



Year 8 FRENCH



Topic Titles

Revising year 7 work, using classroom language, talking about a past holiday using a helpsheet, the verbs être and avoir.
Talking about events in the past using the perfect tense, including old language in new language.
Making New Year's resolutions, talking about celebrations, talking about typical food in francophone countries.
Technology, free-time activities, shopping, recognising references to past, present and future.
The francophone world, where you live, helping at home, daily routine.
Sports, making comparisons, directions, giving rules, illness and injuries.

Links with other subjects

Literacy – English. A broader knowledge of English vocabulary and more confidence in reading skills will support foreign language learning.
Humanities – Cultural knowledge is key to understanding different ways of life, customs and traditions.
Maths/Science – The application of rules and the skill of deduction are helpful tools in language learning.

How can parents help?

Test your child when they have learning homework.
Explain the importance of learning language for cultural awareness, travel, job opportunities, making friends etc.
Learn some items with your child and model enthusiasm for language.
Encourage their interest in any cultural aspects of other countries: cooking, travel, music, popular culture.

Intent

Students can use and manipulate a variety of key grammatical structures and patterns, give and justify opinions, use accurate grammar, spelling and punctuation, initiate and develop conversations, coping with unfamiliar language and unexpected responses, can speak coherently and confidently, with increasingly accurate pronunciation and intonation, read short, suitable texts and understand and enjoy cultural differences.

Students understand the importance of language learning, feel successful and are clear about how to make progress.

- Phonics, vocabulary and grammar are key and form the basis of all teaching
- Cultural awareness and cultural capital are a thread running through teaching.

How will knowledge and skills be taught?

Structured and supported tasks to build confidence.

Phonics, vocabulary and grammar are key and form the basis of all teaching. Cultural awareness and cultural capital are a thread running through teaching

Phonics – planned practice and logical progression via a short focus every lesson. High frequency vocabulary is revisited and retrieved in different contexts – non negotiables are shared with students and regularly revisited. Confidence and automaticity of recall are key. Target language use is modelled, taught and expected from students as well as teachers. Authentic materials are used but will be adapted to be appropriate.

Recommended Reading and Preparation for Learning

Use the useful French to use in class to help you speak more French than you have to in lessons.

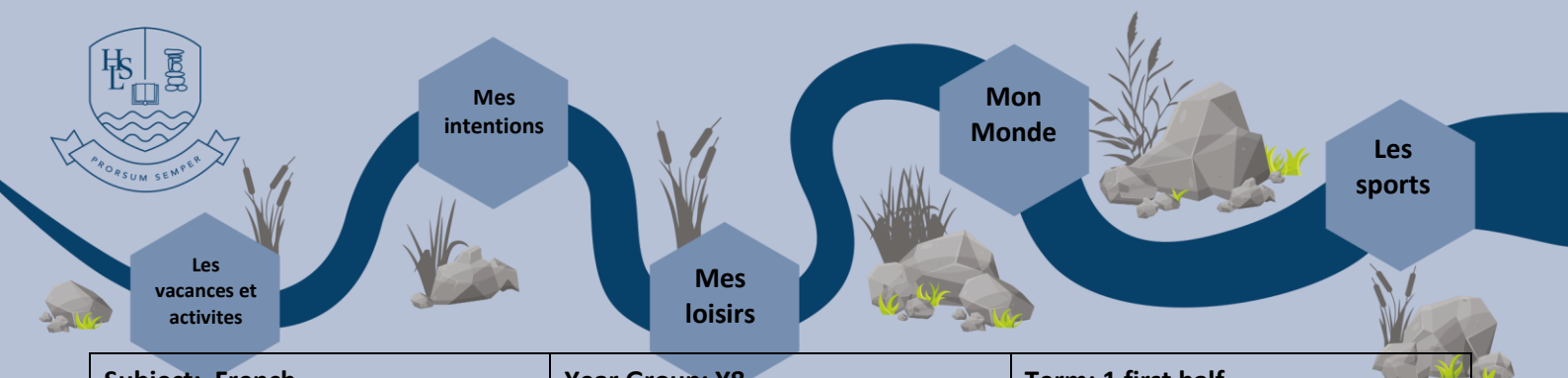
Use the Non-negotiables list to help you revise and learn those key phrases which are so useful.

Explore how you learn best: flashcards, testing yourself, using i.t. copying language out, recording the sound etc.

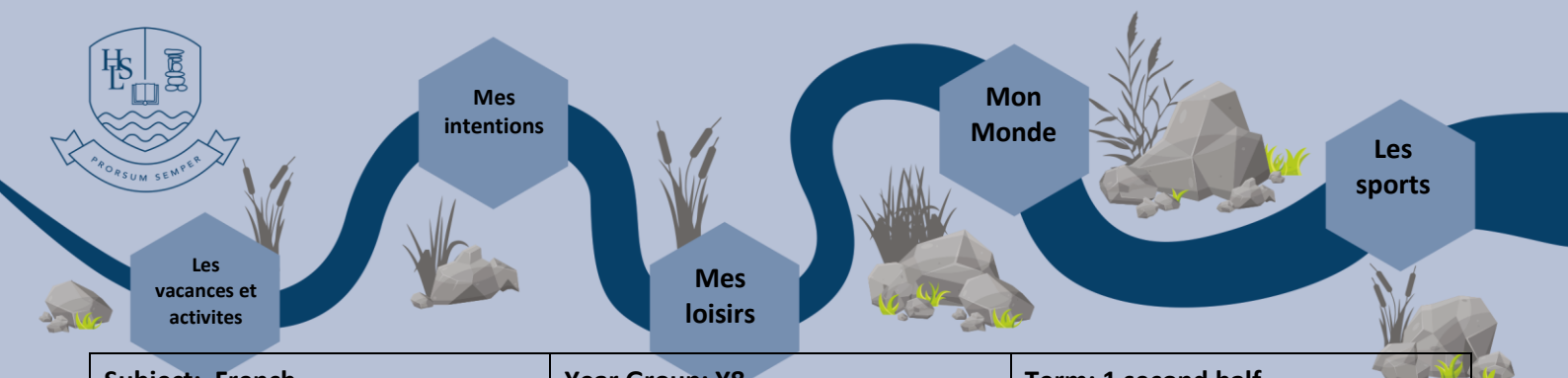
Watch a film you already know in French with English subtitles.

Google something you are interested in but in French.

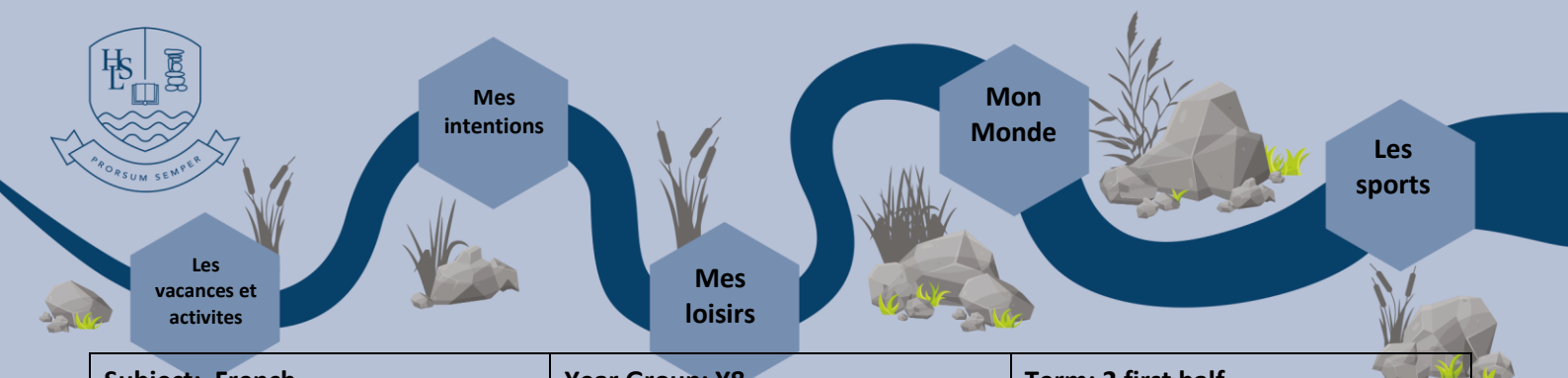
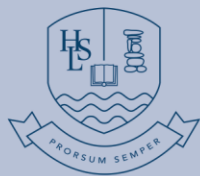
Try out French you have learned in class at home or with your friends, even if you can only do half the sentence in French!



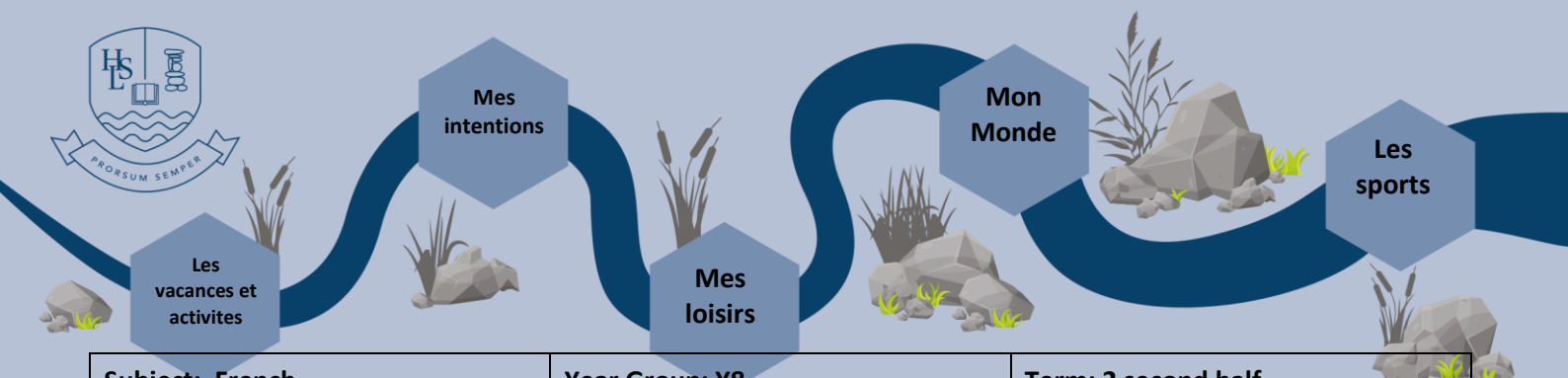
Subject: French		Year Group: Y8		Term: 1 first half	
Module/Theme: Qu'est-ce que tu as fait pendant les vacances ?					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from year 7 Revision of basic knowledge to fill gaps and assess confidence levels Introduction to and use of past tense phrases (without the grammar at this point) – to use with confidence. Revisit the year 7 non-negotiables Introduction to the year 8 non-negotiables Revisit key skills from year 7: learning techniques, dictionary use					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in speaking, dictionary skills Confidence in language learning and purpose of learning language Response to and use of target language including chatty mat confidence building Enjoyment of language learning Phonics Grammar: avoir and être, revisit basics					
Prior Learning: (Context) Y7: non-negotiables, essential core grammar, high frequency vocabulary e.g. opinions		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: holiday and travel		National Curriculum Links: (Context) Understand and communicate personal and factual information. Preparation for future study. Use tenses which convey the present, past and future.	
RRSA Links: 31, 8,13			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Listening and reading assessments to measure understanding of past tense language		
British Values Links: Individual liberty					
Eco Schools Links: Waste, global citizenship, healthy living					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources		Key Vocabulary: (Literacy) Y7 non-negotiables AND J'ai Tu as Il/elle/on a Nous avons Vous avez Ils/elles ont Je suis Tu es Il/elle/on est Nous sommes Vous êtes Ils/elles sont avec sans à dans		Numeracy Opportunities: Dates and days revision of numbers	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



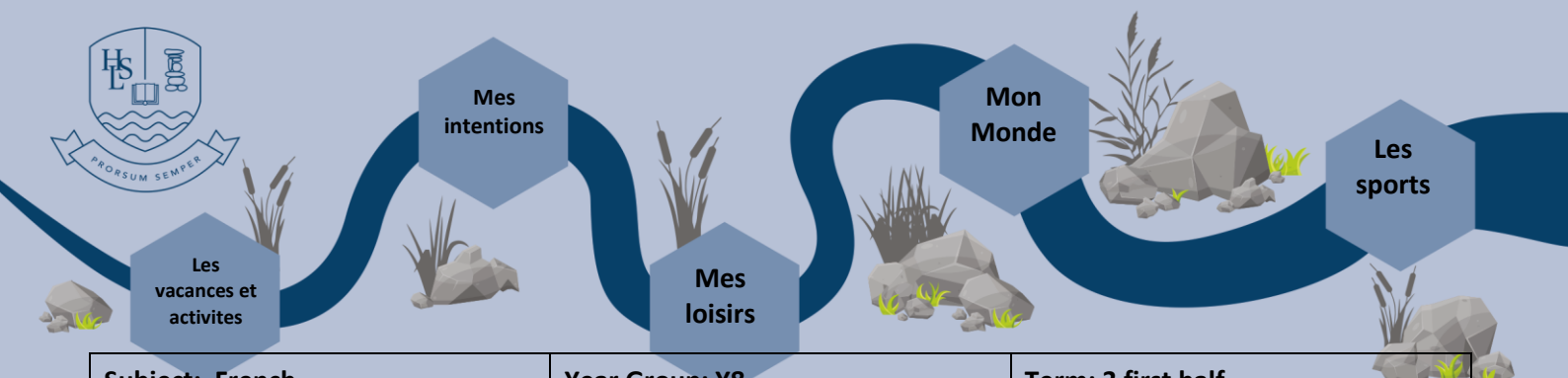
Subject: French		Year Group: Y8		Term: 1 second half	
Module/Theme: Qu'est-ce que tu as fait ? Tu es allé(e) où ?					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from last term AND year 7 Structured discovery of how to talk about past activities: What did you do? Where did you go? Understanding and writing/speaking in the present and the past tenses. Cultural understanding of Christmas in the Francophone world					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in speaking, dictionary skills Confidence in language learning and purpose of learning language Response to and use of target language including chatty mat confidence building Enjoyment of language learning Phonics – continual practice Grammar: perfect tense including avoir verbs and irregular past participles, revision of present tense					
Prior Learning: (Context) Y7: avoir and être, pronouns, concept of conjugation, past tense learned phrases from first half of term 1		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: identity and culture		National Curriculum Links: (Context) Understand and communicate personal and factual information. Preparation for future study. Use tenses which convey the present, past and future.	
RRSA Links: 31, 8,13			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Past tense supportive worksheet as assessment of progress towards understanding concept of tenses rather than measuring memory of grammar rules.		
British Values Links: Individual liberty					
Eco Schools Links: healthy living					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) C'était Il y avait J'ai mangé J'ai fini J'ai vendu J'ai fait Je suis allé(e) Ce n'était pas Il n'y avait pas de Je n'ai pas mangé Je n'ai pas fini Je n'ai pas vendu Je n'ai pas fait Je ne suis pas allé(e)		Numeracy Opportunities: Dates and days	
				Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.	



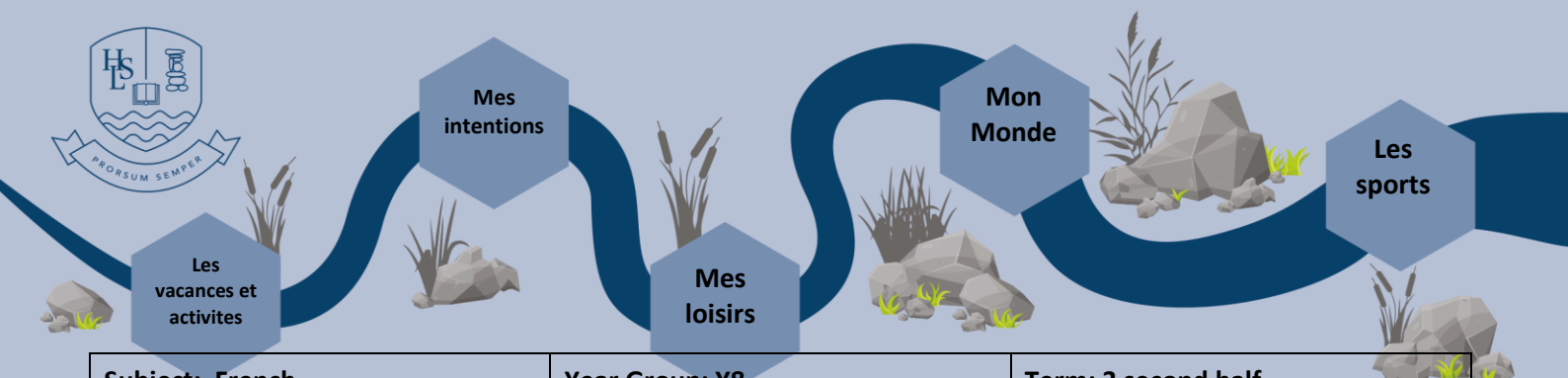
Subject: French		Year Group: Y8		Term: 2 first half	
Module/Theme: Mes intentions et miam miam.					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from this year so far. Making future resolutions using the future tense. Planning a future trip. Buying food at a market including transactional language. Understanding food culture in the Francophone world. Researching a Francophone world dish.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in speaking, recognising tenses in written and spoken language, research skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: future tense, quantities, transactional language to be polite.					
Prior Learning: (Context) Y7: the verb aller, infinitives, basic ordering of food and drink		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: international and global dimension		National Curriculum Links: (Context) Understand and communicate personal and factual information. Preparation for future study. Use tenses which convey the present, past and future.	
RRSA Links: 6, 14, 17		Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: open book two tenses translation with extension to add as many non-negotiables as possible to support reference skills and check grasp of concept rather than memory.			
British Values Links: Individual liberty					
Eco Schools Links: healthy living, global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Je vais aller avoir pouvoir acheter manger regarder travailler télécharger Je voudrais faire être rigoler rester écouter parler voyager finir		Numeracy Opportunities: quantities (food) prices	
Career Links: Included in regular lesson slide on “Where can languages take you?” Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



Subject: French		Year Group: Y8		Term: 2 second half	
Module/Theme: Mes loisirs					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from this year so far and leisure terms from Y7. Understand and talk about use of technology for free time activities, other free time activities, making and responding to invitations, talking about a past shopping trip.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in speaking, recognising tenses in written and spoken language. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: question words, adverbs of frequency, vouloir, pouvoir and devoir.					
Prior Learning: (Context) Y7: leisure activities, some simple invitation terms		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: identity and culture		National Curriculum Links: (Context) initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	
RRSA Links: 6,8,17		Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: formal test on non-negotiables so far including Y7 ones.			
British Values Links: Individual liberty					
Eco Schools Links: healthy living, global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Qui ? Où ? Combien ? Qu'est-ce que.. ? d'habitude souvent toujours ne....jamais mon ma mes son sa ses votre vos Comment...? Quand ? Pourquoi ? normalement parfois tout le temps le mardi ton ta tes notre nos leur leurs		Numeracy Opportunities: time frequency technology	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



Subject: French		Year Group: Y8		Term: 3 first half	
Module/Theme: Mon monde					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from this year so far including retrieving language to talk about past events. Understand and talk about: where you live, what you do to help at home, your usual daily routine, moving to a new area. Using language creatively.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: reflexive verbs, revisit conjugation of the present tense.					
Prior Learning: (Context) Y8: past tense phrases, adding prior knowledge to current work (choice).		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: identity, local area		National Curriculum Links: (Context) 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	
RRSA Links: 8, 13, 24			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: informal revisit of non-negotiable vocabulary so far and progress made this term based on last term's assessment.		
British Values Links: Respect and tolerance					
Eco Schools Links: global citizenship, transport					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) peu beaucoup trop On peut On doit à mon avis nul ennuyeux un peu plein très Je dois Je pense que pour moi génial animé		Numeracy Opportunities: time frequency	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



Subject: French		Year Group: Y8		Term: 3 second half	
Module/Theme: Les sports et les problèmes					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from this year so far including leisure activities, opinions, places in town. Understand and talk about: opinions on sporting activities and justification of these, how to get to sporting facilities, rules for succeeding in sport, illness and injury.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using a range of tenses and structures, incorporating grammar structures to show competence including making comparisons.					
Prior Learning: (Context) Y7/Y8: sport and leisure activities, opinions, connectives, adverbs of frequency, tenses.		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: identity and culture, local area		National Curriculum Links: (Context) 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	
RRSA Links: 24, 31			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Listening and reading assessment on this module topics to practise skills in exam conditions and to provide initial data for start of year 9.		
British Values Links: Individual liberty					
Eco Schools Links: healthy living, transport					
Reading / Enrichment: www.linguascope.com Library: reading books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) moins que Je la trouve plus....que aussi....que Je le trouve... Je les trouve...		Numeracy Opportunities: time frequency directions	
Career Links: Included in regular lesson slide on “Where can languages take you?” Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					