



## Year 8 French curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<p><i>Pupils will be introduced to the verbs “manger-to eat” and “boire” and will be taught the verb “prendre-to take” with food/drink. Pupils will be encouraged to use quantities and some time phrases in order to complete listening and reading activities to identify what people eat/drink. Pupils will recap their use of negative phrases to add extra detailed</i></p>	<p><i>Pupils will be learning “depuis-since/for time” which will allow pupils to write longer and more detailed responses about their sporting habits. Pupils will be recapping the conditional tense in set phrases to allow them to talk about sports they</i></p>	<p><i>Pupils will be using their knowledge of cognates in this topic- film genres/technology types and expressing their opinions and their favourite device or film/tv programme providing reasons for extended sentences. Pupils will be discussing the risks of social media in French- this may also be important for</i></p>	<p><i>Pupils will learn the full paradigm of “aller-to go) irregular. Pupils will be introduced to the perfect/past tense in regular forms. They will be able to identify different tenses through written and aural activities and transcribe phrases with different tenses. Pupils will be revisiting the conditional tense to allow them to talk</i></p>	<p><i>1<sup>st</sup> person talking about their styles and the clothes they wear, recapping the patterns of possessive adjectives to talk about others and using their 3<sup>rd</sup> person verbs to describe other people they admire or think influence them</i></p>	<p><i>Reflexive verbs- present tense “action verbs” which pupils will use to describe their daily routines. Pupils will learn some key vocabulary to describe France as a country and some subject specific words to describe any festivals/traditions they learn about. EG- le noel, les paques. Pupils may recap the perfect (past) tense and use this to write an account of a trip to “France”</i></p>



	<p><i>responses as they talk about what they do not eat/drink and why.</i></p>	<p><i>would like to do in the future when they discuss summer/winter sports which are sports that pupil are not likely to have come across. Pupils will be using some numeracy/time phrases to read and make holiday camp timetables. Pupils will be learning parts of the body and recapping the verb "avoir-to have" to allow them to understand "j'ai</i></p>	<p><i>them to understand and discuss in English as well</i></p>	<p><i>about their dream holidays.</i></p>		
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<p><b>Knowledge &amp; Understanding (National Curriculum)</b> Skills are across the whole year.</p>	<p>Autumn 1- Pupils will be expanding their vocabulary and grammar knowledge by considering the world around them on a more cultural level. Pupils will be able to use some factual information as they read authentic French resources such as menus or pictures in shops. They will gain knowledge on French food and drink and the understanding of ordering in a café.</p> <p>Autumn 2-Pupils will be able to express their own personal interests in sports and will be using their grammar knowledge (Er verbs- jouer- to play) and adverbs to express how often they do sports. Pupils will be introduced to another irregular verb in the present tense "faire- to do" fill paradigm-which will allow them to initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. Pupils will be learning modal verbs (pouvoir- to be able to) + infinitive to express what they can and cannot do.</p> <p>Spring 1- Pupils will be taught to understand that a lot of this topic has "borrowed words" as technology is an ever-growing topic/new topic. Lots of languages share these words. They will be expressing their usage and opinions on their technology and speak coherently and confidently, with increasingly accurate pronunciation and intonation (making the English words sound French). Pupils will be given an opportunity to experience some French music/film/TV programmes and will express their opinions on the life of media in France</p> <p>Spring 2- Pupils will be revisiting their knowledge of countries and ER verbs with "voyager- to travel" This is to allow them to write in great accuracy (following correct m/f prepositions) about their holidays where they "usually go, used to go and want to go". This will allow pupils to see how they can modify their tenses but continue to use the same vocabulary that they have been taught. This will allow them to use a variety of tenses in their written and spoken work.</p> <p>Summer 1- Pupils have learn some articles of clothing when they talked about their school uniform- they are now talking about their own style and the clothes they wear- this will include retrieval of colours. Pupils will be encouraged to transcribe words and short sentences that they hear with increasing accuracy related to influencers they like and their favourite celebrities. This will allow for retrieval of 3<sup>rd</sup> person verbs and personal descriptions.</p>					



summer 2- Throughout our topics, time is allowed for cultural discussions to educate the pupils about France and French speaking countries. This topic is a research heavy topic as it will allow pupils to learn more about France, its traditions and the regions of France. It will encourage pupils to use reflexive verbs (present tense) to compare their routines to a French person's routine. Pupils will be learning about a region of France and doing a research project about this region to allow them demonstrate their learning

**Skills**

**R** Develop RESILIENCE

- ★ Making use of knowledge organiser when hit with a challenge or struggling rather than asking the teacher straight away. Can the phrase be said in different way (synonyms)
- ★ tackling challenging questions and completing higher level questions

**A** Possess AMBITION

- ★ They are assessed and given targets to aim for, engaging in challenging tasks, trying to use complex phrases. Using feedback activities to find errors and correcting these.

**I** Demonstrate INTEGRITY

- ★ Following the school rules, following the class teacher's rules. Being respectful to everyone in the class. Taking care with presentation. Can you help your peers in their work?
- ★

**S** Embed Self-Discovery

- ★ completing independent learning at home or in spare time. Completing homework to their best ability.



	<p><b>E</b> Display <b>EMPATHY</b></p>			<p>★ <i>accepting our opinions are all different, we must accept this and respect different opinions. We are all learning at different paces, accept that pupils may need more help than others. Can pupils help each other out. When discussing different countries and cultures. Be respectful of our cultural differences.</i></p>		
<p><b>Curriculum Links</b></p>	<p>Pupils will continue to build on their topic of food and drink in GCSE when they discuss their health and lifestyle</p>	<p>Pupils will be adding to their sport knowledge in more detail- in y7 they will have started to talk about some sports but this will be explored in more detail with some more complex phrases and using tenses- as they talk about their sporting lives. They will then continue this at GCSE level where they will be asked to discuss sporting habits and their healthy lifestyles.</p>	<p>Technology allows pupils to build on their freetime time by just concentrating on their online lives. (cross curricular links to PSHE and ICT) It will encourage pupils to focus on e safety in the target language and social media usage. They will add to this at GCSE KS4 when they write about the dangers in society and the dangers of social media and “addiction”.</p>	<p>Pupils have looked at countries in y7 when they have discussed their nationalities and where they live. They will be able to use this knowledge and their use of past and future tenses. to talk about their holidays and discuss who they go with (discussing family from y7) and using descriptions and opinion phrases. Some holiday activities may be picked from the free time/ sports topics.</p>	<p>Pupils may have briefly discussed clothes in school when discussing their uniform- they will discuss their clothing in more detail and reuse their knowledge of colours. Pupils will recap their use of personal descriptions to describe celebrities. They will come back to this at GCSE in more detail and in another tense- where they look at what they “used to be like”</p>	<p>This may slightly add to knowledge they already have on France (some pupils may have more than others) They will continue to build on their knowledge of France and the cultural traditions in y9 (where they look at festivals) and GCSE where they will explore French speaking countries and the celebrations and traditions. They will be required to add to this in the past tense and build on their complex vocabulary.</p>
<p><b>Assessment</b></p>	<p>OCT- CCP 1 NOV- EXAM 1 JAN- CCP 2 MARCH- EXAM 2 MAY- CCP 3 JULY- CCP 4</p>					



**Aspirations & Careers**

whilst completing different topics- one career linked to each half termly topic included for pupils to learn and discuss?