

## Year 8 French Curriculum Rationale

Provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the French speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Topic 1: chez moi et mon quartier	<ul style="list-style-type: none"> <li>• say where you live, including house, which rooms there are (not) &amp; what is in your bedroom</li> <li>• describe the type of home you would like to have</li> <li>• describe what there is (not) in your town, including comparing towns</li> <li>• describe what you can (not) do in your town</li> <li>• describe what your town used to be like.</li> <li>• discuss what you want to do in town</li> <li>• understand and give directions</li> </ul>	<p><b>Builds on</b> skill of expressing a wide range of justified opinions, knowledge of present tense</p> <p><b>Leads to</b> confidence in expressing a wide range of opinions, ability to use future tense &amp; imperfect tense with key verbs</p>	Vocabulary tests Translation tests	Grammar terminology. Opportunity to discuss cultural difference in housing in France & French speaking world	<p><b>Connection finding</b> between TL &amp; French.</p> <p><b>Generalisation</b> when applying patterns to new language.</p> <p><b>Precision</b> with spelling of new vocabulary</p> <p><b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning</p> <p><b>Intellectual confidence</b> by contributing confidently and with enthusiasm.</p> <p><b>Speed and accuracy</b> with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them</p>	Vocabulary learning Written tasks✓

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
					when they make mistakes Agile by adapting new knowledge to new contexts	
Topic 2: mon look et faire les magasins	<ul style="list-style-type: none"> <li>Describe what you wear, going to wear, including for certain occasions and weather and when doing sport</li> <li>Describe and give opinions on uniform</li> <li>say where you buy their clothes and give opinions on shopping, including problems when buying clothes</li> </ul>	<p><b>Builds on</b> knowledge of a range of justified opinions &amp; near future tense</p> <p><b>Leads to</b> students being more confident and have a wider range of verbs with which they are able to manipulate into the perfect tense</p>	Vocabulary tests Translation tests Reading & Listening Assessment on all topics covered	Grammar terminology. PSHE – discussion of the world around us and us as global citizens. Other cultures have different fashions and clothing expectations heritage and tastes.	<p><b>Fluent thinking</b> by using language from memory</p> <p><b>Critical or logical thinking</b> with spotting of patterns in the formation of the present tense</p> <p><b>Intellectual playfulness</b> with adapting patterns in the formation of the present tense to new verbs</p> <p><b>Big Picture thinking</b> using the opinions from previous topic to this new topics</p> <p><b>Self regulation</b> – being responsible for own revision and learning at home</p> <p><b>Automaticity</b> with the present tense pattern becoming automatic for the 'yo' form</p>	Vocabulary learning Written tasks

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					-- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts	
Topic 3: A table et en pleine forme	<ul style="list-style-type: none"> <li>describe what you eat/drink for different meals with justified opinions</li> <li>order food and drink and to make a complaint</li> <li>talk about your favourite restaurant and cuisine</li> <li>use quantities to buy food at a market/shop</li> <li>discuss healthy lifestyles and understand</li> </ul>	<p><b>Builds on</b> knowledge of tenses and that different tenses will have a different ending, knowledge of and use of justified opinions.</p> <p><b>Leads to</b> students being able to use modal verbs more confidently in a wider range of topics.</p>	Vocabulary tests Translation tests Reading & Listening Assessment on all topics covered	Grammar terminology. PSHE – discussion of the world around us and us as global citizens. Understand food and eating habits are different in different cultures. Discussion on healthy lifestyles	<p><b>Complex Problem Solving &amp; Strategy Planning</b> by planning before starting written homework.</p> <p><b>Flexible thinking</b> by thinking of alternative things to say that use the language taught</p> <p><b>Originality &amp; Imagination</b> by producing written work that reflects students own ideas and opinions</p> <p>--                      Hardworking through resilience – knowledge</p>	Vocabulary learning Written tasks

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>others', including what one must do to stay healthy</p>				<p>will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts</p>	
<p>La vie scolaire</p>	<ul style="list-style-type: none"> <li>describe your secondary school and compare with primary school, including timings and justified opinions on school subjects</li> <li>know how a French school is different</li> <li>To be able to talk about your daily routine; with reflexive verbs</li> <li>describe your teachers</li> <li>give brief details of future intentions</li> </ul>	<p><b>Builds on</b> knowledge of tenses and that different tenses will have a different ending, knowledge of and use of justified opinions.</p> <p><b>Leads to</b> students being able to use reflexive pronouns more confidently</p> <p><b>Leads to</b> students being able to use imperfect tense more confidently and possibly adapting to new and previously met verbs</p>	<p>Vocabulary tests Translation tests Reading &amp; Listening Assessment on all topics covered</p>	<p>Grammar terminology. PSHE – discussion of the world around us and us as global citizens. Understand that school systems are different in France and the French Speaking World. Understand that daily routines; times people get up,</p>	<p><b>Complex Problem Solving &amp; Strategy Planning</b> by planning before starting written homework. <b>Flexible thinking</b> by thinking of alternative things to say that use the language taught <b>Originality &amp; Imagination</b> by producing written work that reflects students own ideas and opinions -- Hardworking through resilience – knowledge will not always stick first time</p>	<p>Vocabulary learning Written tasks</p>

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				go to bed, eat etc may differ in France and French speaking countries	Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts	