

## French overview

French		
Year 8	Topic	Programme of Study
Autumn 1	Retrieval of key structures taught in Year 7 (2 lessons)	It is important that students can give and justify opinions across all topics. Therefore, we revisit opinion verbs, adjectives, connectives, intensifiers and je voudrais, so that after a 6-week break, students retain confidence in the use of these structures before we add further complexity.
Autumn 1	Technology	<p><b>Why This?</b> Technology is a very relevant topic to the students' lives, therefore, something they enjoy discussing. Moreover, the topic allows students to revisit giving opinions and reasons.</p> <p><b>Why Now?</b> The topic revisits a lot of prior learning to make it accessible, but it also allows for progression in terms of new grammar and vocabulary.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Devices (<i>un portable, un ordinateur, une tablette.....</i>) Avoir The negative (<i>ne...pas</i>) Je voudrais À l'avenir</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework tests</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>

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Autumn 2	Technology	<p><b>Why This?</b> Technology is a very relevant topic to the students' lives, therefore, something they enjoy discussing.</p> <p><b>Why Now?</b> At this point students are confident with discussing what they and others have and don't have and what they would like and giving opinions, so we now progress onto activity phrases, so that students can discuss what they do online and how often they do this. We also teach new negatives, having revisited ne...pas from Year 7.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Technology activity phrases (<i>je joue aux jeux, j'envoie des textos...</i>) Adverbs of frequency (<i>tous les jours, souvent, quelquefois...</i>) Third person singular form of the verb Vocabulary for names of family members / friends (<i>ma mère, mon copain, ma copine.....</i>) Tandis que Negatives (<i>ne...pas, ne...jamais, ne....plus</i>)</p> <p><b>Sources</b></p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"><li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li><li>• Attention to detail</li><li>• Communication skills</li><li>• Highly developed listening skills</li><li>• Ability to perform well under pressure</li><li>• Developed memory skills</li><li>• Problem solving / logical thinking – can see and apply patterns</li><li>• Creative thinking</li><li>• “Think on your feet”</li></ul>
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<p><b>Spring 1</b></p>	<p>The Present Tense</p>	<p><b>Why This?</b> Students need to be able to gain greater independence in using the language by knowing how to conjugate verbs with a range of subject pronouns, rather than using verbs in set phrases. We focus on er infinitives due to them being the most high frequency verbs.</p> <p><b>Why Now?</b> This links with the work we have done on the 3<sup>rd</sup> person singular form of the verb and the avoir and être paradigms.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Infinitive (<i>manger, jouer, parler, adorer, habiter</i>) Present Verb paradigm Verb endings</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Listening, reading and writing assessment on technology at the start of the unit because of the Year 11 speaking exams at the end of Autumn Term 2. Weekly learning vocabulary learning tests</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>
<p><b>Spring 2</b></p>	<p>Future Plans</p>	<p><b>Why This?</b> After having learnt how to form the present tense, students can now progress to referring to the future, as knowledge of more than one tense is necessary for everyday speech. We do this in the context of free time activities, as this is relevant to students and reflects everyday conversations.</p> <p><b>Why Now?</b></p>

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		<p>We have chosen to teach the near future tense first, due to its use of infinitives, that we have just studied in the previous topic. Moreover, it is easier to master than the perfect tense.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Near Future Tense Aller paradigm Free time activity phrases (<i>Je vais aller au cinéma, je vais regarder la télé</i>) Sequencers (<i>d'abord, puis, ensuite</i>) Time expressions which refer to the future (<i>ce soir, demain, le weekend prochain</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Listening and translation task Weekly learning homework tests</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>
<p><b>Summer 1</b></p>	<p>Holiday plans</p>	<p><b>Why This?</b> This retrieves the near future tense from the previous topic, but uses it in a new context, where we add further complexity through teaching new, high register opinions and connectives.</p> <p><b>Why Now?</b> It is the summer term, so holiday plans are relevant. Teaching the topic through the context of a visit to Paris means that we broaden students’ awareness of the capital and hopefully spark a desire for them to visit these landmarks themselves.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p>

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		<p><b>Key Vocabulary</b>  Names of Paris landmarks (<i>la Tour Eiffel, L'Arc de Triomphe</i>)  Near future tense  Si clauses (<i>si j'ai le temps, si j'ai assez d'argent</i>)  On peut  Il y a  Complex opinions and connectives (<i>ça m'intéresse, par contre, d'ailleurs</i>)  How to say "to the"</p> <p><b>Sources</b>  See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b>  Weekly learning homework tests</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• "Think on your feet"</li> </ul> <p><b>SMSC</b>  Cultural information about Paris</p>
<p><b>Summer 2</b></p>	<p>Recent Events (Perfect Tense)</p>	<p><b>Why This?</b> Having studied the present and the near future tense, we now teach the perfect tense in order that students can refer to three time frames, which is needed in everyday conversation. Furthermore, students being able to recognise and use three tenses simultaneously demonstrates a secure understanding and use of this fundamental aspect of grammar.</p> <p><b>Why Now?</b> We sequence this tense after the present and near future, due to it being the most complex of the three. Teaching it now enables us to retrieve the verb avoir from the physical description and technology topics, être from the personality topic. By teaching this through the context of last weekend and recent events, we can retrieve the free time activities and the sequencers from the near future topic.</p> <p><b>Key Knowledge</b>  Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p>



### Key Vocabulary

Perfect Tense

Avoir

Etre

Free time activities (*j'ai joué au foot, j'ai lu un livre, je suis allé(e) en ville*)

### Sources

See department resources folder on SOL

### Curriculum Assessment tasks

Listening and translation task

Weekly learning homework tests

### Personal Development links

- Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary
- Attention to detail
- Communication skills
- Highly developed listening skills
- Ability to perform well under pressure
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