

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

Year 9 French – 2021/2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Theme 1 Unit 1 Relationships with family and friends. Marriage and partnerships.	Theme 2 Unit 5 Life at home, in town, neighbourhood and region	Theme 1 Unit 4 Customs and festivals in French speaking countries and communities	Theme 2 Unit 8 Travel and tourism	Theme 3 Unit 9 School and studies	Theme 3 Unit 10 Life at school/college
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Knowledge/ Skills: <i>Key Core Powerful</i>	Nouns: family members, pets, types of friends and relationships Articles: definite, indefinite Adjectives for personality, physical description: agreements; position; possessive; interrogative Use of qui, que, dont Verbs: regular, irregular avoir and être Use of en +present participle Reflexive verbs: s'entendre, se	Nouns: furniture, types of homes, compass points, places in town, activities, household chores Articles: plural partitive and 'de' after negative structure Adjectives of colour, size: agreements; position; possessive; interrogative Use of qui, que, dont Verbs: regular, irregular aller and faire Use of pouvoir+inf. Reflexive verb: s'intéresser a	Nouns: religions, types of celebrations, festivals, traditions Verbs: être in perfect tense with agreement rules Reflexive verbs in perfect and imperfect tenses Comparatives: plus que, moins que Adverbs of frequency Tenses: present; imperfect and perfect; future and conditional	Nouns: countries, places, locations, types of holidays, activities Adjectives: agreements; position; possessive; interrogative Use of qui, que, dont Verbs: faire with weather phrases Comparatives: plus que, moins que, aussi que Adverbs of frequency Sequencing words, expressions, phrases: avant de; après	Nouns: types of school, rooms, equipment, subjects Adjectives of personality, opinions: agreements; position possessive; interrogative Use of qui, que, dont Verbs: expressing necessity: devoir, il faut, il est nécessaire+inf (subjects) Reflexive verb: s'intéresser a Comparatives and superlatives Use of tu/vous	Nouns: uniform, pressures, problems, rules Adjectives of colour, size: agreements; position; possessive; interrogative Use of qui, que, dont Verbs: expressing necessity: devoir, il faut, il est nécessaire+inf (rules) 'Si' clause using imperfect and conditional Quantity words: beaucoup; trop; assez; pas assez de (including plural)

<p>disputer, se facher avec</p> <p>Comparatives: plus que, moins que</p> <p>Adverbs of frequency</p> <p>Tenses: present; past set phrases; future conditional</p> <p>Conjunctions: coordinating; subordinate</p> <p>Phonics: silent letters, vowels, accents, o/eau/au, oi, - ch, en/an/ant, ai/ais/ait, on, in/ain,</p> <p>>>> Talking about and describing self, family and friends; getting on with others; future relationships and relationship choices</p> <p>>>> Key questions: What does our GCSE course look like? How can we use KO to support our learning? Qui est dans ta famille ? Comment est-il/elle?</p>	<p>Comparatives: plus que, moins que</p> <p>Adverbs of frequency</p> <p>Tenses: present; imperfect and perfect; future and conditional</p> <p>Prepositions</p> <p>Set phrases: il y a; on a; c'est; ceux qui</p> <p>Phonics: qu, tion, isolated letters with trema</p> <p>>>> Talking about household chores; describing your current and ideal home; describing surroundings and accommodation; what a town/region is like and what there is to see/do</p> <p>>>> Key questions: Qu'est-ce qu'il y a sur la photo? Où habites-tu? Depuis quand?</p>	<p>>>> Talking about types of celebrations, how we celebrate and the meaning of traditions. Looking at local and international festivals and describing events.</p> <p>>> Key questions: Quelles sont vos résolutions pour le Nouvel an ? Qu'est-ce que les français célèbrent? Quelle est ta fête préférée? Quelles sont les différences entre les fêtes en France et en Angleterre? Parle-moi d'une fête récente. Récemment, qu'est-ce tu as mangé et bu? Que prends-tu au restaurant?</p>	<p>es avoir; pendant que; depuis; venir de</p> <p>Tenses: present; Consolidation of imperfect and perfect; future and conditional</p> <p>>>> Talking about holiday destinations, preferences, activities. Describing in 3 tenses. Discovery of French places, towns.</p> <p>>>> Key questions: Où vas-tu en vacances? Comment voyages-tu? Où restes-tu en vacances? Est-ce que je peux vous aider ? Qu'est-ce que tu aimes faire en vacances? Parle-moi de vacances récentes. Parle-moi de tes vacances idéales. Est-ce que les vacances sont importantes?</p>	<p>Sequencing and telling the time</p> <p>Tenses: perfect tense regular avoir verbs (choisir, décider de, laisser tomber)</p> <p>Expressing regret: j'aurais aimé</p> <p>>>> Talking about types of schools, describing school, subjects and teachers. Describing a school day and school life in different countries.</p> <p>>>> Key questions: Comment est ton collège? Qu'est-ce qu'il y a dans ton collège? Qu'est-ce que tu aimes et n'aimes pas étudier? Que penses-tu des profs? Qu'est-ce que tu aimes faire pendant la récré? Qu'est-ce que tu as fait hier au collège? Comment ta vie scolaire a changé?</p>	<p>Adverbs of frequency</p> <p>Tenses: perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait)</p> <p>>>> Talking about school uniform, school rules, problems and pressures. Comparing French and British school life.</p> <p>>>> Key questions: Es-tu pour ou contre l'uniforme scolaire? Que penses-tu du règlement? Quels sont les problèmes au collège? Voudrais-tu aller au collège en France?</p>
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	<p>Tu t'entends bien avec ta famille ? C'est quoi un bon ami ? Es-tu pour ou contre le mariage? How do we use the regular present tense with –er, verbs? How do we use the helper verbs avoir and être? Tu étais comment quand tu étais plus jeune? How can we consolidate everything we have learnt?</p>	<p>Qu'est-ce qu'on peut faire dans ta région? Quels sont les problèmes dans ta région? Quels sont tes projets pour le weekend dans ta région? Comment est ta maison? Où voudrais-tu habiter? What have we learnt so far? How can we improve our work?</p>				
<p>End points covered:</p>	<p>Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation Write at varying length, for different purposes and audiences, using a variety of grammatical structures, and be able to translate accurately both to and from the target language Read, understand, and be able to respond to a range of authentic texts Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately Develop an appreciation for French-speaking culture Grammar (key concepts)</p>					
<p>NC/Spec coverage:</p>	<p>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak coherently and confidently, with increasingly accurate pronunciation and intonation Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy</p>					

	<p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</p> <p>Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p> <p>Use accurate grammar, spelling and punctuation</p>					
Cross-curricular links:	Health and social: family patterns Law	Geography: local features, development of towns comparing poor (LIC) and rich (HIC) Health and social care	History: celebrations across times Catering: making crepes or other celebratory food	Geography Business and IT	History: school life in the last century	Pastoral survey. Law: how do we make rules?
Assessments:	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: Week 6 in class assessments End of unit assessments in Listening, Reading and Writing Preparation for some Speaking elements</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: Week 5 in class assessments Mini mock exam on topics seen to date Speaking mock TBC</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: End of unit cumulative assessment in all 4 skills</p>

Other academy intent priorities

WFA Long Term Plan

<p>Curriculum Careers - Gatsby 4</p>	<p>Translator; interpreter; teacher; family law</p>	<p>Translator; interpreter; teacher; geographer; tour guide</p>	<p>Translator; interpreter; teacher; event manager</p>	<p>Translator; interpreter; teacher; travel agent; tour organiser/guide; weather presenter</p>	<p>Translator; interpreter; teacher;</p>	<p>Translator; interpreter; teacher; pastoral staff; lawyer</p>
<p>Culturally rich – broadening horizons</p>	<p>Look at other types of relationships in French speaking countries or around the World (polygamy in Africa)</p>	<p>Comparative work with other types of houses, town/region in French speaking country worldwide.</p>	<p>Compare celebrations across French speaking countries and religions.</p>	<p>Planning a trip.</p>	<p>Comparing school life in different countries around the world.</p>	<p>Debating skills on the pros and cons of the uniform.</p>
<p>Our intent is to create an engaging curriculum, which motivates and inspires all learners, especially the disadvantaged, to gain knowledge of a foreign language, which is taught by experts to in turn, promote the development of future experts. We wish that students also get the opportunity to develop their general cultural knowledge at local, national and global levels.</p> <p>We want to encourage students to add detail and some more complexity to their language acquisition. We want them to enjoy and develop the cross-curricular links so they can experience the benefits in continuing a language at GCSE.</p>						