



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### Departmental Schemes of Work

**Curriculum Intent:** “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

### KS4 French – Year 9



**Year 9 French Scheme of Work Overview**

<b>Sequencing of topics</b>	Autumn term 1: Me, my family and friends Autumn term 2: Technology in everyday life Spring term 1: Free time activities	Spring term 2: Customs and festivals in French-speaking countries Summer term 1: Home, town, neighbourhood and region Summer term 2: Home, town, neighbourhood and region
<b>Calendared assessments</b>	Autumn 1 – writing assessment (foundation Q1-3) [ <i>Module 1</i> ] <b>class-based</b> Autumn 2 – reading assessment (foundation & higher) [ <i>Module 1 &amp; 2</i> ] <b>whole school assessment week</b> Spring 1 – speaking assessment (foundation & higher) [ <i>Module 1 – 3</i> ] <b>class based</b> Spring 2 – listening assessment (foundation & higher) [ <i>Module 1 – 4</i> ] <b>class based</b> Summer 2 – listening, speaking, reading, writing assessments (foundation & higher) [ <i>Module 1-5</i> ] <b>whole school assessment week</b>	
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><b>SJW Values:</b> Curious and active – study and application of grammar allows students to use the language more freely. Generous and grateful – regular opportunities for reflection following marking and assessments, as well as self and peer assessment of class tasks. Eloquent and truthful – expressing ideas and views on a range of topics, using a variety of vocabulary and structures. Faith-filled and hopeful – students are taught language and grammar that allows them to access the highest mark bands relevant to all four assessed skills. Attentive and discerning – noticing patterns in language and applying them in different contexts. Intentional and prophetic – participation in spoken tasks and demonstrating their application of learning in spoken contexts.</p> <p><b>Cross curricular:</b> Grammatical terminology seen and used in English is reproduced to foster links between the two languages.</p> <p><b>SMSCV:</b> <i>Spiritual development</i> – opportunities to reflect on religious beliefs and practices in the Francophone world through studies of festivals and celebrations; encourage students to reflect on aspects of their lives, and the universality of human experience, particularly with reference to teenagers. <i>Moral development</i> – students encouraged to dismiss stereotypes and reflect more on what brings people together rather than separating them <i>Social development</i> – students need to show humility and compassion when working with others; students work to help each other learn and complete tasks such as dialogues; regular opportunities to develop communication and listening skills. <i>Cultural development</i> – students encouraged to reflect upon aspects of their own and other cultural environments; opportunities to work with authentic materials where appropriate, recognise cultural attitudes and expressed in the language and learn the use of social conventions and identify with the experiences and perspectives of people of these countries. <i>Vocational development</i> – students encouraged to link the value of language learning with real-life situations/future career prospects through the topics taught and forging links with learning from other subjects where possible.</p> <p><b>Cultural capital:</b> Links are made to local cultural environments where applicable, often looking at the etymology of vocabulary. Students are encouraged to expose themselves to the language outside of the classroom, via watching age appropriate French films or TV series, listening to French music artists, reading French language books. It is also encouraged that students read books that they know well in translation to support their understanding of the language that is written e.g. if a student has read the Harry Potter series in English, proceeding to read them in French will offer them the opportunity to focus on the language used as they already know the plot and can identify the key language and structures depicting specific events in the story.</p> <p><b>T&amp;L priorities:</b> Literacy is foremost in written and spoken work, ensuring all students (including native speakers) use and recognise the language and structures they will see/hear in formal situations using standard French. Higher ability students are continually challenged to apply their knowledge independently and in new contexts, where appropriate, to fully embed their knowledge and understanding of the vocabulary and grammar of French.</p>	
<b>Progression model</b>	<p align="center">What <b>knowledge</b> will pupils develop? (<i>Including key terminology</i>)</p> <p>Vocabulary Verb paradigms Tenses High frequency vocabulary High frequency structures Connectives (simple and complex) Complex structures (if clauses, subjunctive phrases)</p>	<p align="center">What <b>skills</b> will pupils develop? (<i>Including literacy &amp; Numeracy</i>)</p> <p>Reading and listening to (increasingly longer) passages in target language Pronunciation in target language Similarities and differences between languages and cultures Cognates and near-cognates Differences in word order Question formation Adjective agreement</p>
<b>Development homework</b>	Vocabulary lists issued at the start of each topic, weekly vocab tests to encourage retention and recall. Development homework on school website with an onus on listening in the tasks set, using online resources that allow students to listen to authentic audio and process the language through a range of tasks available alongside (TeachVid/youtube etc.)	