

EMMANUEL COLLEGE

THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 9



Year 9 – lower sets	Autumn, Half-Term 1	Autumn, Half-Term 2
Unit Title	Describing My Social Life	Healthy Living
Key Question(s)?	How can French be used to give opinions on social activities and make arrangements to go out?	How can we use French to talk about healthy living and parts of the body in relation to sport and fitness?
Threshold Concepts	<ul style="list-style-type: none"> • Responding to an invitation. • Irregular verbs (<i>aller/vouloir</i>). • Expressing frequency. • Using <i>on</i> in the perfect tense. 	<ul style="list-style-type: none"> • Use of the preposition <i>à</i> with the definite article. • Expressing agreement and disagreement. • Use of the partitive article in negative phrases.
Link to Prior Learning	<ul style="list-style-type: none"> • Adjective agreement in various forms. • Conjugation in the present tense of <i>-er</i> verbs, <i>faire</i>, <i>avoir</i> and <i>être</i>. • Perfect tense with <i>avoir</i> and <i>être</i>. 	<ul style="list-style-type: none"> • Noun genders. • Use of <i>il faut</i> + infinitive. • Use of the partitive article after <i>manger</i>. • Negatives: <i>ne ... pas</i> and <i>ne ... jamais</i>. • Near future tense.
	Spring, Half-Term 1	Spring, Half-Term 2
Unit Title	The World of Work	Holidays
Key Question(s)?	What are the main areas of work in France and how can French be used to talk about jobs and future plans?	How can French be used to talk about holidays and holiday plans?
Threshold Concepts	<ul style="list-style-type: none"> • Gender can result in spelling change (<i>directeur/directrice</i>). • ‘False friends’ (words that look similar in both languages but have different meanings). • Making spoken French sound more authentic with fillers (<i>alors, voyons, euh</i>). • Common irregular verbs (<i>faire, aller, prendre</i>). 	<ul style="list-style-type: none"> • Asking questions using inversion. • Reflexive verbs and reflexive pronouns.
Link to Prior Learning	<ul style="list-style-type: none"> • Near future tense. • Noun genders. • Modal verbs including <i>pouvoir</i>. • Use of <i>je voudrais</i>. 	<ul style="list-style-type: none"> • Question words. • Use of <i>je voudrais</i>. • Perfect tense. • Possessive articles.
	Summer, Half-Term 1	Summer, Half-Term 2
Unit Title	My Place in the World	TBC pending ‘early start’ model
Key Question(s)?	How can we use French to discuss what people are and are not allowed to do, and to describe what is important?	

Threshold Concepts	<ul style="list-style-type: none"> • Expressions with <i>avoir</i> • Using possessive adjectives • Use of the infinitive to translate -ing 	
Link to Prior Learning	<ul style="list-style-type: none"> • Conjugation of <i>avoir</i> in different tenses. • The imperative. 	

Year 9 – upper sets	Autumn, Half-Term 1	Autumn, Half-Term 2
Unit Title	Describing My Social Life	Healthy Living
Key Question(s)?	How can French be used to give opinions on social activities and make arrangements to go out?	How can we use French to talk about parts of the body in relation to sport and fitness?
Threshold Concepts	<ul style="list-style-type: none"> • Expressing frequency. • Direct object pronouns. • Using three tenses together. 	<ul style="list-style-type: none"> • Use of the preposition <i>à</i> with the definite article. • <i>Depuis</i> plus the present tense to say how long something has been happening. • Extended opinion phrases. • The future tense and irregular stems.
Link to Prior Learning	<ul style="list-style-type: none"> • Adjective agreement in various forms. • Near future tense. • Asking questions. • Perfect tense with <i>avoir</i> and <i>être</i>. 	<ul style="list-style-type: none"> • Noun genders. • Use of <i>il faut</i> + infinitive. • Negatives: <i>ne ... pas</i> and <i>ne ... jamais</i>.
	Spring, Half-Term 1	Spring, Half-Term 2
Unit Title	The World of Work	Holidays
Key Question(s)?	What are the main areas of work in France and how can French be used to talk about jobs and future plans?	How can French be used to talk about holidays and holiday plans?
Threshold Concepts	<ul style="list-style-type: none"> • Gender can result in spelling change (<i>directeur / directrice</i>). • The imperfect tense. • Irregular stem of <i>être</i>. • Making spoken French sound more authentic with fillers (<i>alors, voyons, euh</i>). 	<ul style="list-style-type: none"> • The pronoun <i>y</i>. • Asking questions using inversion. • The conditional tense. • Emphatic pronouns.
Link to Prior Learning	<ul style="list-style-type: none"> • Noun genders. • Modal verbs. • Future tense. 	<ul style="list-style-type: none"> • Question words. • Future tense. • Imperfect tense. • Reflexive verbs. • Perfect tense.
	Summer, Half-Term 1	Summer, Half-Term 2
Unit Title	My Place In The World	Theme 1 of GCSE: Me, My Family and Friends
Key Question(s)?	How can we use French to discuss what people are and are not allowed to do, and to describe what is important?	How can French be used to talk about my relationships with family and friends?
Threshold Concepts	<ul style="list-style-type: none"> • Expressions with <i>avoir</i>. • Using <i>si</i> in complex sentences. • Using subordinate clauses. 	<ul style="list-style-type: none"> • Using <i>qui</i> and <i>que</i>. • Using indirect object pronouns.

Link to Prior Learning	<ul style="list-style-type: none"> • Conjugation of <i>avoir</i> in different tenses. • The imperative. 	<ul style="list-style-type: none"> • Reflexive verbs. • Adjectival agreement and position of adjectives. • Immediate future and future tense.
Knowledge and Sequencing Rationale	<p>The Year 9 curriculum is designed to build upon the knowledge and skills taught and developed in the preceding two years. More complex and challenging structures are taught alongside a clear objective to deepen students' understanding of French culture and customs.</p> <p>New concepts and knowledge build upon the foundation laid in Years 7 and 8. For example, Year 8 students learn language to express basic opinions and preferences with regard to food, and this is consolidated and extended in Year 9 where students learn to discuss their ideas with respect to the topic of healthy living. New concepts such as the imperfect tense develop coherently from Year 8 students' introduction to the perfect tense.</p> <p>The Year 9 curriculum is constructed and sequenced to prepare students for GCSE language study and beyond. Foundation tier students, for example, develop their expertise with the future tense and they are also introduced to a wider range of common irregular verbs. Higher tier students, on the other hand, progress from an understanding of subject pronouns to direct object pronouns. Grammatical concepts such as the present, perfect and future tenses are revisited at both tiers in Year 9, allowing for effective retrieval practice and consolidation of knowledge in students' long-term memory.</p> <p>Whilst there is a strong emphasis upon teaching core structures and vocabulary, the need for students to apply their knowledge effectively in speech and writing is not neglected and students are equipped with the tools to manipulate more complex language clearly and confidently. The vocabulary and structures taught also provide students with the tools to understand and respond to spoken and written language from a variety of sources. Translation tasks from and into the target language build on expertise already acquired and provide another means of applying what has been taught.</p> <p>The cultural research task enables pupils to investigate another aspect of French culture, promoting understanding and appreciation of the wider world. A study of literary texts, including songs and poems impresses upon our students that our curriculum involves far more than simply the study of language.</p>	