



## Year 9 French – Summer 1 – KNOWLEDGE OVERVIEW

### Year 9 Summer 1 Unit Overview

Unit Title: Free Time Activities		Guideline Time: 15 lessons
<b>Links to prior learning:</b>	Throughout this unit, students will be able to apply knowledge of phonics, word order, adjectival agreement and key structures e.g. giving and justifying opinions, in addition to communicating in three time frames.	<b>VIPs (Very Important Points):</b>  By the end of this unit, students should be able to:  Express justified opinions about a range of sports and hobbies.  Understand when to use jouer/faire when talking about sports.  Use 'je voudrais + infinitive' structures to reference future time frames.  Apply the rule of two verbs accurately.  Express justified opinions about music preferences.  Talk about the weather using the present tense and use complex sentences using 'quand' to link hobbies & the weather.
<b>Link across units:</b>	Opinions from T4 discussing film and Tv. Students will continue to build up knowledge of the imperfect and conditional tenses and will use communicative language across the topics covered throughout the year.	
<b>Character/Wider Development:</b>	Students will continue to be encouraged to express their own opinions while being mindful of differences of others' opinions, thus promoting tolerance.	
<b>Distance Learning</b>	All lesson PowerPoints are posted on MS Teams with a teacher audio for any pupil that is at home self-isolating.  In the event of a full class being absent due to Covid-19 Live lessons will be provided on MS Teams.  Any student without internet access will be provided with a workbook to complete.	
<b>Homework</b>	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	Depth of Learning	Misconceptions	Homework
<b>Week 1 12.04.2021</b> Sports jouer vs. Faire	to identify a range of sports in French to consider the difference between jouer/faire	I can... give justified opinions about a range of sports use jouer/faire accurately	cognate, near-cognate, jouer, faire, je joue, je fais, sports inc. cyclisme, la voile, la natation, l'équitation, l'athlétisme, le VTT	LAPS- 1st person singular MAPS – 1st/3rd person singular HAPS – full paradigm Gender – du/de la/des & au/ à la/ aux	Students may believe that the gender must agree with the subject of the sentence, instead of the object.	Week 1: Seneca Learning 2.2.2 Sports
<b>Week 2 19.04.2021</b> sports in the future/past tenses	to talk about sports that I have played/done and would like to play/do	use j'ai joué/faït and je voudrais to express ideas in past/future time frames	j'ai joué, j'ai fait, je voudrais, jouer, faire	HAPS – 3rd person Introduction of time phrases linking to the past/future	Rule of 2 verbs when using je voudrais, pronunciation of joue vs joué	Week 2 Seneca Learning 2.2.3 Sports 2
<b>Week 3 26.04.2021</b> Hobbies	to give justified opinions about a wider range of hobbies	give justified opinions about a wide range of hobbies to talk about hobbies using three time frames	regarder la télé/les clips vidéo/YouTube, jouer sur mon console, chanter, dessiner, promener le chien, jouer aux cartes/jeux de société	Using a range of sentence openers, time phrases & set phrases in past/future time frames	Rule of 2 verbs when using je voudrais	Week 3 Seneca Learning 2.2.1 Games
<b>Week 4 03.05.2021</b> – music	to discuss your music preferences to ask and answer questions re: music preferences	give justified opinions about a range of music genres ask questions about the preferences of others	la musique, les chansons, fort, rapid, mélodique, entraînant, bien que + subj, tu aimes... ?	HAPS – bien que ce soit subjunctive constructions Adjectival agreement How to formulate questions.	Use of bien que + subjunctive ce soit instead of c'est Starting questions with j'aime instead of tu aimes	Week 4 Seneca Learning 4.1.1 Music

<p><b>Week 5 10.05.2021</b> – Favourite singer/group/song</p>	<p>to express details about your favourite singer/group/song past and future habits</p>	<p>answer questions about my favourite music ask others about their favourite music</p>	<p>tu aimes... ? ma chanson/groupe/ chanteuse préférée, mon chanteur préféré</p>	<p>HAPS – bien que ce soit subjunctive constructions Adjectival agreement</p>	<p>Use of bien que + subjunctive ce soit instead of c'est Starting questions with j'aime instead of tu aimes</p> <p>il fait instead of il est/c'est when talking about the weather</p>	<p>Week 5 Seneca Learning 5.2.4 Weather</p>
<p><b>Week 6 17.05.2021</b> – weather</p> <p>linking free time activities to the weather</p>	<p>to talk about weather using the present tense</p> <p>to use complex sentences give details about what activities you do during different weathers</p>	<p>recognize different types of weather create my own weather report</p> <p>say what activities I do in different weather types confidently use quand at the start of a sentence</p>	<p>à, il y a du soleil, il y a du vent, il y a des nuages, il y a du brouillard, il y a des orages, il pleut, il neige, il fait froid/chaud, le temps est variable</p> <p>quand, si</p>	<p>Create a weather report comparing the weather in several places – use of comparatives, connectives.</p> <p>HAPS – introduced to si clauses in the present tense as an alternative to using quand.</p>	<p>Word order, contracting si to s' when followed by a vowel</p>	<p>Week 6 Seneca Learning: 7.2.2 Position of Adjectives 7.6.1 Don't – How to form negative sentences.</p>

<b>Unit Title: Francophone Culture</b>		<b>Guideline Time: 3 lessons</b>
<b>Links to prior learning:</b>	Grammatical structures seen in T1/T2 e.g. justified opinions, connectives, word order, adjectival agreement	<b>VIPs (Very Important Points):</b>  By the end of this unit, students should be able to:  Name a variety of French sports personalities.  Have an understanding of the Tour de France, pétanque, the French Open and the French national football team.  Express justified opinions about a range of French music.  Identify French singers/groups. Recognise similarities and differences between the British & French education systems and express their opinions about their findings.
<b>Link across units:</b>	This unit is to be taught alongside T3 Free time activities to give students a cultural awareness/background to topics they are discussing as part of that unit.	
<b>Character/Wider Development:</b>	Students will have an awareness of cultural differences and similarities between France & the UK, including national sports & music. Again, students will be encouraged to share their own justified opinions and respect those of others, promoting tolerance.	
<b>Distance Learning</b>	Any student learning remotely will be offered live lessons using MS Teams to ensure the curriculum plan is followed regardless of Covid-19 disruptions.	

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions
<b>Week 7</b> <b>24.05.2021–</b> Sport in France	Which sports are played in France?	I can... identify sports that are played in France. Explain what pétanque is Make links between French and British sporting events.	pétanque, boules, le Tour de France, the French Open, la coupe mondiale	Students will discover key French sports/sporting events. They will be able to explain how to play pétanque/boules, learn key facts about the Tour de France e.g. distance covered, how many days, coloured jerseys and how the Tour de Yorkshire is linked to it. Students will compare the French Open with Wimbledon and consider the prominence of football in French culture.	pétanque is bowling
sports personalities	to discover famous French sports personalities	name and recognise key sports personalities and explain why they're famous	Mbappé, Pogba, Augustin, Zinedine Zidane, Amélie Mauresmo, Jeannie Longo	Students will become familiar with the sporting careers of these 6 sports personalities, including their successes and failures. They will have an appreciation of the cultural backgrounds of these sports personalities, in particular Mbappé, Pogba, Augustin – all 2 <sup>nd</sup> generation immigrants.	All French sports personalities are Caucasian.
music	to discover popular French music and artists	give my preferences (with justifications) on a range of French music/artists	chanson, chanteur, chanteuse, groupe	Students will listen to a variety of modern & older, more classic, French music to discover their own preferences with regards French music. They will draw on prior learning to express justified opinions.	French people listen to the same music as us.  French songs are the same as English songs, but translated into French.

