KS3 Curriculum Overview: French Year Eight					
Rationale: In Y8, we continue to follow the EPI approach for language learning – a large emphasis on listening in French, supported by sentence builder documents, to model target language constructions. After extensive modelling and practice, students create their own sentences in a highly structured, low-risk context before progressing to creation in a less-scaffolded environment.					
Unit	**Outline**	**Assessment**	**HL**	**Literacy**	**Knowledge/Skills End Points**
Year 8 Unit 1 Schools and Jobs	Jobs and work places Revisit: School subjects and opinions Days of the week Telling the time School timetable	Mid-point : Reading Task (Peer-assessed) End of Unit : Writing Task (Teacher assessed)	Weekly vocabulary tests. Some additional HL tasks set using language-gym.com	Explicit reading comprehension skills taught in preparation for Reading Exam	<u>Skills</u> Tell the time in French and giving justified opinions Numbers 1-60 Telling the time in French <u>Speaking and Writing (I/you/he/she):</u> Create sentences about jobs and school opinions without support <u>Reading and Listening (I/you/he/she):</u> Answer comprehension questions about jobs and opinions in short texts
Year 8 Unit 2 Food	Food and drink items Meal times Food preferences Numbers 1-100 Menus Ordering in a café	Mid-point : Translation Task (Teacher Assessed) End of Unit : Listening Task (Peer Assessed) **Reading & Translation Assessment in Y8 Exam Week**			<u>Skills</u> Numbers 1-100 Transactional vocab – ordering food <u>Speaking and Writing (I/you/he/she):</u> Create sentences about food without support <u>Reading and Listening (I/you/he/she):</u> Answer comprehension questions about food in short texts
Year 8 Unit 3 Lifestyle	Weather phrases Clothes and colours Weather reports Hobbies and locations	Mid-point : Listening Task (Peer Assessed assessed) End of Unit : Reading Task (Peer Assessed) and Writing Task (Teacher Assessed)			<u>Speaking and Writing (I/you/he/she):</u> Create sentences about weather, clothes and hobbies without support <u>Reading and Listening (I/you/he/she):</u> Answer questions about weather, clothes and hobbies from short texts <u>Skills:</u> Recognise the verbs jouer, faire and aller in all forms present tense
Year 8 Unit 4 Home	Daily routine House descriptions Activities at home Bedroom furniture Prepositions	Mid-point : Read Aloud (Teacher Assessed) End of Unit : Writing Task (Teacher Assessed)			<u>Speaking and Writing (I/you/he/she):</u> Create descriptions of my daily routine and house without support <u>Reading and Listening (I/you/he/she):</u> Answer questions about my daily routine and home from short texts
Year 8 Unit 5 Holidays	Holiday destinations, accommodation and transport Opinions and 'on peut' Holiday activities Purchasing souvenirs Using the future tense	Mid point : Listening Task (Peer Assessed) End of Unit : Speaking Task (Teacher Assessed)			<u>Speaking and Writing (I/you/he/she):</u> Create sentences about future holiday plans without support <u>Reading and Listening (I/you/he/she):</u> