Je la trouve très originale Quand j'étais petit(e)... J'avais les cheveux frisés Je mangeais / je faisais Mon école primaire était ... Mon collège est plus moderne / grand Les cours sont plus difficiles Il y a cent ans... - on écoutait de la radio Autrefois... - on achetait des CDs Elle est allée à un concert et elle adorait le rock n roll</i>	<i>C'est savoureux / varié plus sain que / moins simple que Les élèves mangent ils/elles cherchent ils/elles recyclent Je mange de la viande Je ne mange jamais de la viande Je ne mange plus de viande Je suis végétarien(ne) L'animal le plus rapide c'est ... La baleine la plus lente Il ne faut jamais acheter de souvenirs d'origine animale</i>	<i>Qu'est-ce que tu fais pour réduire le plastique? - utiliser un sac / une bouteille réutilisable - je refuse des sacs en plastique - il faut acheter des produits recyclés - nous recyclons Quand j'étais petit, je ne faisais rien J'ai organisé une campagne anti-plastique J'ai manifesté pour l'environnement J'aimerais acheter moins de vêtements Je voudrais faire du travail bénévole.</i>	<i>Quel pays francophone voudrais-tu visiter? impressionnant(e) extraordinaire célèbre unique romantique C'est le pays le plus intéressant J'adore / j'aime faire... - de la plongée - du parachutisme - une visite guidée - des randonnées</i>	<i>Pour moi, c'est la destination la plus sauvage J'adore la forêt tropicale Il / elle est né(e) ... Il / elle est de nationalité belge / canadienne Son premier succès a été... Son album / film a gagné un prix Il / elle travaillera avec des organisations caritatives</i>

* **Retrieval** of vocabulary relevant to each topic previously encountered and learnt will be built on at each stage of learning. **High frequency words** - eg. qualifiers, sequencers, connectives and time expressions will be consolidated throughout students' learning journey