

Year 9 MFL Sequence

YEAR 9					
	Content Taught	NC Ref	Essential knowledge	Assessment	Rationale
TERM 1: Mon temps libre	Students will be taught a sequence of lessons in this unit focusing on the following topics: <p style="text-align: center;">Opinions & Frequency of Hobbies/Free Time Activities</p> <p style="text-align: center;">Developing reasons using higher level structures</p> <p style="text-align: center;">Music, TV & Film</p> <p style="text-align: center;">Last weekend</p>	A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8 B6, B7	The essential knowledge developed includes: Infinitive opinions. Infinitive opinion development with more complex phrases Conjugating er verbs. Combining weather & free time activities. Negative structures. Talking about free time with opinions and comparatives. Giving and justifying opinions on preferences (Music, TV, Film) Past tense with avoir regular verbs. Past tense avoir with irregular verbs. Paste tense with etre.	FORMATIVE: <u>Fortnightly knowledge tests</u> -ensures regular opportunities for recall of essential knowledge FORMATIVE/CUMULATIVE: <u>Translation</u> – students develop skills through the structured application of specific essential knowledge to show they remember essential knowledge clearly, understand it and can use it to translate sentences about free time activities FORMATIVE/CUMULATIVE: <u>Writing</u> - 40 word writing feedback task Students demonstrate their understanding and comprehension of written French. 40-word task gives students the opportunity to develop their ideas and demonstrate their ability to use a variety of structures to express free time preferences and justify SUMMATIVE/CUMULATIVE: <u>Translation & Extended writing task</u> <u>Translation</u> – students are assessed on the structured application of specific essential knowledge from Unit 1 to show	Recall and reuse of infinitive structures Introduction of more complex reasons to develop narration/explanation of events as this is a skill we’ve identified as being a gap with students at HT Mixture of conjugated & infinitive structures across pronouns to develop variety & complexity Common misconceptions of tenses addressed before GCSE Explanation of past tense grammar met in Y8 with further patterns exploited and applied (Avoir and etre)

			Literary text: Les vacances du petit Nicolas par Goscinny & Sempé	<p>they remember essential knowledge clearly, understand it and can use it in sentences with a focus on key messages communicated and grammar.</p> <p>Writing – Students will develop their extended writing skills by responding to bullet points in the target language. This assesses application of essential knowledge from Unit 1 and ensures students bring together their learning with a focus on content (what they communicate) and quality (how this is done) including more than one tense</p>	
<p>TERM 2 :</p> <p>Moi, ma famille et mes amis</p>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p>Descriptions of others</p> <p>Describing relationships with family & friends</p> <p>A past birthday</p> <p>Plans next weekend</p>	A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8	<p>The essential knowledge developed includes:</p> <p>Personal details. Describing myself using avoir and etre. Describing personality with HL and possessive adjectives Using the comparative. Describing family relationships with reflexive verbs. Incorporating complex reasons. Past tense consolidation in new context. Describing special occasions. Using aller to express near future plans. Future intentions. Combining past, present and future tenses.</p>	<p>FORMATIVE: Fortnightly knowledge tests -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE: Photocard & Translation – students practice writing skills in using an image as a stimulus and are assessed on the structured application of specific essential knowledge to show they remember essential knowledge clearly, understand it and can use it to translate a larger passage of text into French.</p> <p>SUMMATIVE/CUMULATIVE: Listening – students demonstrate their understanding and comprehension of spoken French in the listening assessment which covers essential knowledge from Units 1 & 2</p> <p>Reading – students demonstrate their understanding and comprehension of written French, as well as their ability to</p>	<p>Recall of 3rd person pronouns and agreements</p> <p>Expansion of linguistic repertoire with reflexive verbs to describe family/friendship dynamics</p> <p>Improvement of ability to justify opinions fully with a variety of structures</p> <p>Re-visiting future tense, and recapping the use of future infinitive alternatives</p>

			Literary text : la sixième par Susan Morgernstern	infer and translate into English in the reading assessment which covers content from Units 1&2, including translation from FRE to ENG EoU listening	
HALF TERM 6: Un projet de film : Les choristes	Students will be taught a sequence of lessons in this unit focusing on the following topics: Give & justify opinions on films Understand the importance of cinema in France Review a French film in French Use past/future tense to discuss films/ a cinema visit	A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B7, B8	The essential knowledge developed includes: Fim genres Developing opinions and justifications. Offering a balanced view Contrast with others' opinions Description of characters Film specific vocab (genre, special effects, mood, setting, language) Importance of cinema in France (le cinquième art)	FORMATIVE/CUMULATIVE: Bring It Together Task – students answer a photocard task to develop their writing skills and demonstrate their use of essential knowledge from the unit. The photo is a still from the film with the follow up questions asking students to develop their opinions and ideas with justifications SUMMATIVE/CUM: Writing - Students will develop their writing skills and justification of opinions by writing a review of the film, incorporating all prior learning throughout y9 (combining three tenses, newly acquired vocab, higher level opinions and justifications)	Recall work of TV/films & opinions with justifications from U1 using developed opinions with knowledge from 2&3 Cultural link to cinema in France & film is set in a school to link to U3 – also gives historical context of post war France (integral to A Level) Nature of the film engages students particularly boys Creativity of film analysis is a skill that requires an early foundation (A Level skill, literary content GCSE)