

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Modern Foreign Languages

Year 9

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

Topic/Unit	Point de départ! - Holidays in the present tense	<i>Qu'est-ce que tu as visité?</i> - Holiday locations in the past tense	<i>Qu'est-ce que tu as fait pendant les vacances?</i> - Holiday activities in the past tense	<i>Qu'est-ce que tu as fait?</i> - (Listening and Reading Skills)	<i>Tu es allé(e) où?</i> - (Speaking Skills)
Knowledge (Content covered)	<ul style="list-style-type: none"> • Talking about school holidays • Using the verbs <i>avoir</i> and <i>être</i> 	<ul style="list-style-type: none"> • Saying what you visited and what it was like • Using the perfect tense of <i>visiter</i> 	<ul style="list-style-type: none"> • Saying what you did during the holidays • Using the perfect tense of regular <i>-er</i> verbs 	<ul style="list-style-type: none"> • Understanding the perfect tense of irregular verbs • Listening and reading for negatives in the perfect tense 	<ul style="list-style-type: none"> • Taking part in an interview about a special holiday • Using the perfect tense of <i>aller</i> (to go)
Skills	<ul style="list-style-type: none"> • Pupils understand and talk about how much school 	<ul style="list-style-type: none"> • Pupils learn to understand and use the phrase <i>j'ai</i> 	<ul style="list-style-type: none"> • Pupils understand and use a set of <i>-er</i> verbs in the 	<ul style="list-style-type: none"> • Pupils understand and use a short set of common 	<ul style="list-style-type: none"> • Pupils understand and produce dialogues about where,

	<p>holiday they have</p> <ul style="list-style-type: none"> • Pupils talk about where they are on holiday • Pupils refresh their knowledge of the verbs <i>avoir</i> and <i>être</i> • Pupils use opinion adjectives and qualifiers to talk about their holiday • Pupils learn about liaisons in French pronunciation 	<p><i>visité</i> with different attractions in a city</p> <ul style="list-style-type: none"> • Pupils learn a simple 1-2-3 rule for forming the perfect tense • Pupils recap how to pronounce <i>ai</i> and <i>é</i> sounds • Pupils listen/read and understand accounts of a visit to Geneva • Pupils produce a dialogue based on a visit to Geneva • Pupils write a short account of a visit using sequencers and qualifiers 	<p>perfect tense with <i>avoir</i></p> <ul style="list-style-type: none"> • Pupils ask and respond to the question <i>Qu'est-ce que tu as fait pendant tes vacances?</i> • Pupils read/listen and decode a song in the perfect tense about activities with friends on different days of the week • Pupils understand that <i>on</i> can mean 'we' 	<p>irregular verbs in the perfect tense</p> <ul style="list-style-type: none"> • Pupils identify and use sequencers in an account of a day out • Pupils understand <i>ne ... pas</i> with the perfect tense for saying what someone didn't do • Pupils start to use TRAPS strategy (P = positive or negative) to recognise when verbs are used in the negative form 	<p>who with and how they travelled on holiday</p> <ul style="list-style-type: none"> • Pupils understand and use <i>aller</i> with <i>être</i> in the perfect tense
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<p>Assessment</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>
<p>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

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Spring Term

Topic/Unit	TV & Celebrities	The Internet & Social Media	Cinema Invitations	Hobbies	Shopping	Speaking Skills
Knowledge (Content covered)	<ul style="list-style-type: none"> • Talking about TV programmes, actors and actresses • Using adjective agreement 	<ul style="list-style-type: none"> • Talking about digital technology • Forming and answering questions 	<ul style="list-style-type: none"> • Arranging to go to the cinema • Using the 24-hour clock 	<ul style="list-style-type: none"> • Talking about leisure activities • Using negatives 	(Listening and Reading Skills) <ul style="list-style-type: none"> • Spotting synonyms when listening and reading • Spotting verbs in the perfect tense in a song 	<ul style="list-style-type: none"> • Creating a chat show interview • Asking and answering questions in two tenses

Skills	<ul style="list-style-type: none"> • Pupils listen, read and discuss TV programmes, including verbs of opinion • Pupils remember that cognates are pronounced differently in French • Pupils understand and write their opinions of celebrities, giving reasons • Pupils use personal 	<ul style="list-style-type: none"> • Pupils understand and do a survey on TV viewing habits • Pupils ask questions using a range of question words • Pupils read/listen and understand extracts on music and gaming habits, including adverbs of frequency • Pupils write a text on 	<ul style="list-style-type: none"> • Pupils learn vocabulary for different types of film • Pupils understand and a conversation agreeing to go to the cinema • Pupils recognise phrases in the near future tense 	<ul style="list-style-type: none"> • Pupils read/listen and understand extracts about what teenagers in French-speaking Africa do in their free time • Pupils listen and understand phrases in the negative • Pupils translate negative phrases into French with support • Pupils talk about their free time 	<ul style="list-style-type: none"> • Pupils read/listen to extracts and demonstrate understanding of synonyms • Pupils use TRAPS strategy (A = alternative words) • Pupils read/listen to a rap about a shopping trip, spotting synonyms • Pupils find verbs in the perfect 	<ul style="list-style-type: none"> • Pupils match statements to questions • Pupils determine whether statements are about the past or present • Pupils use spoken prompts to talk about leisure activities normally and recently

	ity adjectiv es in the masculi ne and feminine singular form	their music and gaming habits	<ul style="list-style-type: none"> • Pupils understand and give times in the 24-hour clock • Pupils create their own dialogue arranging to go to the cinema 	including what they don't do <ul style="list-style-type: none"> • Pupils complete a photo description of young people in French-speaking Africa with mobile devices • Pupils understand possessive adjectives <i>son/sa/ses</i> • Pupils describe a photo of young people with mobile devices 	tense in the rap <ul style="list-style-type: none"> • Pupils write an account of a shopping trip in the perfect tense 	
Assessment	Formative: -	Formative: -	Formative: -	Formative: -	Formative: -	Formative: -

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Summer Term

Topic/Unit	Local Area & Weather	Describing your region	Sport in your town	<i>Sports</i>	Opinions	Directions
Knowledge (Content covered)	Talking about where you live Describing the weather	Describing where you live Using <i>pouvoir</i> + infinitive	<ul style="list-style-type: none"> Talking about sports Using <i>jouer à</i> and <i>faire de</i> 	<ul style="list-style-type: none"> Talking about sports Using <i>jouer à</i> and <i>faire de</i> 	<ul style="list-style-type: none"> Giving opinions about sports Using the comparative 	<ul style="list-style-type: none"> Asking the way and giving directions Using the <i>vous</i> form of the imperative
Skills	<ul style="list-style-type: none"> Pupils listen/read and understand 	<ul style="list-style-type: none"> Pupils read/listen and understand 	<ul style="list-style-type: none"> Pupils read/listen and understand 	<ul style="list-style-type: none"> Pupils read/listen and understand 	<ul style="list-style-type: none"> Pupils listen/read/speak to 	<ul style="list-style-type: none"> Pupils listen and ask about

	<p>d extracts about location, weather and opinions of places in summer and winter</p> <ul style="list-style-type: none"> • Pupils pronounce weather expressions correctly with silent letters at the end of words • Pupil write a short text about where they live, what it's like and the weather in summer and winter 	<p>and extracts about what you can do in the local area and what it is like</p> <ul style="list-style-type: none"> • Pupils ask and answer questions about what you can do in the local area and what it is like • Pupils understand the conjugation of the verb <i>pouvoir</i> and its use with an 	<p>and extracts about what sports people can do in their local area</p> <ul style="list-style-type: none"> • Pupils speak about what sports they can do in their area using prompts • Pupils read and understand adverbs of frequency in texts about sportin g 	<p>nd extracts about what sports people can do in their local area</p> <ul style="list-style-type: none"> • Pupils speak about what sports they can do in their area using prompts • Pupils read and understand adverbs of frequency in texts about sporting activities 	<p>conduct a survey on opinions of different sports</p> <ul style="list-style-type: none"> • Pupils read/listen to understand extracts comparing different sports, including comparatives • Pupils write sentences comparing different sports with support • Pupils speak about their opinions, compari 	<p>destinat ions in the Olympic village</p> <ul style="list-style-type: none"> • Pupils use <i>à</i> with the definite article correctly • Pupils listen/read and understand extracts containing simple directions • Pupils create dialogues containing simple directions in the Olympic village
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		<p>infinitive</p> <ul style="list-style-type: none"> Pupils do a piece of writing about their local area (what you can do and what it is like) 	activities		ng different sports	
Assessment	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>

