



Overall Curriculum Aim:

Students explore French culture, leading to a love of languages. Students are encouraged to be independent when learning new vocabulary with an emphasis on use of target language spontaneously, to build confidence early on in KS3.

Scheme for Learning

Curriculum Area – Modern Foreign Languages

Overview – Year 8 French 2021-22

Personnel Responsible – Kate Williamson (CD for MFL)

Quality Assured by – Mrs Abbey Underhill (AVP)

Exam Board/Qualification at KS4 – AQA GCSE French

Assessment Cycle	Topic/Unit Title - Big Question	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills
1	<p>Les vacances et les fêtes – Where do I go on holiday?</p> <p>[Où vas-tu en vacances ?]</p>	<p>Students are able to plan and describe a recent holiday. The perfect tense and near future tenses are embedded and the conditional tense is introduced. Students aim to use a combination of 3 time frames by the end of this cycle.</p> <p>Sub-topics – transport, countries, holiday activities, holiday equipment, celebrations.</p> <p>Language/grammar – Present tense of irregular verbs (aller, dormir, faire); present tense of regular –er verbs; near future tense; prepositions for ‘in’ (en/au/aux/à); perfect tense using être and avoir</p> <p>Assessment – Reading and writing skills.</p> <p><u>Cultural capital:</u> French-speaking countries; types of holidays and typical activities; travel options- distance and prices.</p>	<p>Students build/develop vocabulary and grammar that they will use in KS3 and beyond.</p> <p>Students deepen their grammar knowledge, using an increasingly wide range of time frames, whilst developing their knowledge of subject specific vocabulary.</p> <p>Students are encouraged to use previously taught grammar structures in new contexts.</p>
2	<p>Les loisirs – Do you prefer traditional or new sports?</p> <p>[Tu préfères les sports traditionnels ou les nouveaux sports ?]</p>	<p>Students are able to express their likes and dislikes about a variety of sports, including winter and summer sports / traditional and new sports. Students are required to discuss sports personalities and international events. Students will develop confidence using three tenses</p> <p>Sub-topics – sports that one likes to play and do; winter and summer sports; extreme sports; French sports personalities (Joe Wilfred Tsonga / Pogba); international events (Tour de France/24h Le Mans/Roland Garros)</p> <p>Language/grammar – Simple future tense; imperfect tense; connectives; question words; negatives (ne...pas/que/jamais/rien; ni...ni); modal verbs (vouloir/pouvoir); subordinate clauses (qui, que, où, ce qui, ce que, quand, si); jouer+à ; faire+de ; depuis+present tense ; conditional tense</p> <p>Assessment – Listening and speaking skills.</p> <p><u>Cultural capital:</u> Unknown sports; traditional French sports; international sporting events and sports people.</p>	<p>Students build/develop vocabulary and grammar that they will use in KS3 and beyond.</p> <p>Students are introduced to authentic texts and works in year 7 as this will form part of the new GCSE specification.</p>
3	<p>Les réseaux sociaux et la technologie– How do I use social</p>	<p>Students are able to discuss different types of technology and be able to explain the dangers and benefits of social media. Students will develop debating skills and further develop speaking strategies. The use of modal verbs is developed and the simple future, conditional and imperfect tenses are introduced.</p>	<p>Students build/develop vocabulary and grammar that they will use in KS3 and beyond.</p>

	<p>media and am I addicted to technologie?</p> <p>[Es-tu accro à la technologie ?]</p>	<p>Sub-topics – old and new technology; the use of technology for leisure activities; potential dangers of social networking sites; pros and cons of new technology; preferred technology and gadgets.</p> <p>Language/grammar – adjectives (agreements & positioning); infinitive structures; impersonal structures; simple future tense; conditional tense; imperatives</p> <p>Assessment – Listening and writing skills.</p> <p><u>Cultural capital:</u> What does it mean to be addicted; different gadgets- old and new; dangers of social media; writing a formal letter.</p>	<p>Students develop a grammar competence in year 7 (looking at formation with higher ability students and patterns/set phrases with lower ability students) and are encouraged to use the technical terms that they will need in KS4, e.g. infinitives.</p>
<p>4</p>	<p>Les rapports familiaux– Do I get on well with my family?</p> <p>[Tu t’entends bien avec ta famille?]</p>	<p>Students are able to discuss how well they get on with different family members and talk about the different pressures faced by adolescents. Students embed their knowledge of the three time frames using the following tenses: present, perfect, imperfect, near future, simple future and conditional tense. Students are required to work in three time frames across the 5 key skill areas (listening, speaking, reading, writing and translating).</p> <p>Sub-topics – relationships with parents; helping around the home; pressures faced by teenagers; advice for stressed teenagers; what life used to be like for teenagers; homeless children</p> <p>Language/grammar – Imperfect tense; perfect tense; pluperfect tense; lexical items using the subjunctive; reflexives (present and perfect tenses); direct object pronouns; indirect object pronouns</p> <p>Assessment – Reading and speaking skills. [Writing to be assessed during Silent Study task.]</p> <p><u>Cultural capital:</u> Non-nuclear family; what a family tree looks like; future opportunities – university, apprenticeship; poverty/homelessness in other communities; French-speaking celebrities.</p>	<p>Students build/develop vocabulary and grammar that they will use in KS3 and beyond.</p> <p>Students develop oracy skills and confidence around speaking which will have a 25% weighting at GCSE.</p>