

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2023-24 – French

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (?? Lessons) (38 Days)										
Tues 5-Sep	A	1	<b>Lesson 1-3 Module 1 – Mon monde à moi</b> PDP1 Talking about likes and dislikes using aimer + infinitive.	<b>Module 1 – Mon monde à moi</b> Students will learn how to communicate and understand details about their friends including likes and dislikes. They will be able communicate about how they celebrated a birthday and what they wear and describe past and future events. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of hobbies and social life. As well as developing a deeper understanding of how to conjugate verbs in the present tense, perfect and near future tenses. <b>GW:</b> students can use present tense verbs to say what they do in their free time and describe their friends communicate details about themselves. <b>BI:</b> students can make adjectives agree when giving opinions about others and use the near future tense. They can recognise two tenses in written and spoken passages within the context of free time. <b>EW:</b> students can understand and accurately use three tenses (present, near future and perfect) to describe events. They can recognise three tenses in more extended spoken and written pieces. <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking and writing. <b>Grammar focus</b> – Frequency phrases. Verbs in the present tense. Direct object pronouns. Using the perfect tense in the I and we forms. Near future tense. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level. <b>Historical/cultural links</b> – Links with English within the technology vocabulary (e.g. quiz, vidéo) <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between fashion in France/ England and other Francophone countries. <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b>                15/09-17/09 Rosh Hashanah                23/9 International day of sign languages                2/10-8/10 Dyslexia awareness week                5/10 world teachers day                6/10 World cerebral palsy day             </li> </ul> <b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students						
11-Sep	B	2	<b>Lesson 4 – 5 Unit 1 Qu'est-ce que tu fais comme activité extrascolaire?</b> Focus on the present tense							
18-Sep*	A	3	<b>Lesson 6-7 Unit 2 Amis pour toujours!</b> Describing friends using reflexive verbs <b>Recall Assessment Task</b> <b>Lesson 8:</b> Comment as tu fêté ton anniversaire? Using the past tense							
25-Sep	B	4	<b>Lesson 9: Comment as-tu fêté ton anniversaire ?</b> Using the past tense <b>Lesson 10 – EBI Response to Recall Task / Focus on Misconceptions</b>							
2-Oct	A	5	<b>Lesson 11 Unit 4 Qu'est-ce que tu vas porter?</b> Using the near future tense <b>Lesson 12 Unit 4 Qu'est-ce que tu vas porter?</b> Focus on the future tense (aller+ inf) <b>Lesson 13: Speaking Skills Lesson - Focus on speaking – photo card style question. (Use of 3 tenses)</b>							
9-Oct	B	6	<b>Lesson 14 – Reading &amp; Listening Skills (pgs 20-23)</b> - Improving reading & listening skills. <b>Lesson 15 – Extended Written Task Preparation:</b> Using three tenses							
16-Oct	A	7	<b>Lesson 16 – Extended Written Task:</b> Complete written task. <b>Lesson 17: Focus on speaking – photo card style question. (Use of 3 tenses)</b> <b>Lesson 18 – Focus on Dictation: Exam Style Questions.</b>							
23-Oct	B	8	<b>Lesson 19 – Recall Lesson: Using the future tense (Dynamo 3 Resources)</b> <b>Lesson 20 – Extended Written Task: EBI Response. Using three tenses (Linking Skills) (Recall 3 tenses from other units)</b>							
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Prior (Y8)	Current (Y9)	Next (Y10)								
Introduction to the present and perfect tenses in year 7 and 8.	Recognising and using 3 tenses together.	Use of the imperfect and simple future tenses.								

				complete an Extended Written Task (Exam Style) at the end of each unit.						
<b>Half-Term</b>				<b>7 weeks (17-18 lessons) (34 Days)</b>						
6-Nov	A	9	<b>Lesson 1-2 : Point de Départ: How to earn money:</b> Using the present tense and modal verb structures <b>Lesson 3: Unit 1 Qu'est-ce que tu veux faire plus tard?</b> Explaining what you want to do when you are older (including use of vouloir).	Students will learn how to communicate and understand details about future plans. They will be able communicate what they will do in the future using a variety of verbs. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of future plans.						
13-Nov	B	10	<b>Lesson 4: Unit 1 Qu'est-ce que tu veux faire plus tard?</b> Explaining what you want to do when you are older (including use of vouloir). <b>Lesson 5: Unit 2 Qu'est-ce que tu feras a l'avenir?</b> Introduction to the simple future tense (H) Near Future (F)	As well as developing a deeper understanding of how to conjugate verbs in the simple future tense  <b>GW:</b> students can use future tense verbs to describe future plans for careers and leisure <b>BI:</b> students can use the future tense correctly in different forms						
20-Nov	A	11	<b>Lesson 6: Unit 2 Qu'est-ce que tu feras a l'avenir?</b> Introduction to the simple future tense (H) Near Future (F) <b>Lesson 7: Recall Assessment</b> <b>Lesson 8: Unit 3 Retours ver le futur</b> Focus on the use of Irregular future tense verbs	<b>EW:</b> students can use three tenses (present, future and perfect) to talk about getting their plans <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking, and writing. <b>Grammar focus</b> –Simple future tense / imperfect tense						
27-Nov	B	12	<b>Lesson 9: Unit 3 Retours ver le futur</b> Focus on the use of Irregular future tense verbs. <b>Lesson 10: EBI Response to Recall Task / Focus on Misconceptions</b>	<b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, dictation, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level.						
4-Dec	A	13	<b>Lesson 11: Unit 4 Profil d'un inventeur ou inventrice.</b> Focus on questions in 3 tenses. <b>Lesson 12: Unit 4 Profil d'un inventeur ou inventrice.</b> Focus on questions in 3 tenses. <b>Lesson 13: Focus on Speaking:</b> Using 3 tenses. Photo Card Task	<b>Historical/cultural links</b> – The l'avenir links to advance from latin <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students learn about some well French known scientists						
11-Dec	B	14	<b>Lesson 14: Extended Written Task Preparation:</b> Using 3 tenses. <b>Lesson 15: Extended Written Task.</b>	<b>GW:</b> students can talk about what their music tastes are						
18-Dec	A	15	<b>Lesson 16: Focus on Dictation :</b> Phonic Skills (NCELP) (Language Gym) <b>Lesson 17: EBI Response Extended Writing:</b> Using 3 tenses in a photo card task <b>Lesson 18: Introduction to Role Play:</b> Using GCSE role plays	<b>BI:</b> students can say what they used to be like and what they used to do when they were younger using the imperfect tense  <b>EW:</b> students can understand others talking in different tenses (present, imperfect, perfect, future and conditional).  <b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.						
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Introduction to the past present and future tenses in year 8 and 9.	Using the simple future tense / near future tense	Using 3 tenses with complex language								

