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Principal: Mrs C Stanyer

## Subject: FRENCH

## Year 9 Curriculum Map 2025 - 26

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 01/09 Students Return 02/09	<b>C'est quoi, une famille?</b> Students will learn: <ul style="list-style-type: none"> <li>To use the full range of possessive adjectives</li> <li>To examine a complex text containing a variety of possessive adjectives</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Apply the rules for using possessive adjectives</li> </ul> Apply a range of reading strategies to de-code a text about family life.	
08/09/2025	<b>Je m'entends bien avec ...</b> Students will learn: <ul style="list-style-type: none"> <li>A range of reflexive structures to describe relationships</li> <li>A range of adjectives of personality</li> <li>Identify whether someone has a positive or negative relationship with someone else</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Be able to say who they do and don't get on with</li> </ul> Use a range of adjectives to explain why they do or don't get on with someone	
15/09/2025	<b>Je m'entends bien avec ...</b> Students will learn: <ul style="list-style-type: none"> <li>A range of reflexive structures to describe relationships</li> <li>A range of adjectives of personality</li> <li>Identify whether someone has a positive or negative relationship with someone else</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Be able to say who they do and don't get on with</li> </ul> Use a range of adjectives to explain why they do or don't get on with someone	
22/09/2025	<b>Ados-parents. C'est la guerre ?</b> Students will learn: <ul style="list-style-type: none"> <li>To examine positive and negative relationships between parents and teenagers</li> <li>To identify more reflexive structures</li> <li>To identify modal verb structures (<i>je peux / je dois + infinitive</i>)</li> </ul> Students will be expected to:           Describe relationships with parents/carers, applying a range of reflexive and modal structures	
29/09/2025	<b>Ados-parents. C'est la guerre ?</b> Students will learn: <ul style="list-style-type: none"> <li>To examine positive and negative relationships between parents and teenagers</li> <li>To identify more reflexive structures</li> </ul>	

Ormiston Meridian Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



	<ul style="list-style-type: none"> <li>To identify modal verb structures (<i>je peux / je dois + infinitive</i>)</li> </ul> <p>Students will be expected to: Describe relationships with parents/carers, applying a range of reflexive and modal structures</p>	
06/10/2025	<p><b>Ados + pressions = problèmes?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>Identify a range of pressures felt by young people</li> <li>Examine a range of texts about pressures felt by young people</li> <li>Identify the 'tu' form of verbs in the imperative</li> </ul> <p>Students will be expected to: Apply reading strategies to work out unfamiliar language</p>	
13/10/2025	<b>LCP 1 – Family and Relationships</b>	
20/10/2025	<p><b>Alors, c'est quoi de neuf ?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To identify the features of a smartphone</li> <li>To identify a range of adjectives to describe devices</li> </ul> <p>Students will be expected to: Express and justify personal opinions on technology</p>	
October Half Term		
03/11/2025	<p><b>La technologie est partout</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>A range of structures to say what they use technology for</li> </ul> <p>Students will be expected to: State what they use different devices for</p>	
10/11/2025	<b>AR1 Revision</b> <b>AR1</b>	AR1
17/11/2025	<b>AR1 Critical Reflection Wave 1</b>	AR1
24/11/2025	<p><b>AR1 Critical Reflection Wave 2</b></p> <p><b>La technologie est partout</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>A range of structures to say what they use technology for</li> </ul> <p>Students will be expected to: State what they use different devices for</p>	
01/12/2025	<p><b>La technologie juste pour s'amuser ?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To use the construction <i>opinion verb + infinitive</i></li> <li>To use further structures using infinitives</li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Explain what they use technology for</li> <li>Explain how often they use technology and how much time they spend using it</li> </ul>	
08/12/2025	<p><b>La technologie juste pour s'amuser ?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To use the construction <i>opinion verb + infinitive</i></li> <li>To use further structures using infinitives</li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Explain what they use technology for</li> </ul>	

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15/12/2025	<b>LCP 1 – La Technologie</b>	
Christmas Break		
05/01/2026	<b>Les ados et les réseaux sociaux</b> Students will learn: <ul style="list-style-type: none"> <li>To identify impersonal structures</li> <li>To examine the dangers of social networking sites</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Produce advice on internet safety</li> </ul>	
12/01/2026	<b>Accro à la technologie</b> Students will learn: <ul style="list-style-type: none"> <li>To identify the pros and cons of new technology</li> <li>To apply structures to develop an argument</li> </ul> Students will be expected to: Produce a structured argument detailing the pros and cons of new technology	
19/01/2026	<b>Accro à la technologie</b> Students will learn: <ul style="list-style-type: none"> <li>To identify the pros and cons of new technology</li> <li>To apply structures to develop an argument</li> </ul> Students will be expected to: Produce a structured argument detailing the pros and cons of new technology	
26/01/2026	<b>Le meilleur gadget</b> Students will learn: <ul style="list-style-type: none"> <li>To identify and apply the rules for using <i>à + definite article</i></li> <li>To examine people's opinions about their favourite technology/devices</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Identify other people's opinions about technology</li> <li>Translate a text about people's preferences</li> </ul> <b>AR2 Revision</b>	
02/02/2026	<b>AR2</b>	AR2
09/02/2026	<b>AR2 CR Wave 1+2</b>	AR2
February Half Term		
23/02/2026	<b>Qu'est-ce que tu veux faire comme métier ?</b> Students will learn: <ul style="list-style-type: none"> <li>To identify a range of jobs</li> <li>To apply the construction <i>je veux + infinitive</i></li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Identify what other people want to do in the future for work</li> <li>State what they want to do for work in the future and explain why</li> </ul>	
02/03/2026	<b>Qu'est-ce que tu vas faire?</b> Students will learn: <ul style="list-style-type: none"> <li>To identify a range of infinitives</li> <li>To apply the paradigm for <i>aller</i> in the present tense</li> <li>To form the <i>futur proche</i></li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Identify what other people are <i>going to</i> do in the future</li> </ul> Apply the rules for forming the <i>futur proche</i> to state what they are <i>going to</i> do in the future	

09/03/2026	<p><b>Qu'est-ce que tu vas faire?</b></p> <p><b>Qu'est-ce que tu feras à l'avenir ?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To conjugate key verbs in the <i>futur simple</i></li> <li>To identify the <i>futur simple</i> in a text</li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Identify what other people <i>will</i> do in the future</li> </ul> <p>Apply the rules for forming the <i>futur simple</i> to state what they <i>will</i> do in the future</p>	
16/03/2026	<p><b>Qu'est-ce que tu feras à l'avenir ?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To conjugate key verbs in the <i>futur simple</i></li> <li>To identify the <i>futur simple</i> in a text</li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Identify what other people <i>will</i> do in the future</li> </ul> <p>Apply the rules for forming the <i>futur simple</i> to state what they <i>will</i> do in the future</p>	
23/03/2026	<b>LCP 3 – Future Plans</b>	
Easter Break		
13/04/2026	<p><b>Est-ce que tu manges de la viande ?</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To identify the advantages and disadvantages of our eating habits</li> <li>To use the negations '<i>ne ... pas</i>' and '<i>ne ... jamais</i>'</li> </ul> <p>Students will be expected to:</p> <p>Explain whether or not they eat meat and the advantages and disadvantages of people's eating habits</p>	
20/04/2026	<p><b>Action pour la nature</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>To identify facts about wild animals</li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Create short statements about endangered species</li> </ul> <p>Show they understand key details from what others say about endangered species</p>	
27/04/2026	<p><b>Action pour la nature</b></p> <p><b>Il faut protéger des animaux</b></p> <p>Students will learn</p> <ul style="list-style-type: none"> <li>To use the construction <i>il faut + infinitive</i></li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Explain what we must do to protect wildlife</li> </ul>	
04/05/2026	<b>Il faut protéger des animaux</b>	
11/05/2026	<b>LCP 4 – L'Environnement</b>	
18/05/2026	<p><b>Mission anti-plastique</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>About the lifespan of a plastic bottle</li> <li>To identify and apply a range of phrases to say what we do to reduce plastic use</li> </ul> <p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>Identify key stages in how plastic is produced, used and disposed of</li> </ul> <p>Explain what they do currently to reduce use of plastics</p>	
May Half Term		



01/06/2026	<b>Mission anti-plastique</b>  <b>Mission écolo!</b> Students will learn: <ul style="list-style-type: none"> <li>To identify a range of phrases in the <i>passé composé</i> and present tenses relating to helping the environment.</li> <li>To identify whether a verb is in the <i>passé composé</i> or the present tense</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Identify what other people do and have done previously to help the environment</li> </ul> Apply two tenses to say what they do now and what they have done to help the environment	
08/06/2026	<b>Mission écolo!</b>	
15/06/2026	<b>AR2 Revision</b> <b>AR2 Assessment</b>	ROA
22/06/2026	<b>AR2 Critical Reflection Wave 1 - Reading</b>	ROA
29/06/2026	<b>AR2 Critical Reflection Wave 1 – Writing</b>  <b>AR2 Critical Reflection Wave 1 – Listening</b>	ROA
06/07/2026	<b>Quel pays voudrais-tu visiter ?</b> Students will learn: <ul style="list-style-type: none"> <li>To identify francophone countries around the world</li> <li>To identify cultural information about at least 4 francophone countries</li> <li>To apply the rules for using the definite and indefinite articles with the prepositions <i>à</i> and <i>de</i></li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Demonstrate the ability to use the prepositions <i>à</i> and <i>de</i> accurately</li> </ul> Explain which francophone country they would like to visit and why	
13/07/2026	<b>Quel pays voudrais-tu visiter ?</b> Students will learn: <ul style="list-style-type: none"> <li>To identify francophone countries around the world</li> <li>To identify cultural information about at least 4 francophone countries</li> <li>To apply the rules for using the definite and indefinite articles with the prepositions <i>à</i> and <i>de</i></li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Demonstrate the ability to use the prepositions <i>à</i> and <i>de</i> accurately</li> </ul> Explain which francophone country they would like to visit and why	
20/07/2026	<b>On va voir des choses extraordinaire !</b> Students will learn: <ul style="list-style-type: none"> <li>To identify a range of amazing places to visit in France</li> <li>To describe famous places to visit applying adjectival agreement</li> </ul> Students will be expected to: <ul style="list-style-type: none"> <li>Create sentences about places to visit in France, applying adjectival agreement accurately</li> </ul>	