SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	**French**	**YEAR GROUP:**	**Year 9 Girls**
SUBJECT INTENT:	**In Year 9, students continue to develop their French language skills through the transition from KS3 towards GCSE-style learning. Students consolidate and extend their knowledge of key grammatical structures, including a wider range of tenses, opinions, justifications and more complex sentence structures. They develop confidence across all four language skills: listening, speaking, reading and writing, while increasing their ability to communicate about personal experiences, future aspirations, culture and global issues. Students begin to work with more challenging authentic materials and develop the independence and linguistic accuracy required for GCSE study.**		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	My World (Dynamo 3 Vert – Foundation)	Students talk about their interests, likes and dislikes, extra-school activities, friendships and personal celebrations. They describe birthday celebrations using the past tense and discuss clothing choices. Students develop their ability to give opinions and extend responses.	• Likes and dislikes • Hobbies and activities • Describing people and relationships • Celebrations and personal experiences • Clothes and descriptions • Giving opinions and reasons	Students begin Year 9 by consolidating familiar KS3 vocabulary while developing longer and more complex responses. They revisit key grammar from previous years and prepare for GCSE-style communication.
	Future Project (Dynamo 3 Vert – Foundation)	Students discuss money, jobs, future ambitions and career aspirations. They describe future plans, previous experiences and different ways of earning money. Students revise and extend use of key grammatical structures.	• Careers and ambitions • Future plans • Personal goals • Money and responsibilities • Present, past and future time frames.	Students expand their ability to move between different time frames and begin combining tenses in preparation for GCSE expectations.

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	Grammar Development		• Present tense verbs • Aimer + noun/infinitive • Être and avoir • Perfect tense • Reflexive verbs • Near future tense • Vouloir + infinitive • Negatives (ne…pas) • Using two tenses together	Students build grammatical confidence by moving from single tense sentences to more complex structures combining different time frames.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Leisure Activities (Dynamo 3 Rouge – Higher)	Students explore entertainment, including television programmes, music, films and reading preferences. They discuss different genres and express detailed opinions about cultural activities.	• Television and media • Music and cinema • Reading preferences • Cultural activities • Giving and justifying opinions • Comparing preferences.	Students move towards higher-level GCSE preparation by developing more detailed responses and using a wider range of vocabulary and structures.
	Grammar Development	Students revise and extend understanding of different tenses and sentence structures.	• Perfect, imperfect and near future tenses	Students develop greater accuracy and fluency by manipulating language across different time frames and using more sophisticated grammar.

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			• Direct object pronouns • Comparatives • Asking and answering questions in different tenses • Combining present and imperfect	

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Food, Animals and the Environment (Dynamo 3 Rouge – Higher)	Students discuss food, eating habits, animals, the natural world and environmental issues. They explore sustainability, plastic pollution and ways to protect the planet. Students express hopes, wishes and future actions.	• Food and healthy lifestyles • Eating habits • Animals and nature • Environmental challenges • Sustainability • Expressing opinions and solutions • Global issues	Students finish Year 9 by developing the ability to discuss wider global issues and prepare for GCSE themes such as lifestyle, environment and social responsibility.
	Grammar Development	Students consolidate a wide range of grammar needed for GCSE transition.	• Present tense (ER/RE/IR verbs and irregular verbs) • Perfect and imperfect and near future tenses • Conditional structures (j'aimerais, je voudrais) • Superlatives • Negatives	Students consolidate grammar from KS3 and develop confidence using multiple tenses, complex opinions and extended responses. This prepares students for GCSE study in Year 10.

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			• Pronouns (me, te, se)	