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Christmas Holiday			6 weeks (15 Lessons) (30 Days)	
8-Jan	B	16	<b>Lesson 1 – ST1 Revision Lesson (1):</b> Focus on Listening. <b>Lesson 2 - ST1 Revision Lesson (2):</b> Focus on Reading <b>Lesson 3 – ST1 Revision Lesson (3):</b> Focus on Writing.	<b>Module 3 – ma vie en musique</b> Students will learn how to communicate and understand details about jobs and future plans. They will be able communicate what they are going to do in future, what jobs interest them and why and understand comparisons between past and future employment. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of future plans. As well as developing a deeper understanding of how to conjugate verbs in the simple future and imperfect tenses  <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <i>25/1 Burns night</i> <i>27/1 Holocaust memorial day</i> <i>LGBT+ history month</i> <i>1/2 World Hijab day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i>  <b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.
15-Jan	A	ST1	<b>Lesson 4: Recall Lesson (The Simple / Near Future Tense) / Exam</b> <b>Lesson 5: Recall Lesson (Using the Past Tense) / Exam</b>	
22-Jan	B	ST1	<b>Lesson 6: Recall Lesson: Dictation</b> <b>Lesson 7: Recall Lesson: Photo Card</b> <b>Lesson 8 : ST1 Feedback Lesson</b>	
29-Jan	A	19	<b>Lesson 9: ST1 Feedback Lesson</b> <b>Lesson 10: ST1 Feedback Lesson</b>	
5-Feb	B	20	<b>Lesson 11: Ma vie en Musique :</b> Introducing the imperfect tense with 'je' <b>Lesson 12:</b> Introducing the imperfect tense with 'je'	
12-Feb	A	21	<b>Lesson 13: Ton école primaire était comment ?</b> Using third person of the imperfect tense <b>Lesson 14: Autrefois :</b> Describing others in the imperfect tense. <b>Lesson 15: Autrefois :</b> Describing others in the imperfect tense w/the present	
Half-Term			5 weeks (13 lessons) (24 Days)	
26-Feb	B	22	<b>Lesson 1: Extended Writing Preparation:</b> Using the imperfect tense <b>Lesson 2: Extended Written Task</b> <b>Lesson 3: Le Meilleur des mondes : Unit 1 : Est-ce que tu manges de la viande ?</b> Describing Eating Habits	<b>Module 4 Le meilleur des mondes</b> <b>All five Skills:</b> reading, writing, listening, speaking and translating should be covered every 2 lessons. Students will learn how to communicate and understand details about food preferences.. They will be able communicate what they don't eat and how they can help the environment,. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of food and the environment. As well as developing an understanding of how to conjugate verbs in the conditional tense. <b>GW:</b> students can talk about food preferences in the present tense, give opinions and reasons and ask questions  <b>BI:</b> students can talk about a past and a future holiday and use the conditional tense  <b>EW:</b> students can use a variety of verbs and give third person descriptions accurately  <b>Teaching -</b> Teachers to use the main department PPT to support their lessons which includes a range of key tasks
4-Mar	A	23	<b>Lesson 4: Unit 1 : Est-ce que tu manges de la viande ?</b> Using a range of negatives <b>Lesson 5: EBI Response Extended Written Task / Misconceptions</b>	
11-Mar	B	24	<b>Lesson 6: Unit 2 - Action pour la nature:</b> Using superlatives to describe the environment. <b>Lesson 7: Unit 2 - Action pour la nature:</b> Using superlatives to describe the environment. <b>Lesson 8: Unit 3 Mission anti plastique</b> Discuss the environment with reference to more than one time frame	
18-Mar	A	25	<b>Lesson 9: Unit 4 J'aimerais changer le monde!</b> Introduction to the conditional tense.	

			<p><b>Lesson10: Unit 4 J'aimerais changer le monde!</b> Introduction to the conditional tense.</p>	<p>covering all key skills, reading, listening, translating, speaking and writing.  <b>Grammar focus</b> – the conditional tense. Irregular past participles. Reflexive verbs.  <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level.  <b>Historical/cultural links</b> – Tourist attractions &amp; holiday destinations in France (Bretagne &amp; la base de loisirs de Jonzac- adventure park).</p>						
25-Mar*			<p><b>Lesson 11: Recall Assessment (Conditional Tense / Tenses / Superlatives)</b>  <b>Lesson 12: Written Skills Lesson:</b> Using 90 words to describe the environment.  <b>Lesson 13: EBI Response to Recall Task / Focus on Misconceptions</b></p> <table border="1" data-bbox="411 701 850 1032"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Using the conditional tense to describe holidays. Using modal structures.</td> <td>Using modal structures, present tense, conditional tense.</td> <td>Using three tenses and modal verb structures in GCSE Writing &amp; Speaking Tasks.</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Using the conditional tense to describe holidays. Using modal structures.	Using modal structures, present tense, conditional tense.	Using three tenses and modal verb structures in GCSE Writing & Speaking Tasks.	<p>• <b>Equality Diversity and Inclusion (EDI) links?</b>  <i>Women's history month</i>  <i>Ramadhan 10/03-08/04</i>  <i>Passover 22/4-30/4</i>  <i>Good Friday 29/3</i>  <i>Easter Sunday 31/3</i></p> <p><b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.</p>
Prior (Y8)	Current (Y9)	Next (Y10)								
Using the conditional tense to describe holidays. Using modal structures.	Using modal structures, present tense, conditional tense.	Using three tenses and modal verb structures in GCSE Writing & Speaking Tasks.								
<b>Easter Holiday</b>			6 weeks (15 lessons) (29 Days)							
15-Apr			<p><b>Lesson 1: Unit 5: Le Monde Francophone.</b> Understanding the French speaking world.  <b>Unit 1 Quel pays voudrais-tu visiter?</b> Using the conditional tense  <b>Lesson 2: Unit 2 On va voir des choses extraordinaires!</b> Focus on adjectival agreements and use of superlatives.  <b>Lesson 3: Unit 2 On va voir des choses extraordinaires!</b> Focus on adjectival agreements and use of superlatives.</p>	<p><b>Module 5 Le monde Francophone All five Skills:</b> reading, writing, listening, speaking and translating should be covered every 2 lessons.  Students will learn how to communicate and understand details about Francophone countries.. They will be able to communicate details about different French speaking countries.. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of travel and tourism. As well as developing an understanding of how to use verbs in the 5 tenses in written work.  <b>GW:</b> students can talk about a preferred place to visit in the present tense, give opinions and reasons and ask questions</p>						
	A	27								
22-Apr			<p><b>Lesson 4: Unit 3 Reserver des excursions.</b> Use a range of structures and verbs to express likes and dislikes in a more complex way.  <b>Lesson 5: Unit 4 visite a un pays francophone :</b> Describing a trip to a French Speaking Country.</p>	<p><b>BI:</b> students can talk about a past and a future holiday and use the conditional tense  <b>EW:</b> students can use a variety of verbs and give third person descriptions accurately</p>						
	B	28								
29-Apr			<p><b>Lesson 6: Unit 5 rencontrer des jeunes francophones :</b> Recognising tenses with il / elle  <b>Lesson 7: Unit 5 rencontrer des jeunes francophones :</b> Recognising tenses with il / elle.  <b>Lesson 8: Unit 6 – on va jouer au foot :</b> Using the near future tense with different pronouns.</p>	<p><b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all key skills, reading, listening, translating, speaking and writing.  <b>Grammar focus</b> – the conditional tense. Irregular past participles. Reflexive verbs.  <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Topics link to topics covered at GCSE level.</p>						
	A	29								

