

St Cuthbert Mayne School Curriculum Map



Department: Modern Foreign Languages

Year 9 (French)

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. We aim to create language learners who are: • enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not; • resilient, independent and intellectually curious; • confident enough to communicate in the Target Language; • aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own; • used to learning through the study of authentic materials; • confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English; • able to apply language in new contexts; • ready and able to progress to the next stage of their language learning; • proud of their linguistic achievements. / Key Stage 3 Curriculum Summary. During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage. Innovative teaching and a focus on authentic resources put real life at the heart of what we teach and shows students that there is an immediate and relevant purpose to their learning. It gives them a reason to communicate and want to engage further with language learning at GCSE level.

Autumn Term

Pearson Dynamo 3 Course - Module 1 (Mon monde à moi - My World) Pearson Dynamo 3 Course - Module 2 (Projets d'avenir - Future Plans)						
Topic/Unit	<i>Point de départ</i>	<i>Qu'est-ce que tu fais comme activités extrascolaires? - Extra-curricular school activities</i>	<i>Amis pour toujours! (Describing friends)</i>	<i>Comment as-tu fêté ton anniversaire? (Birthday celebrations in past tense)</i>	<i>Point de départ</i>	<i>Qu'est-ce que tu veux faire comme métier? - Jobs</i>
Knowledge (Content covered)	Talking about likes and dislikes Using <i>aimer</i> + noun and <i>aimer</i> + infinitive	Talking about after-school clubs and activities Using verbs in the present tense	Physical descriptions Personality descriptions Talking about who you get on well with and why	Describing birthday celebrations Using the perfect tense	Talking about earning money Using <i>on peut</i> + infinitive to say what people can do	Talking about what job you want to do and why Using <i>vouloir</i> + infinitive to say 'I want to ...'
Skills	G: Using <i>aimer</i> , <i>adorer</i> or <i>détester</i> + a noun G: Using <i>aimer</i> , <i>adorer</i> or <i>détester</i> + a verb in the infinitive Listening for opinion phrases (positive and	Saying 'on' + a day of the week G: Verbs in the present tense Pronunciation: cognates Using <i>jouer à</i> (with sports) and <i>jouer de</i> (with instruments)	G: Using <i>avoir</i> and <i>être</i> Pronunciation: adjectives (silent endings / feminine agreement)	G: The perfect tense Using sequencers Decoding unfamiliar vocabulary	G: <i>on peut</i> + infinitive Looking for alternative words G: The present tense	Pronunciation: cognates Masculine and feminine nouns for jobs G: <i>vouloir</i> + infinitive Using <i>car</i> in place of <i>parce que</i> Listening for question words

	negative); listening for adjectives Using connectives	Looking out for negatives (<i>ne ... pas / ne ... rien</i>)	Using qualifiers with adjectives			Pronunciation: distinguishing between <i>veux</i> and <i>vais</i>
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)					
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway					

Spring Term

Pearson Dynamo 3 Course - Module 2 (Projets d'avenir - Future Plans) Pearson Dynamo 3 Course - Module 4 (Le meilleur des mondes- The Natural World)						
Topic/Unit	<i>Qu'est-ce que tu vas faire à l'avenir? - Future Plans</i>	<i>Point de départ</i>	<i>Est-ce que tu manges de la viande?</i>	<i>Action pour la nature!</i>	<i>Mission écolo!</i>	<i>Je voudrais changer le monde</i>
Knowledge (Content covered)	Talking about what you are going to do in the future Using the near future tense	Talking about food Describing a photo	Discussing eating habits Using <i>ne ... pas</i> and <i>ne ... jamais</i>	Talking about animals and the natural world Using <i>il faut</i> + infinitive	Talking about helping the environment Using the perfect tense	Talking about what you would like to do Using <i>je voudrais</i> + infinitive
Skills	Substituting language Listening for negatives and future time expressions G: The near future tense Spotting negative verbs in reading texts	G: The partitive article (<i>du, de la, de l', des</i>) Translating the present tense into French	Listening what people do and don't eat and identifying the French equivalents for the English phrases given. Listening to whether people are for or against veganism and noting their answers and reasons. Pupils discuss whether they are for or against	Reading skills: using context, pictures and logic to work out the meaning of unknown vocabulary Translating into English (the definite article) G: Using <i>il faut</i> + infinitive <i>pour</i> + infinitive	Using <i>on</i> to mean 'we' G: The perfect tense Using the present and perfect tenses together Using <i>le/la/les</i> and <i>du/de la/des</i> Listening to and reading an interview about environmental problems and actions and answering comprehension	G: Using <i>je voudrais</i> + infinitive Using <i>est-ce que</i> to change a statement into a question Listening and noting in English what each person would like to do to help the environment and identifying the reason. Asking and answering questions about actions to help the

			veganism, using the reasons and expressions given.		questions in English. Taking part in a conversation about actions done to help the environment, using picture prompts for ideas.	environment, giving reasons. Reading sentences about environmental activities that people would like to do and completing the sentences with the correct infinitives. Reading an article about protecting the planet and noting in English actions in the past, present and future. Pupils write a paragraph about their own past, present and future actions to protect the planet.
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)					
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway					

Summer Term

Pearson Dynamo 3 Course - Module 5 (Le monde francophone - The French-Speaking World)			
Topic/Unit	<i>Le monde francophone</i> (French-speaking world)	<i>Le monde francophone</i> (French-speaking world) Research project	<i>Enrichment film project - Les Choristes</i>
Knowledge (Content covered)	Using a range of articles Discussing where you would like to go Widening knowledge of the French-speaking world	Students pick a French-speaking country/area to research and present to the group.	Watching an authentic French film
Skills	Spotting alternative words (synonyms) G: Indefinite and definite articles	Research skills. Writing and presenting in French and English.	Listening skills Summarising in French Revision of personality

	G: Definite articles with <i>à</i> and <i>de</i> (partitive articles)		adjectives and school vocabulary Using the near future to make predictions of the film Using opinion phrases to write a film review
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)		
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway		