



## Subject: French Year 8 Overview 2020/21

### Year 8

#### **The Connected Curriculum**

French language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.

#### **English**

Sound understanding and knowledge of word classes are fundamental to progression in French. Pupils understand, recognise, use and engage in regular discussion around: spelling (in French and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/conjugations in the present, past (perfect) and future tenses)), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine), comparatives.

As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas and opinions (with justifications) and comparatives. Pupils also distinguish between language used for formal and informal situations.

#### **Maths**

In the autumn term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when giving opinions on films, TV shows and books.

#### **Computing**

Students will continue discussing e-safety when using language to talk about the internet in the autumn term.

#### **Food Tech**

Pupils talk about traditional French food and food choices in the summer term.

#### **Geography**

In the summer term pupils talk about famous carnivals (e.g. Mardi Gras) and their geographical locations. They also learn about, and locate French-speaking countries in Africa and the different types homes people live in.

#### **History**

In the spring term pupils talk about famous historical monuments/events in Paris (e.g. The Eiffel Tower, The Catacombs, Notre Dame Cathedral, Bastille Day – 14<sup>th</sup> July/The French Revolution).

#### **Music**

Students talk about different music genres in the summer term, and give reasons for their music preferences.

#### **Sociology**

In the spring term pupils briefly discuss personality and character traits when describing themselves and others.

Key content – knowledge and skills	National Curriculum Focus
<u>Autumn 1:</u> <ul style="list-style-type: none"> <li>- Talking about television programmes</li> <li>- The present tense of -er verbs</li> <li>- Talking about films</li> <li>- The present tense of <i>avoir</i> and <i>être</i></li> <li>- Talking about reading</li> <li>- <i>-ir</i> and <i>-re</i> verbs</li> </ul>	<b>1. Listening</b> <b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately. <b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy. <b>5. Grammar and Vocabulary</b> <b>5.a.</b> identify and use tenses or other structures, which convey the present ( <b>5.a pr</b> ), past ( <b>5.a pa</b> ), & future( <b>5.a fu</b> ), as appropriate to the language being studied.
<u>Autumn 2:</u> <ul style="list-style-type: none"> <li>- Talking about the internet</li> <li>- <i>aller</i> and <i>faire</i></li> <li>- Talking about what you did yesterday evening</li> </ul>	<b>3. Reading</b> <b>3.b</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. <b>5. Grammar and Vocabulary</b>



<ul style="list-style-type: none"><li>- The perfect tense</li><li>- Giving opinions on films, TV shows and books</li></ul> <p><u>Spring 1</u></p> <ul style="list-style-type: none"><li>- Saying what can do/did in Paris</li><li>- The perfect tense of regular verbs</li><li>- Saying when you did things;</li><li>- The perfect tense of irregular verbs</li><li>- Understanding information about a tourist attraction; c'était ... and j'ai trouvé ça ...</li></ul> <p><u>Spring 2</u></p> <ul style="list-style-type: none"><li>- Saying where you went and how;</li><li>- The perfect tense with <i>être</i></li><li>- Interviewing a suspect;</li><li>- Asking questions in the perfect tense</li><li>- Talking about things you've done and things you usually do</li><li>- Using two tenses together (present and perfect</li><li>- <i>Talking about personality; Adjectival agreement</i></li></ul> <p><u>Summer 1:</u></p> <ul style="list-style-type: none"><li>- Talking about relationships</li><li>- Reflexive verbs</li><li>- Talking about music</li><li>- Agreeing, disagreeing and giving reasons</li><li>- Talking about clothes</li><li>- The near future tense</li><li>- Talking about your passion</li><li>- Past, present and future tenses</li></ul>	<p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.c</b> 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><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>1. Listening</b></p> <p><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b>4. Writing</b></p> <p><b>4.b</b> and translate short written text accurately into the foreign language.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> 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><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>2. Speaking</b></p> <p><b>2.a</b> 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><b>2.b</b> express and develop ideas clearly and with increasing accuracy, <del>both orally and in writing</del>, (general conversation)</p> <p><b>2.c</b> speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p><b>Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> 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><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>4. Writing</b></p> <p><b>4.a</b> write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> 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>
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<p><u>Summer 2:</u></p> <ul style="list-style-type: none"><li>- Describing where you live</li><li>- Comparative adjectives</li><li>- Describing your home;</li><li>- Prepositions</li><li>- Talking about meals; boire and prendre</li><li>- Discussing what food to buy; il faut</li><li>- Talking about an event;</li><li>- Using three tenses together</li></ul>	<p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>3. Reading</b></p> <p><b>3.a</b> 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 <b>translation</b> of short, suitable material.</p> <p><b>Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> 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

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

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 encourage positive discussions around language, prompted by questions such as:

- o In what way does my language define me?
- o How does language unite or divide us?
- o Are my thoughts 'language' or beyond language?
- o What do we lose or gain 'in translation'

We will also teach pupils about festivals and customs related to French-speaking countries; many of which 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	S2M1U1 <i>Qu'est-ce que tu regardes à la télé?</i> (Talking about television programmes; The present tense of –er verbs)
Aut1-2		
Aut1-3		S2M1U2 <i>Qu'est-ce que tu aimes, comme films?</i> (Talking about films; The present tense of avoir and être)
Aut1-4		
Aut1-5	October	S2M1U3 <i>Qu'est-ce que tu lis en ce moment?</i> (Talking about reading; –ir and –re verbs)
Aut1-6		
Aut1-7		Revision and Assessment - <b>Listening</b>
		<b>Half term holiday</b>
Aut2-1	November	S2M1U4 <i>Que fais-tu quand tu es connecté(e)?</i> (Talking about the internet; aller and faire)
Aut2-2		
Aut2-3		S2M1U5 <i>Qu'est-ce que tu as fait hier soir?</i> (Talking about what you did yesterday evening; The perfect tense)
Aut2-4		
Aut2-5		S2M1+ <i>À ne pas rater!</i> (Giving opinions on films, TV shows and books )
Aut2-6	December	
Aut2-7		Revision and Assessment - <b>Reading</b>
		<b>Christmas holiday</b>
Spr1-1	January	S2M2U1 <i>Qu'est-ce que tu as fait à Paris?</i> (Saying what can do/did in Paris; The perfect tense of regular verbs)
Spr1-2		
Spr1-3		S2M2U2 <i>Mon album photos</i> (Saying when you did things; The perfect tense of irregular verbs)
Spr1-4		
Spr1-5		S2M2U3 <i>C'était comment, les catacombes?</i> (Understanding information about a tourist attraction; c'était ... and j'ai trouvé ça ...)
Spr1-6	February	
		Revision and Assessment – <b>Listening, Writing</b>
		<b>Half term holiday</b>
Spr2-1		S2M2U4 <i>Je suis allé(e)</i> (Saying where you went and how; The perfect tense with être)
Spr2-2		
Spr2-3	March	S2M2U5 <i>Tu as visité le Louvre quand?</i> (Interviewing a suspect; Asking questions in the perfect tense)
Spr2-4		
Spr2-5		S2M2U+ (Talking about things you've done and things you usually do; Using two tenses together (present and perfect))
Spr2-6		S2M3U1 <i>Quelles sont tes qualités?/Quels sont tes défauts?</i> (Talking about personality; Adjectival agreement)
		Revision and Assessment- <b>Speaking</b>
	April	<b>Easter holiday</b>
Sum1-1	May	S2M3U2 <i>Je m'entends (très) bien avec ...</i> (Talking about relationships; Reflexive verbs)
Sum1-2		
Sum1-3		S2M3U3 <i>Quelle musique écoutes-tu?</i> (Talking about music; Agreeing, disagreeing and giving reasons)
Sum1-4		
Sum1-5		S2M3U4 <i>Qu'est-ce que tu portes, normalement?</i> (Talking about clothes; The near future tense)
Sum1-6		S2M3U5 <i>Talking about your passion; Past, present and future tenses</i>
		Revision and Assessment- <b>Writing</b>
	June	<b>Half term holiday</b>
Sum2-1		S2M4U1 <i>J'habite ...</i> (Describing where you live; Comparative adjectives)
Sum2-2		S2M4U2 <i>Dans mon appart' ...</i> (Describing your home; Prepositions)
Sum2-3		S2M4U3 <i>Qu'est-ce que tu prends pour le petit déjeuner?</i> (Talking about meals;



Sum2-4		<i>boire and prendre)</i> <i>S2M4U4 Il faut faire des crêpes! (Discussing what food to buy; il faut )</i> <i>S2M4U5 On est allés au carnaval! (Talking about an event; Using three tenses</i>
Sum2-5	July	
Sum2-6		
Sum2-7		

Subject: French Y8 2020/21

Unit: Studio 2 Module 1: T'es branché(e)? (GCSE theme: Identity and culture)

