

Year 8 French Curriculum Intent 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Ma Zone – Talking about where you live, types of houses, rooms in the house, understanding prepositions, using the conditional tense and describing a dream house</p>	<p>Ma ville – Describing places in a town, describing a dream/nightmare town, 'aller' with present tense, using 'on peut' + activities, asking for and giving directions</p>	<p>T'es branché(e) Talking about what you watch/dislike watching, using infinitive constructions, describing what time programmes are on, types of film, buying tickets to see a film, activities online</p>	<p>Perfect tense (in relation to previous topic for context) Use of er/ir/re verbs + common irregular verbs, identifying perfect tense in poetry, perfect tense with etre</p>	<p>La nourriture et des boissons Talking about breakfast food and drinks, lunch and dinner, la chandeleur, discussing healthy living, how to order at a restaurant and buy food</p>	<p>La mode Talking about different items of clothing + adjectival agreement, giving and justifying opinions, what you wear in different weathers, ideal outfit with conditional tense</p>
National Curriculum Knowledge & Understanding	<p>Grammar and vocabulary: Use accurate spelling, grammar and punctuation Develop and use wide-ranging, deepening vocabulary that goes beyond their immediate interests</p> <p>Linguistic competence: Transcribe words and short sentences that they hear with increasing accuracy Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p>	<p>Grammar and vocabulary: Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p> <p>Linguistic competence: Transcribe words and short sentences that they hear with increasing accuracy Listen to a variety of forms of spoken language to obtain information and respond appropriately</p>	<p>Linguistic competence: Express and develop ideas clearly and with increasing accuracy, orally</p> <p>Speak coherently and confidently with increasingly accurate pronunciation and intonation</p>	<p>Grammar and vocabulary: Use and manipulate a variety of key grammatical structures and patterns including voices, moods as appropriate</p> <p>Linguistic competence: Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>	<p>Linguistic competence: Read and show comprehension of original and adapted materials from a variety of different sources, understanding the purpose, important ideas and details</p>	<p>Linguistic competence: Initiate and develop conversations, coping with unfamiliar, language and expected responses, making use of important social conventions, for example formal modes of address</p>

Assessment	Translation task and vocabulary test	End of term assessment – all 4 skills	Peer assessed speaking	Translation and grammar assessment	Reading comprehension of authentic, unknown materials	End of year assessment – all 4 skills
Why this?	This topic broadens pupils' cultural understanding of French speaking countries & deepens their understanding of the concept of & using different tenses in their work.	Pupils are introduced to the concept of reflexive nouns & buildings in town. Within this topic, time phrases are reinforced & pupils are introduced to directions & prepositions.	Media plays such an important role in modern society & so it is imperative that pupils are able to discuss activities that are important to them & are able to recognise structures & vocabulary from a variety of topic areas.	Being able to recognise & use the past tense is a key skill that will rapidly develop pupils' abilities in language learning. This is also a pivotal skill in being able to access higher grades once they get to KS4.	This is an essential topic area for pupils to talk about healthy living & diet, shopping for food, eating out in cafés & restaurants as well as learning about cultural aspects of going out, speciality foods etc	This topic area uses questioning phrases & pupils are also reminded of the social differences in using the correct mode of address – vous, when talking to staff in various scenarios & being polite. It also expands their knowledge of adjectives & ensuring they agree with the nouns & are also in the correct place in the sentence.
Why now?	Pupils' have a year of French learning under their belt & are very adept at working in the present tense including time phrases, connectives, opinions & justification phrases as well as being able to talk about themselves as well as other people. This topic area expands upon their core knowledge of vocabulary & structures.	These are topic areas at KS4 & so we give pupils an introduction to these topics. All through KS3, pupils are continually building on their language learning skills & their core vocabulary & structures.	Pupils are able to expand their language skills so that they can talk about mood & feelings, rather than just opinions & they will be able to talk how other people feel as well as themselves.	This is a very difficult topic for pupils to grasp as it is so different from our literacy patterns in English. Studies have shown that grammar acquisition is 1 of the later skills that pupils develop so we wait until we are confident that they have both the literacy & language levels in which to tackle this topic. They will also be able to tackle all the skill areas required at KS4 by this point.	Pupils are secure in their knowledge of numbers & telling the time & this prior knowledge will help them transfer their skills to talking about quantities & prices. Their ability to use connectives, sequencing structures & opinions will also be used & expanded upon in this topic area as pupils justify food choices.	Pupils are secure in their knowledge of numbers & telling the time & this prior knowledge will help them transfer their skills to talking about quantities, sizes & prices & also reflects the knowledge they have acquired in the previous half term.

<p>Skills & Characteristics</p>	<p>Resilience Reading & listening to challenging texts and decoding meaning.</p> <p>Staying Positive- acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p>	<p>Collaboration - Group work and speaking and listening activities.</p> <p>Demonstrating leadership in group work tasks</p> <p>Questioning, feedback and role plays.</p> <p>Think, pair, share</p> <p>Communicating ideas effectively and succinctly with clarity of meaning. Also, extending sentences including connectives & opinion phrases.</p> <p>Communicating orally and in the written format in peer assessments.</p>	<p>Resilience Trying to grasp higher level concepts & understanding complicated grammar points.</p> <p>Reading & listening to challenging texts and decoding meaning.</p> <p>Staying Positive- acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p> <p>Creativity Pupils will develop their own writing style</p> <p>Producing written & spoken work using a variety of tenses, connectives & higher opinion phrases & not being afraid to make mistakes & try something new.</p>	<p>Resilience Reading & listening to challenging texts and decoding meaning.</p> <p>Staying Positive- acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p> <p>Creativity Pupils will develop their own writing style & their ability to speak fluidly.</p> <p>Producing written & spoken work using a variety of tenses, connectives & higher opinion phrases & not being afraid to make mistakes & try something new.</p>	<p>Collaboration Group work and speaking and listening activities.</p> <p>Demonstrating leadership in group work tasks</p> <p>Questioning, feedback and role plays.</p> <p>Think, pair, share</p> <p>Resilience Reading & listening to challenging texts and decoding meaning.</p> <p>Staying Positive- acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p>	<p>Resilience Reading & listening to challenging texts and decoding meaning.</p> <p>Staying Positive- acting on feedback given by both teachers & peers.</p> <p>Using assessment to make progress – Reflection lessons. Learning from their mistakes.</p> <p>Collaboration Group work and speaking and listening activities.</p> <p>Demonstrating leadership in group work tasks</p> <p>Questioning, feedback and role plays.</p> <p>Think, pair, share</p> <p>Creativity Pupils will develop their own writing style & their ability to speak fluidly.</p> <p>Producing written & spoken work using a variety of tenses, connectives & higher opinion phrases & not</p>
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						being afraid to make mistakes & try something new.
Aspirations & Careers	This topic area broadens pupils' horizons to a world outside of their own environment. It makes them think about the sort of life that they would like once they leave school & what they might need to do in order to get there.	When discussing the idea of daily routine this gets pupils into good habits of how they need to manage time effectively both for getting into school on time & for when they will need to get into work & be ready & dressed appropriately.	This topic enables pupils to start to think about the importance of media & technology & how the digital world encompasses every aspect of modern life. It gives pupils the opportunity to think about how media & technology will impact upon their life once they leave school – whether they are in an office, or designing computer games or in air traffic control – technology & media cannot be escaped.	This topic area concentrates on employability skills that pupils gain through a more in-depth grammatical acquisition of the language. It makes pupils think about communication –how they can communicate using different tenses & different purpose for communication which is relevant in the wider world.	Within this topic area, pupils start to consider the hospitality industry, albeit at a very basic level. They discuss food & drink –eating out in cafés & restaurants, buying food as well as discussing living healthily as part of our obligation to educate pupils about living a healthy lifestyle.	In this topic area, pupils consider the topic of shopping. This is linked to using language for appropriate purpose which is an important communication & employability skill. Pupils also the importance of retail as a career option, albeit at an introductory level.

Yearly end points:

Year Group	Basic	Clear	Detailed
8	<ul style="list-style-type: none"> • use the present tense of a range of regular verbs • identify verbs in the past or future tense • use a wider vocabulary relating to topics covered • give opinions and reasons • identify main points from longer texts when listening • take part in short conversations, using familiar language • speak clearly and confidently, attempting good pronunciation • identify main points from longer texts when reading • translate short paragraphs into English with reasonable accuracy • write longer paragraphs using a range of grammar and vocabulary • translate sentences with reasonable accuracy into French. 	<ul style="list-style-type: none"> • use the present tense of a range of regular and irregular verbs • identify verbs in the past or future tense • use a wider vocabulary relating to topics covered and some unfamiliar • give opinions and reasons • identify main points and details from longer texts when listening • take part in short conversations, using familiar and unfamiliar language • speak clearly and confidently, with good pronunciation • identify main points and details from longer texts when reading • translate short paragraphs into English accurately • write longer paragraphs using a wide range of grammar and vocabulary • translate sentences with reasonable accuracy into French. 	<ul style="list-style-type: none"> • identify and use the present, past, and future tenses with increasing accuracy and frequency • use vocabulary beyond the basics • give opinions and reasons • use accurate spelling and punctuation/ pupil is accurate when pronouncing unseen words due to good knowledge of phonics • identify main points and some details from short texts when listening • take part in conversations, using familiar language • speak clearly, with understandable pronunciation • identify main points and some details from short texts when reading • translate sentences and short text into English • write short paragraphs using some range of grammar and vocabulary • translate sentences with good accuracy into French.