



Year 9 French - Knowledge Overview – Spring 1

Spring Term Y9 Unit Overview

Unit Title: My Education		Guideline Time: 8 lessons
Links to prior learning:	Students have considered the topic of education in Y7 T2, where they focussed on talking about their current experiences of education, giving justified opinions about subjects, teachers and school facilities. They first visited the near future tense in Y7 T5 & 6. The imperfect tense and conditional tense were used via set phrases through Y8 and the full conjugations taught earlier in Y9, throughout T1 & 2.	<p>VIPs (Very Important Points):</p> <p>By the end of this unit, students will:</p> <p>use the present tense, imperfect tense, near future tense and conditional tense to discuss all aspects of life at school. In particular, they will revisit how to form and conjugate all of these tenses.</p> <p>discuss and justify their opinions on a range of sub-topics, including: school subjects, teachers, uniform, primary school, their ideal school, taking their GCSE options and why they should study languages.</p> <p>have an understanding of the skills lifelong language learning can bring, with a view to continuing with MFL to GCSE level and beyond.</p>
Link across units:	Key structures such as word order, adjectival agreement, justified opinions, comparatives & superlatives as well as the present, near future, imperfect and conditional tenses will continue to be used throughout Y9 and beyond.	
Character/Wider Development:	Students are encouraged to consider their options process, building on their decision making skills. They are encouraged to respect each other's' decisions and tolerate differences of opinion.	
Distance Learning	<p>All lesson PowerPoints are posted on MS Teams with a teacher audio for any pupil that is at home self-isolating.</p> <p>In the event of a full class being absent due to Covid-19 Live lessons will be provided on MS Teams.</p> <p>Any student without internet access will be provided with a workbook to complete.</p>	
Homework	Homework is set on a weekly basis to consolidate the knowledge taught in lessons using Seneca Learning.	

OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Misconceptions	Homework
Week 1: 4.01.2021 Opinions: subjects & teachers	to give complex, justified opinions about school subjects & teachers	I can.. express complex, justified opinions about my subjects and teachers	<i>il/elle est, j'en ai marre de, m'intéresse, m'ennuie, m'énerve, me fait rire, me rend heureux</i>	Word order, adjectival agreement rules, particularly when using new structures/opinion phrases.	Week 1 Seneca Learning: 3.1.1 School - English to French – Foundation Vocab 3.1.2 School - French to English – Foundation Vocab
Week 2: 11.01.2021 Past opinions about subjects & teachers Options – Near future tense	to use the imperfect tense to express opinions in the past to discuss options and talk about things that are going to happen	give justified opinions about my previous subjects and teachers using the imperfect tense. use the near future tense to talk about what options I am going to take, and give justifications.	<i>j'avais, j'aimais, j'adorais, je détestais,</i> <i>aller in the present tense, choisir, elegir, prendre</i>	Word order, adjectival agreement rules, particularly when using new structures/opinion phrases. HAPS may follow conditional rules when conjugating in the imperfect tense by not removing the infinitive endings. Forgetting to use an infinitive as the 2 nd verb in the near future tense structures.	Week 2 Seneca Learning: 3.1.1 School - English to French – Higher Vocab 3.1.2 School - French to English – Higher Vocab
Week 3 18.01.2021 importance of learning languages Life at primary school	to consider why studying languages is important and why to continue to GCSE to use the imperfect tense to talk about life at primary school	understand what skills language learning gives me use the imperfect tense with accuracy to talk about life at primary school	<i>skills, problem solving, inference, resilience, communication, accuracy, grammatical awareness</i> <i>j'aimais, je détestais, j'adorais, j'avais, j'étais, je portais</i>	Ebacc – lack of understanding Thinking the only reason to learn MFL is to visit the country. HAPS may forget to use the nous form of the present tense when conjugating the imperfect tense. The rule of two verbs when using opinions in the imperfect.	Week 3 Seneca Learning 3.1.3 School – Translations – Foundation Vocabulary

<p>Week 4 25.01.2021 My ideal school</p>	<p>to give details about your ideal school using the conditional tense</p>	<p>talk about what my ideal school would be like conjugate the conditional tense with accuracy</p>	<p><i>il y aurait, ce serait, j'aurais, je serais, je porterais, j'étudierais, je voudrais</i></p>	<p>All students conjugating into the conditional tense may forget that they must keep the infinitive endings, in contrast to what they know from other tenses. Students may therefore unintentionally conjugate the imperfect tense as the imperfect/conditional endings match.</p>	<p>Week 4: Seneca Learning 6.1.1 Regular ER Verbs 6.1.2 Regular IR Verbs 6.1.3 Regular RE Verbs 6.1.4 Irregulars</p>
<p>Week 5: 1.02.2021 Key piece Assessments</p>	<p>To review understanding of the topic of my education.</p>	<p>To apply this knowledge to Reading and Speaking contexts.</p>	<p><i>All vocabulary covered throughout the topic.</i></p>		<p>Week 5 Seneca Learning: 3.1.1 School 7.8.5 Comparative & Superlative Adjectives</p>
<p>Week 6: 8.02.2021 Comparing French and English Education Systems</p>	<p>To evaluate the difference between French and English education systems.</p>	<p>Talk about the differences between the education systems.</p>	<p><i>Moins qu, plus que, ce que j'adore le plus, selon moi, d'autre part</i></p>	<p>Word order, adjectival agreement rules, particularly when using new structures/opinion phrases.</p>	<p>Week 6: Seneca Learning 2.2.1 When to use the perfect & imperfect tenses 2.3.1 When to use the future & conditional tenses</p>