Medium-term plan: Autumn 1

Year 8 Autumn Half Term 1	Studio 2 Unit number and title	Learning Intentions/Key Questions/language  Grammar		Learning goals for students/ content to cover	Suggested activities/resources/ differentiation
Week 1/2	<i>Unité 1</i> pp. 8–9 <i>La télé</i>  (The Module 1 Opener pp. 6-7 could be used as a starter)	Talking about television programmes The present tense of <i>-er</i> verbs	the present tense: <i>regular -er verbs</i> negatives: <i>ne ... pas, ne ... jamais</i>	<i>Qu'est-ce que tu regardes à la télé?</i> <i>Je regarde ...</i> <i>les émissions de sport</i> <i>les infos</i> <i>les séries (policières/américaines)</i> <i>les jeux télévisés</i> <i>les documentaires</i> <i>la météo</i> <i>Mon émission préférée, c'est ...</i> <i>J'adore...</i> <i>Je n'aime pas...</i> <i>Je ne rate jamais...</i>	<b>Front of Class</b> Starter 1 resource p.008 Flashcards p.009 Grammar p.009 Grammar practice p.009 Learning skills <b>Homework/practice</b> Listening Reading Grammar Vocabulary
Week 3/4	<i>Unité 2</i> pp. 10–11 <i>J'ai une passion pour le cinéma</i>	Talking about films The present tense of <i>avoir</i> and <i>être</i>	the present tense: <i>avoir</i> and <i>être</i>	<i>Qu'est-ce que tu aimes, comme films?</i> <i>J'adore ...</i> <i>Je ne suis pas fan de ...</i> <i>J'ai une passion pour les ...</i> <i>J'ai horreur des ...</i> <i>les comédies</i> <i>les films d'action</i> <i>les films fantastiques</i> <i>les films d'horreur</i> <i>les films de science-fiction</i> <i>Mon acteur préféré, c'est ...</i> <i>Je suis d'accord.</i> <i>Je ne suis pas d'accord.</i>	<b>Front of Class</b> Starter 1 resource p.010 Flashcards p.010 Video 1 p.010 Video worksheet 1 p.011 Grammar p.011 Grammar practice p.011 Grammar skills <b>Homework/practice</b> Listening Reading Grammar Vocabulary



Week 5/6	<i>Unité 3</i> pp. 12–13 <i>La lecture</i>	Talking about reading – <i>ir</i> and – <i>re</i> verbs	ending in – <i>ir</i> and – <i>re</i>	<i>Qu'est-ce que tu lis en ce moment?</i> <i>Je lis ...</i> <i>une BD</i> <i>un livre sur les animaux</i> <i>un magazine sur les célébrités</i> <i>un roman fantastique</i> <i>Je pense que c'est ...</i> <i>passionnant</i> <i>ennuyeux</i> <i>intéressant</i> <i>nul</i>	<b>Front of Class</b> Starter 1 resource Starter 2 resource p.012 Flashcards p.013 Grammar p.013 Grammar practice p.013 Class activity p.013 Thinking skills p.013 Speaking skills <b>Homework/practice</b> Listening Reading Grammar Vocabulary  Incorporate the use of the <u>Venn Diagram</u> to build comprehension skills - to compare and contrast information when giving opinions on films, TV shows and books.
Week 7	Revision and Assessment Could use: - Pupil Book pp. 18-19 <i>Bilan</i> and <i>Révisions</i> , pp. 22-23 <i>Studio Grammaire</i> , pp. 24-25 <i>Vocabulaire</i> , pp. 118-119 <i>À toi T'es branché(e)?</i> , with their corresponding digital resources. Assessment Pack End of Module 1 tests - <b>listening</b>				



Subject: French Y8 2020/21

Unit: Studio 2 Module 1: T'es branché(e)? (GCSE theme: Identity and culture)

Medium-term plan: Autumn 2

Year 8 Autumn Half Term 2	Studio 2 Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities/resources/ differentiation
		Grammar			
Week 1/2	Unité 4 pp. 14–15 <i>Que fais-tu quand tu es connecté(e)?</i>	Talking about the internet <i>aller and faire</i>	the present tense: <i>aller and faire</i>	<i>Que fais-tu quand tu es connecté(e)? J’envoie des e-mails. Je fais des recherches pour mes devoirs. Je fais des achats. Je fais des quiz. Je mets à jour ma page perso. d’habitude souvent jamais</i>	<b>Front of Class</b> Starter 1 resource p.014 Grammar p.014 Grammar practice p.015 Flashcards p.015 Class activity p.015 Class activity p.015 Grammar skills Plenary resource <b>Homework/practice</b> Listening Reading Grammar Vocabulary
Week 3/4	Unité 5 pp. 16–17 <i>Qu’est-ce que tu as fait hier soir?</i>	Talking about what you did yesterday evening The perfect tense	the perfect tense	<i>J’ai discuté. J’ai écouté la radio. J’ai envoyé des SMS. J’ai joué à des jeux en ligne. J’ai posté des photos. d’abord ensuite puis avant (de me coucher)</i>	<b>Front of Class</b> Starter 1 resource Starter 2 resource p.016 Grammar p.017 Video 2 p.017 Video worksheet 2 p.017 Writing skills p.017 Thinking skills <b>Homework/practice</b> Listening Reading Grammar



Week 5/6	<i>En plus</i> pp. 20–21 <i>À ne pas rater!</i>	Giving opinions on films, TV shows and books		<i>Review of language from the module</i>	<b>Front of Class</b> p.021 Assignment 1 p.021 Assignment 1: prep
Week 7	Revision and Assessment Could use: - Pupil Book pp. 18-19 <i>Bilan</i> and <i>Révisions</i> , pp. 22-23 <i>Studio Grammaire</i> , pp. 24-25 <i>Vocabulaire</i> , pp. 118-119 <i>À toi T'es branché(e)?</i> , with their corresponding digital resources. Assessment Pack End of Module 1 tests - reading				