

INTENT:

- To develop students 'self-efficacy
- To be able to communicate spontaneously in spoken and written form in different time frames
- To develop students' listening and reading skills

IMPACT:

Assessments show progress over the course of the year. Written and spoken output is more detailed and show a variety of structures and tenses

Bilton School Curriculum
24-25
YEAR 8 FRENCH

- AO1: Listening – understand and respond to different types of spoken language.
 AO2: Speaking – communicate and interact effectively in speech.
 AO3: Reading – understand and respond to different types of written language.
 AO4: Writing – communicate in writing.

IMPLEMENTATION

	Term 1 My Lifestyle (My look, my weekend plans)	Term 2 My Free Time (My hobbies)	Term 3 Daily Routine (My routine)	Term 4 My Holiday (My future holiday)	Term 5 Holidays	Term 6 Revision End of year Exam Film Study
W1	Y7 Review of learning – describing your self Express opinions and justify	Talk about sports that you like and dislike Express opinions and justify	Feedback Introduction of Time	Say where you are going on holiday – destination/area	Consolidation of knowledge and skills Progress Check	EOY assessment
W2	Introduction of clothes Express opinion on what you wear	Discuss the sports you play / don't play and you do / don't do Say when and who with Express opinions and justify	Introduction of daily routine	Say who you are going on holiday with	Feedback Consolidation of Knowledge EOY Assessment	Festivals around the world
W3	Learn the weather Say what you wear according to the weather and different occasions	Checkpoint Consolidation of knowledge and skills	Checkpoint Saying how often you do an activity	Say where you are going on holiday – accommodation	Consolidation of Knowledge EOY Assessment	Understand French people planning a party
W4	Checkpoint Consolidation of knowledge and skills	Say which sport you played / did in the past	Consolidation of knowledge and skills	Checkpoint Consolidation of knowledge and skills	Consolidation of Knowledge EOY Assessment	Party Invite – understanding and designing
W5	Introduce activities you do at the weekend	Names parts of the body Talk about sport injuries	Progress Check	Say what you are going to pack for your holiday		Shopping for a party
W6	Consolidation of knowledge	Roleplay at the doctor Consolidation of knowledge and skills	Feedback Culture-	Say what you are going to wear for your holiday		Inviting people to go out Giving excusing not to go out
W7	Progress Check	Progress Check		Say what you are going to do during your holiday		Film study
W8	Feedback Culture-	Culture- Christmas				

Key Vocabulary and grammar	Present tense of regular verbs (porter/passer/jouer/regarder/ecouter/telecharger/reste/surfer/tcahter) Present tense of irregular verb (aller) Building longer sentences ('quand') Opinions HAP: using and understanding negative structures + using both quand and à to write longer sentences	<i>Jouer and faire</i> 3 tenses pouvoir + inf sport injuries – new structure <i>j'ai mal à</i>	Present Reflexive verbs	The near Future 'je vais + Inf	The near Future 'je vais + Inf	The near Future 'je vais + Inf vouloir Asking questions
Connected knowledge	Y7 numbers, key verbs ending with -er, negative structures, adjectives (order and agreement) opinion	Term 1-time phrases Knowledge of verbs	Y7 numbers Time phrases	All key verbs term 1,2,3 plus tenses knowledge Clothes term 1 Sport term 2 Y7 countries/family members	All key verbs term 1,2,3 plus tenses knowledge Clothes term 1 Sport term 2 Y7 countries/family members	Near future from term 5
Skills acquired at the end of the term	- Memorisation strategies - Pronunciation: speaking with a good accent - Identify and apply language pattern - Pronunciation- speaking with a good accent	- Remember grammar rules - Give detailed answers to questions - Perfect tense - Use different tenses together - Build longer sentences using parce que and donc - Pronunciation: distinguishing between present and perfect	- Use speaking and reading strategies - Use transferable language	- Use speaking and reading strategies - Know how to check their written work - Identify and use different tenses - Identify and apply language pattern	- Use strategies to improve speaking - Evaluate your own and others' performance - Develop conversation skills - Have a better cultural awareness - Use formal and informal language - Be aware of pronunciation: the perfect and the imperfect tense	
Literacy – including reading	Writing: - Spelling of key words - Accurate use of words in a sentence - Writing paragraphs - Translation into French - Describing a picture Grammar - verbs conjugation - negative structure	Reading - From key words to sentence - From sentence to paragraph - Different skills (true/false – multiple choice - who says what – answer in English - Translation in English	Listening - Recognising words to sentence - Understanding sentence to paragraph - Identifying who speaks, negative structures, opinions, tenses - Gap fill task - True or False or not mentioned - Dictation, from words to sentences to paragraph	Speaking - Pronunciation of words/combination of letters PHONICS - Reading out loud - Describing a picture - Expressing and justifying opinions		
Spiritual, Moral, Social and cultural.	The topic will give students an opportunity to discuss what people wear according to the weather/occasions Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to share what they do during their free time and discuss the importance of doing a sport Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to share their daily routine and discuss how other people might have a different one and why Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to share where they would like to go on holiday Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to share where they would like to go on holiday Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to plan for a party in the target language Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class
British Values	Throughout the course our students will develop tolerance and respect by learning about different customs/routine/habits/way of living. They will be respectful of other students' point of view and lifestyles (democracy)					

<p>Cultural Capital</p>	<p>This topic will develop student's knowledge of the French Speaking world, focus on clothes and weather</p> <p>They will learn about fashion in different countries and habits</p>	<p>This topic will develop student's knowledge of the French Speaking world, focus on sport</p> <p>They will learn about famous sport people</p>	<p>This topic will develop student's knowledge of the French Speaking world, focus on daily routine/traditions</p>	<p>This topic will develop student's knowledge of the French Speaking world, focus on future holiday/journey/packing</p> <p>They will get an insight on different holiday destinations abroad</p>	<p>This topic will develop student's knowledge of the French Speaking world, focus on future holiday/journey/packing</p> <p>They will get an insight on different holiday destinations abroad</p>	<p>This topic will develop student's knowledge of the French Speaking world, focus on celebrations in French Speaking countries (France)</p>
--------------------------------	--	--	--	---	---	--

End point: NC-KS3 y7
 Students -have awareness of sounds and pattern/show good pronunciation and intonation/ask and answer questions spontaneously/ express opinions and justify them/ speak in sentences or paragraph in front of an audience/write phrases or paragraph from memory/describe people and places/understand basic grammar/use a variety of verbs to express their opinions and describe themselves and their surrounding/ refer to past events/express a wish

End point: NC-KS3 y8
Grammar: Students can: identify and use tenses or other structures/ use and manipulate a variety of key grammatical structures and patterns/have acquired a wide-ranging vocabulary/ use accurate grammar, spelling and punctuation
Skills: Students can: listen to a variety of forms of spoken language/transcribe words and short sentences that they hear with increasing accuracy/initiate and develop conversations/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/speak coherently and confidently, with increasingly accurate pronunciation and intonation/read and show comprehension of original and adapted materials from a range of different sources/show comprehension of literary texts in the language [such as stories, songs, poems and letters]