

# Year 9

## Scheme of Learning 2025 - 2026

# French

**Subject leader: N Rubio-Gavilán**

Topic overview for Year 9					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b><u>School Pt. 1</u></b>	<b><u>School Pt. 2</u></b>	<b><u>My town Pt. 1</u></b>	<b><u>My town Pt. 2</u></b>	<b><u>Family and Friends Pt. 1</u></b>	<b><u>Family and Friends Pt. 2</u></b>
1. School life - What my school is like - My school day - School uniform  2. School subjects - Giving opinions  3. School rules - Describing school rules - Giving opinions about rules	4. Primary school - Talking about your childhood - Using the imperfect tense  5. Using languages - What languages you speak and study - The importance of languages - Using negative structures	6. Where I live - Describing where you live - Describing your house - The pros and cons of where you live  7. Future plans - Where are you going to live - Describing your dream house - Using the near future tense / simple future tense	8. A trip to Paris - Describing Paris - Talking about a future trip to Paris  9. Shopping - Types of shops - Shopping habits	10. What my family is like - Physical description - Personality - Relationships – giving opinions  11. Friendship - What makes a good friend - Revision of descriptions  12. How I spend my weekend - Using the present and past tense together	13. Role models - Talking about who you follow - Talking about who is a good role model and why  14. Celebrations - Talking about what you celebrate - A celebration in the past - A celebration in the future
<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>	<b>Vital prerequisites</b>
- School subjects (year 7) - Numbers (year 7)	- Knowledge of countries (Year 8)	- Vocabulary related to home and town (Year 7)	- Preterite tense	- Family vocabulary (Year 7)	- Opinion phrases (ongoing)

<ul style="list-style-type: none"> <li>- Colours (Year 7)</li> <li>- Opinion phrases (KS3)</li> <li>- Knowledge of infinitives</li> </ul>	<ul style="list-style-type: none"> <li>- Transport vocabulary (Year 8)</li> </ul>	<ul style="list-style-type: none"> <li>- Near future tense</li> </ul>	<ul style="list-style-type: none"> <li>- Opinion phrases (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>- Physical appearance (Year 7)</li> <li>- Personality (Year 7)</li> <li>- Past and present tense (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>- Personality (Year 7 and ongoing)</li> <li>- Celebration vocabulary (Year 8)</li> </ul>
<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
Offers an introduction to the GCSE course with a topic that is familiar from KS3. Allows students to develop more complex vocabulary by building upon vocabulary from a topic which is already familiar. This provides a good bridging topic from KS3 into KS4.	Continues coverage of the school topic for GCSE course and builds in complexity of the imperfect verb tense. Students will not have seen this before. Other elements of complexity are added in with more complex negative structures.	Vocabulary related to the topic of town has not been seen since Year 7, allowing for re-visiting of the basics. This can then be built upon to take the level of vocabulary up from KS3 to what is required for the new GCSE. There is a further chance to embed the simple future tense seen in Term 1.	Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book. This term will also cover a big cultural aspect, looking at Paris in France and will provide an opportunity to look at French culture. It will also introduce the role play element of the speaking exam; a key task in the speaking exam.	Vocabulary related to the topic of family has not been seen since Year 7, allowing for re-visiting of the basics. This can then be built upon to take the level of vocabulary up from KS3 to what is required for the new GCSE.	Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book. This topic will allow students to combine the following elements from throughout the year to ensure that these have been mastered: <ul style="list-style-type: none"> <li>- Present, past and future tense</li> <li>- Giving complex opinions</li> <li>- Justifying opinions</li> </ul>

## Term 1: Holidays

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 1: What is my school like?</b>				
What is your school like?  <i>C'est comment, ton collège?</i>	To be able to use 'il y a and 'il n'y a pas de'  To give descriptions using 'c'est'	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>	Term 1 MFL KO	Spiritual: Reflection on the school experience and sense of belonging
What is my school day like?  <i>C'est comment, ta journée scolaire?</i>	To be able to use times  To be able to talk about your daily routine	The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why	Term 1 MFL KO	Social and moral: discussion of responsibilities Cultural: comparison with school in French speaking countries
What do you wear at school?  <i>Qu'est-ce que tu portes au collège?</i>	To be able to describe your school uniform.  To be able to agree adjectives.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	Cultural: comparison with school in French speaking countries
<b>Topic 2: School subjects</b>				
What is your favourite subject?	To revise giving opinions.	Ongoing use of low stakes assessment methods such as	Term 1 MFL KO	Spiritual: reflect and express preferences

<i>Quelle est ta matière préférée?</i>		- MWBs to drill vocabulary and check for understanding.		
Why? <i>Pourquoi?</i>	To give complex justifications to opinions.	- Questioning  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	BV and social: respect other pinions
<b>Mid Term Assessment</b>	Writing Assessment: Translation into French to assess vocabulary learnt this term. Photo description task. (4 sentences into French)			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 3: School rules</b>				
What are the rules in your school? <i>Quelles sont les règles dans ton collège?</i>	To talk about school rules - To use il faut - To use infinitive structures	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 1 MFL KO	BV: Rule of law and democracy expression views
What do you think of school rules? <i>Qu'est-ce que tu penses du règlement scolaire?</i>	To give complex opinions about school rules	Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	Moral and social: evaluate rules and discuss respectfully BV: mutual respect
What are your teachers like? <i>Tes profs sont comment?</i>	To describe school teachers - Use adjectival agreement rules		Term 1 MFL KO	Social: respectful attitudes towards others

### Term 2: School Pt. 2

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
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#### Topic 4: Primary School

<p>What were you like at primary school?</p> <p>Tu étais comment, a à l'école primaire?</p>	<p>To be able to talk about yourself in primary school</p> <ul style="list-style-type: none"> <li>- Use of the imperfect</li> </ul>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p>	Term 2 MFL KO	Spiritual: Reflection on personal growth and development.
<p>What was your life like at primary school?</p> <p>C'était comment, ta vie à l'école primaire?</p>	<p>To be able to talk about primary school</p> <ul style="list-style-type: none"> <li>- To be able to use 'hay que'</li> </ul>	<ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul>	Term 2 MFL KO	<p>Cultural: compare to school in French speaking countries</p> <p>Spiritual: reflection on past experiences</p>
<p>What were your teachers like?</p> <p>C'étaient comment, les profs?</p>	<p>To be able to describe teachers from primary school</p> <ul style="list-style-type: none"> <li>- To be able to use superlative structures</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	Term 2 MFL KO	Social: respectful evaluation of others
<b>Mid Term Assessment</b>	<p><b>Listening</b></p> <p><b>Writing Assessment: Write 40-50 words on school.</b></p> <ul style="list-style-type: none"> <li>- Description of your school</li> <li>- Your opinion on your subjects with reasons.</li> <li>- What your primary school was like</li> </ul>			
<b>PIT</b>	<b>Students to work on EBI provided from Mid Term Assessment</b>			
<b>Topic 5: Using languages</b>				
<p>What languages do you speak?</p> <p>Quelles langues parles-tu?</p>	<p>To be able to talk about the languages you speak and are studying.</p> <ul style="list-style-type: none"> <li>- Using <i>depuis</i></li> <li>- Using negatives</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	Term 2 MFL KO	Cultural: promotes the appreciation of linguistic diversity

What do you think of languages? <i>Qu'est-ce que tu penses des langues?</i>	To be able to give opinions about speaking languages	Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>		BV: express different opinions
How are you going to use languages in the future? <i>Comment vas-tu utiliser les langues à l'avenir?</i>	To be able to talk about future plans with languages - To be able to use the near future tense		Term 2 MFL KO	Spiritual: aspirations and future plans
<b>Term 3: My Town</b>				
<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
<b>Topic 6: Where I live</b>				
Where do you live? <i>Où habites-tu?</i>	To be able to describe where you live - Use of <i>depuis</i> - Using compass points - Giving opinions - The pronoun 'y'	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>  The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why	Term 3 MFL KO	Spiritual and Social: explore identity
What is your town? <i>C'est comment, ta ville?</i>	To be able to describe your town - Using 'il y a' and 'il n'y a pas de'		Term 3 MFL KO	Moral: critical thinking
What are the disadvantages of your town? <i>Quels sont les inconvénients de ta ville?</i>	To be able to give pros and cons of your town - Using negatives			Moral: critical thinking
What did you do last week in your town?	To be able to use the past tense to talk about a trip in the past.		Ongoing use of low stakes assessment methods such as	Term 3 MFL KO

<i>Qu'est-ce que tu as fait le weekend dernier dans ta ville?</i>		MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>		
<b>Mid Term Assessment</b>	<p>Writing Assessment: 90 words</p> <ul style="list-style-type: none"> <li>- Where you live and what the area is like</li> <li>- The pros and cons of living in your area</li> <li>- Something you did last week</li> <li>- Where you would like to live in the future</li> </ul>			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 7: Where would you like to live in the future</b>				
<p>What would you like to live in the future?</p> <p><i>Où voudrais-tu habiter dans le futur?</i></p>	<p>To be able to talk about where you would like to live in the future</p> <ul style="list-style-type: none"> <li>- Using conditional tense</li> </ul>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	Term 3 MFL KO	<p>Spiritual; encourages ambition</p> <p>Cultural: discover interest for the wider world</p>
<p>What would your ideal home be like?</p> <p><i>Comment serait ta maison idéale?</i></p>	<p>To be able to use the conditional tense to talk about your perfect home</p> <ul style="list-style-type: none"> <li>- Position of adjectives</li> <li>- The conditional tense</li> </ul>			

