



Subject: French Year 8 Overview 2020/21

Key content – knowledge and skills	National Curriculum Focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none">- Giving directions- Understanding when to use <i>tu</i> and <i>vous</i>- Talking about where you go- à + the definite article- Asking someone to go somewhere- Using <i>je veux/tu veux</i> + infinitive	<p>1. Listening</p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p>
<p><u>Autumn 2:</u></p> <ul style="list-style-type: none">- Using <i>nous</i> to say 'we'- Saying what you can do in town- Using <i>on peut</i> + infinitive- Talking about your holidays- Talking about getting ready to go out- Using reflexive verbs (singular)	<p>3. Reading</p> <p>3.b read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p>
<p><u>Spring 1</u></p> <ul style="list-style-type: none">- Buying drinks and snacks- Using higher numbers- Talking about holiday plans- Using the near future tense- Saying what you would like to do- Using <i>je voudrais</i> + infinitive	<p>1. Listening</p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p>4. Writing</p> <p>4.b and translate short written text accurately into the foreign language.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p>
<p><u>Spring 2</u></p> <ul style="list-style-type: none">- Talking about animals- Writing a poem- Describing a painting- Talking about television programmes- The present tense of –er verbs	<p>2. Speaking</p> <p>2.a initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</p> <p>2.b express and develop ideas clearly and with increasing accuracy, both orally and in writing. (general conversation)</p> <p>2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p>



<p><u>Summer 1:</u></p> <ul style="list-style-type: none"> - Talking about films - The present tense of <i>avoir</i> and <i>être</i> - Talking about reading - <i>-ir</i> and <i>-re</i> verbs - Talking about the internet - <i>aller</i> and <i>faire</i> - Talking about what you did yesterday evening - The perfect tense <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> - Saying when you did things; The perfect tense of irregular verbs - Understanding information about a tourist attraction; <i>c'était ...</i> and <i>j'ai trouvé ça ...</i> - Saying where you went and how; The perfect tense with <i>être</i> - Interviewing a suspect; Asking questions in the perfect tense - Talking about things you've done and things you usually do; Using two tenses together (present and perfect) 	<p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>4. Writing</p> <p>4.a write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>3. Reading</p> <p>3.a read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</p> <p>Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.d use accurate grammar, spelling and punctuation</p>
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Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut1 Spr1]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Aut2; Sum2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum1]**
 - a structured writing task in French (approximately 40 words at foundation level and 90 words at higher level)
 - an open-ended writing task in French (approximately 90 words at foundation level and 150 words at higher level)
 - a translation from French to English (a minimum of 35 words at foundation level and 50 words at higher level)

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to French-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values



The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where French is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing French-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



Subject: French Year 8
Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	S1M4U2 Où est ...? Où sont ...? (Giving directions: Understanding when to use <i>tu</i> and <i>vous</i>)
Aut1-2		S1M4U3 <i>D'habitude/ normalement</i> (Talking about where you go; Using <i>à</i> + the definite article)
Aut1-3		S1M4U4 <i>Tu veux aller (au cinéma) (samedi soir)?</i> (Asking someone to go somewhere; Using <i>je veux/tu veux</i> + infinitive; Using <i>nous</i> to say 'we')
Aut1-4		
Aut1-5	October	Revision and Assessment - Listening
Aut1-6		
Aut1-7		
		Half term holiday
Aut2-1	November	S1M4U5 <i>Qu'est-ce qu'on peut faire à ... ?</i> (Saying what you can do in town; Using <i>on peut</i> + infinitive)
Aut2-2		S1M5U1 <i>Normalement nous faisons/allons...</i> (Talking about your holidays)
Aut2-3		S1M5U2 <i>Je me douche</i> (Talking about getting ready to go out; Using reflexive verbs (singular))
Aut2-4		S1M5U3 <i>Tu as combien d'argent?</i> (Buying drinks and snacks; Using higher numbers)
Aut2-5		
Aut2-6	December	Revision and Assessment - Reading
Aut2-7		
		Christmas holiday
Spr1-1	January	S1M5U4 <i>Qu'est-ce que tu vas faire pendant les vacances?</i> (Talking about holiday plans; Using the near future tense)
Spr1-2		S1M5U5 <i>Quels sont tes rêves?</i> (Saying what you would like to do; Using <i>je voudrais</i> + infinitive)
Spr1-3		S1M6U1 <i>J'ai choisi (le zèbre).</i> (Talking about animals)
Spr1-4		S1M6U2 <i>Il a écrit ...</i> (Writing a poem)
Spr1-5		
Spr1-6	February	Revision and Assessment – Listening, Writing
		Half term holiday
Spr2-1	March	S1M6U3 <i>J'ai choisi un tableau</i> (Describing a painting; using perfect tense)
Spr2-2		S2M1U1 <i>Qu'est-ce que tu regardes à la télé?</i> (Talking about television programmes; The present tense of –er verbs)
Spr2-3		S2M1U2 <i>Qu'est-ce que tu aimes, comme films?</i> (Talking about films; The present tense of <i>avoir</i> and <i>être</i>)
Spr2-4		S2M1U3 <i>Qu'est-ce que tu lis en ce moment?</i> (Talking about reading; –ir and –re verbs)
Spr2-5		
Spr2-6		
		Revision and Assessment- Speaking
		Easter holiday
Sum1-1	April	S2M1U4 <i>Que fais-tu quand tu es connecté(e)?</i> (Talking about the internet; <i>aller</i> and <i>faire</i>)
Sum1-2		
Sum1-3		S2M1U5 <i>Qu'est-ce que tu as fait hier soir?</i> (Talking about what you did yesterday evening; The perfect tense)
Sum1-4		S2M1+ <i>À ne pas rater!</i> (Giving opinions on films, TV shows and books Revision and Assessment)
Sum1-5		S2M2U1 <i>Qu'est-ce que tu as fait à Paris?</i> (Saying what you can do in Paris; The perfect tense of regular verbs)
Sum1-6		
		Revision and Assessment- Writing
		Half term holiday
Sum2-1	June	S2M2U2 <i>Mon album photos</i> (Saying when you did things; The perfect tense of irregular verbs)
Sum2-2		
Sum2-3		S2M2U3 <i>C'était comment, les catacombes?</i> (Understanding information about a tourist attraction; <i>c'était ...</i> and <i>j'ai trouvé ça ...</i>)
Sum2-4		
Sum2-5	July	
Sum2-6		



Sum2-7		S2M2U4 <i>Je suis allé(e)</i> (Saying where you went and how; The perfect tense with être) S2M2U5 <i>Tu as visité le Louvre quand?</i> (Interviewing a suspect; Asking questions in the perfect tense) S2M2U+ (Talking about things you've done and things you usually do; Using two tenses together (present and perfect))
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