

Unit Overview: Y9 French – Environment								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	12
<p>Key Focus for Unit:</p> <p><i>What is the key knowledge being delivered?</i></p> <p><i>What is the intent of this unit?</i></p>								
<ol style="list-style-type: none"> 1. Talking about environmental problems. 2. Talking about solutions. 3. Problems in society. 4. Contributing to society. 5. Volunteering and charity work. 6. Talking festivals and music events. 								
<p>Key Knowledge and Big Ideas:</p> <p><i>What Powerful Knowledge and Big Ideas are explored in this Unit?</i></p> <p><i>How have these progressed from previous learning? What gaps in knowledge have you identified from baselining and how are they being closed?</i></p>								
<ol style="list-style-type: none"> 1. The Big Idea for Spring 2 is International & Global dimension, and the key focus is on describing environmental and social issues. This will include how to talk about environmental problems and solutions, problems in society, volunteering and charity work and festivals and music events. 2. Environment is a new topic, but key structures and verbs such as ‘there is’ will be revisited. 3. Other key language and grammar points are also revisited, including giving opinions and justifications, using 1st and 3rd person to describe yourself and others, and using examples of different tenses. 4. Common misconceptions identified from Year 8, such as using the infinitive after opinion phrases, adjective agreement and using different tenses, are addressed through consistent practice, hinge questions and low-stakes retrieval practice quizzing. 5. Students are also supported to write at greater length and continue to extend their sentences. 								
<p>Unit Assessment:</p> <p><i>How will this unit be assessed?</i></p> <p><i>What is the frequency of assessments – baselines etc?</i></p>								
<ol style="list-style-type: none"> 1. Formative assessment through: <ul style="list-style-type: none"> - Retrieval practice quizzing (Do Now) - Questioning - MS Forms quizzes (Homework) - Marking in books (extended writing tasks) 2. Summative (End of unit) assessment at the end of the half term <ul style="list-style-type: none"> - Multiple choice quiz <ol style="list-style-type: none"> (a) Students will be assessed on vocabulary on the topic of Environment (environmental problems, solutions, problems in society, volunteering and charity work and festivals/music events) (b) They will also be assessed on key Grammar concepts (adjective agreement, word order, singular/plural, giving opinions, examples of different tenses) - Extended Writing task on the topic of Environment (describing the environmental and social problems in the world, offering solutions and discussing volunteering) 								
Assessment Criteria:								

- Recall at least 8 environmental problems
- Recall at least 8 adjectives
- Use key phrases to describe what worries you/what is important to you
- Give justified opinions with reasons
- Use connectives such as but, also and however to link sentences
- Identify and use examples of present tense in 1st and 3rd person
- Identify and use examples of the past tense in the 1st and 3rd person

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none"> - How to write 50-60 words describing the environment, social issues and volunteering - Using 2 tenses - How to translate into English and into TL - How to read and listen for gist - How to use cognates and context - How to describe a photo - How to form and answer questions 	<p>Tier 1: Il y a La faim La pollution Les déchets La sécheresse Le monde Les embouteillages Un magasin caritatif</p> <p>Tier 2 : Ce qui m'inquiète Le plus important Faire le maximum Il faut Si je réussis Si je pouvais Si j'étais riche</p>	<ol style="list-style-type: none"> 1. Revision of key opinion phrases 2. Revision of adjectives 3. Revision of using modal verbs from the School topic (you must, you should, you can) followed by the infinitive
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<ul style="list-style-type: none"> - Communication skills - Public speaking - Literacy skills - Translation - Cultural capital 	<ol style="list-style-type: none"> 1. The next Y9 unit focuses on describing holidays. 2. Students will be prepared to continue to practise giving justified opinions and using accurate adjective agreement. 3. Students will also be able to use their knowledge of 1st/3rd person verbs to describe what they do on holiday. 4. Their growing understanding of using different tenses will support them to describe present, past and future holidays. 	