### Term 4: My Town Pt. 2

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 8: A trip to Paris</b>				

<p>What is Paris like? <i>C'est comment Paris?</i></p>	<p>To know about Paris, France</p>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p>	<p>Term 4 KO</p>	<p>Cultural: Develops understanding of French culture and its landmarks</p>
<p>What are you going to do in Paris? <i>Qu'est-ce que tu vas faire à Paris?</i></p>	<p>To plan a trip to Paris - To use the near future tense</p>	<ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	<p>Term 4 KO</p>	<p>Social: planning and organisation</p>
<p><b>Mid Term Assessment</b></p>	<p>Reading assessment: Translation into English Writing Assessment: Describe a photo</p>			
<p><b>PIT</b></p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p><b>Topic 9: Shopping</b></p>				
<p>What do you buy? <i>Qu'est-ce que tu achètes?</i></p>	<p>To know items of clothing - to revise adjectival agreement - to use demonstrative adjectives</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	<p>Term 4 KO</p>	<p>Moral: considering ethical buying Cultural: understanding differences in shopping in different countries</p>

				PSHE: reflect on financial issues with shopping
Can I help you? <i>Je peux vous aider?</i>	To be able to talk about issues with clothes - To practise a shop based role play		Term 4 KO	Cultural: understand the cultural differences in a shop-based scenario BV: respect towards people working in retail
Where do you prefer to go shopping? <i>Où préfères-tu faire les magasins?</i>	To talk about shopping habits - To talk about how young people usually shop - To give opinions about different shops		Term 4 KO	Moral: considering ethical buying Cultural: understanding differences in shopping in different countries PSHE: reflect on financial issues with shopping

### Term 5: My family and Friends Pt. 1

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 10: What my family is like</b>				
Who is in your family? <i>Qui est dans ta famille?</i>	To revise family members	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>	Term 5 KO	Spiritual; reflection on identity BV: mutual respect

What is your family like? Pt 1 <i>C'est comment, ta famille? Pt. 1</i>	To be revise physical descriptions	The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why  Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 5 KO	BV: mutual respect Moral: developing respecting other people's appearance
What is your family like? Pt 2 <i>C'est comment, ta famille? Pt. 2</i>	To revise describing personality		Term 5 KO	BV: mutual respect Moral: developing empathy
Who do you get on with in your family? <i>Est-ce que tu t'entends bien avec ta famille?</i>	To be able to describe family relationships using reflexive verbs.		Term 5 KO	Moral and social: self-reflection, empathy and respect for others
<b>Topic 11: What do you do at the weekend with your family?</b>				
What do you do at the weekend with family? <i>Que fais-tu le week-end en famille?</i>	To talk about how you spend your weekend - Using reflexive verbs	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 5 KO	Spiritual: reflection on lifestyle
<b>Mid Term Assessment</b>	<b>Writing Assessment: 90 word writing</b> - What is your family like - Your opinion of your family with reasons - What you did last weekend - What you would like to do next weekend			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 12: Friendship</b>				
What is your best friend like?	To describe your best friend	Ongoing use of low stakes assessment methods such as	Term 5 KO	Social: explores friendship values

<i>C'est comment, ton meilleur copain?</i>		MWBs to drill vocabulary and check for understanding.		
What makes a good friend? <i>C'est quoi, un bon ami?</i>	To be able to talk about qualities of good friendships	Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 5 KO	

### Term 6: My family and friends Pt. 2

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 13: Role Models</b>				
Who do you admire? <i>Qui est-ce que tu admires?</i>	To be able to talk about a role model <ul style="list-style-type: none"> <li>- To describe who you admire</li> <li>- To say what they do</li> </ul>	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>	Term 6 KO	Spiritual: reflection on aspirations
What makes a good role model? <i>C'est quoi, un bon modèle?</i>	To be able to discuss what makes a good role model.	The different type of questions are: <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 6 KO	Moral; understanding ethical behaviour

		Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>		
<b>Topic 14: Family celebrations</b>				
What do you celebrate? <i>Qu'est-ce que tu fêtes en famille?</i>	To be able to describe different occasions that you celebrate.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 6 KO	Cultural: appreciation of different traditions and experiences
What do you normally do for your birthday? <i>Que fais-tu normalement pour fêter ton anniversaire?</i>	To be able to talk about how you normally celebrate a birthday		Term 6 KO	BV: mutual respect and tolerance
How did you celebrate last year? <i>Comment est-ce que tu as fêté l'année dernière?</i>	To be able to describe a past birthday.		Term 6 KO	Cultural: appreciation of different traditions and experiences BV: mutual respect and tolerance
What are you going to do next year? <i>Qu'est-ce que tu vas faire l'année prochaine?</i>	To be able to describe a future birthday.		Term 6 KO	Cultural: appreciation of different traditions and experiences BV: mutual respect and tolerance