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6-May*	B	30	<b>Lesson 9: Preparing End of Unit Writing:</b> Using 3 tenses. <b>Lesson10: End of Unit Writing</b>	<b>Historical/cultural links</b> – Tourist attractions & holiday destinations in France (Bretagne & la base de loisirs de Jonzac- adventure park).						
13-May	A	31	<b>Lesson 11: Les Choristes:</b> Film + Understanding facts about the film. <b>Lesson 12: Les Choristes:</b> Film + Describing the characters. <b>Lesson 13: EBI Response End of Unit Writing / Using 3 tenses in a Photo Card Task</b>	<b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the different Francophone countries.  <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b>  <i>Autism and stress awareness month.</i>  <i>25/4 World Malaria Day</i>  <i>26/4 Lesbian visibility day</i>  <i>UK national walking month.</i>  <i>1/5-7/5 Deaf awareness week</i>  <i>23/05 Vesak</i> </li> </ul>						
20-May	B	32	<b>Lesson 14 : ST2 Revision Lesson 1</b> <b>Lesson 15 : ST2 Revision Lesson 2</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: yellow;">Prior (Y8)</th> <th style="background-color: yellow;">Current (Y9)</th> <th style="background-color: yellow;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Survival kit vocabulary in year 7. Use of Je voudrais. J'aime etc + infinitive structures</td> <td>Using verbs in the I and he/she forms form confidently in the conditional tense.</td> <td>Recognising and using verbs in different forms of all tenses covered.</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Survival kit vocabulary in year 7. Use of Je voudrais. J'aime etc + infinitive structures	Using verbs in the I and he/she forms form confidently in the conditional tense.	Recognising and using verbs in different forms of all tenses covered.	<b>Assessment:</b> Students to complete exam style questions in class in all modalities. Students are to complete recall assessments every 3 weeks. Students complete an Extended Written Task (Exam Style) at the end of each unit.
Prior (Y8)	Current (Y9)	Next (Y10)								
Survival kit vocabulary in year 7. Use of Je voudrais. J'aime etc + infinitive structures	Using verbs in the I and he/she forms form confidently in the conditional tense.	Recognising and using verbs in different forms of all tenses covered.								
<b>Half-Term</b> 7 weeks (18 lessons) (35 Days)										
3-Jun	A	ST2	<b>Lesson 1: Revision Lesson 3 :</b> Focus on written skills. <b>Lesson 2: Recall Lesson:</b> The Imperfect Tense. / <b>Exam</b> <b>Lesson 3: Recall Lesson 2:</b> The Imperfect Tense / <b>Exam</b>	GCSE Unit 1: Qui suis-je ? Students will learn how to communicate and understand details about family and relationships. They will be able to communicate descriptions, talk about family relationships, make arrangements to go out, describe a recent outing and discuss role models. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of Family and relationships. As well as developing a deeper understanding of how to conjugate verbs in the present, perfect and near future tenses.						
10-Jun	B	ST2	<b>Lesson 4: Revising family members – PDP1 &amp; 2</b> -Describing physical appearance and personality. <b>Lesson 5: Unit 1 – A comme amitié</b> – describing friends with a focus on general conversation questions form theme 1	<b>GW:</b> students can use and recognise present tense verbs to discuss family and friends. Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly						
17-Jun	A	35	<b>Lesson 6: EBI ST2 Feedback</b> <b>Lesson 7: EBI ST2 Feedback</b> <b>Lesson 8: EBI ST2 Feedback</b>	<b>BI:</b> students can use and recognise 3 tenses to discuss family and friends and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.						
24-Jun	B	36	<b>Lesson 9: Unit 1 – A comme amitié</b> – describing friends with a focus on general conversation questions form theme 1 <b>Lesson10: Unit 2 - C'est de famille</b> Discuss family relationships in the present tense.	<b>EW:</b> In addition, students can write coherent extended texts using a variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express their individual thoughts, ideas and points of view and that of others.						
1-Jul	A	37	<b>Lesson 11: Unit 2 - C'est de famille</b> Discuss family relationships in the present tense. <b>Lesson 12: Unit 3 – On va voir un spectacle?</b> Arranging to go out and using the near future tense. <b>Lesson 13: Exam Skill Lesson :</b> Photo Card Task: Theme 1	<b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, reading, listening, translating, speaking and writing.						

8-Jul			<b>Lesson 14: Unit 3 – On va voir un spectacle?</b> Arranging to go out and using the near future tense. <b>Lesson 15: Unit 4 – Quelle soirée –</b> Describe a recent day out.			<b>Grammar focus</b> – Regular verbs in the present tense. Adjectival agreements. The near future tense. The perfect tense. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking theme 1. <b>Historical/cultural links</b> – Links with English (fast-food, musique). French speakers use the 24 hour clock when telling the time. Different words for friend (copain/ami), link to the words for boyfriend and girlfriend (petit(e) ami(e)).  <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at famous high profile people from Francophone countries.				
15-Jul	B	38	<b>Lesson 16: Unit 5 Unit 5 - La personne que j'admire</b> – Describing who we admire and why <b>Lesson 17: End of Unit Writing Preparation</b> <b>Lesson 18 : End of Unit Writing</b>			<ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b>  <i>LGBTQ+ pride month.</i>  <i>Gypsy, Roma and Traveller history month.</i>  <i>12/6 world day against child labour</i>  <i>18/6 autistic pride day</i>  <i>20/6 World refugee day</i> </li> </ul>				
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Prior (Y8)	Current (Y9)	Next (Y10)								
Family members vocabulary introduced in year 7.	Discussing relationships with family members.	Using reflexive verbs confidently in all tenses in the context of family and relationships.								
(Total: 190 Days)										

\* Bank Holidays

<b>Overview of Year 9</b>	
<b>Based on your Flight Path</b> (E.g. Targets 1L – 4L)	By the end of Year 9, students will have learned how to communicate effectively across five tenses and the addition of complex language. Students will be able to recognise the tenses in use in longer texts, similar to the standard expected at GCSE.
<b>GW:</b> (E.g. Grade 1)	Students can demonstrate a good understanding of texts that include cognates, familiar and un-familiar vocabulary. They are able to listen to range of sound letter combinations to allow success in dictation tasks. They are also able to recognise and use three tenses and use opinions with justifications.
<b>BI:</b> (E.g. Grades 2-3M)	Students can recognise a variety of nouns, adjectives and verbs used across a range of topics incorporated into different tasks across each of the modalities. They are able to use three tenses accurately as well as give a range of complex opinions.
<b>EW:</b> (E.g. Grades 3U-4L)	Students can understand information from a variety of different topics across a range of topics. They are able to communicate their ideas across different tenses whilst including complex language. They will be able to recognise a variety of structures in their reading and listening tasks. Students will also be aware of a range of key phonics to allow them success in dictation tasks. Links will be made to tier 2/3 vocabulary throughout the delivering of the curriculum.

### Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)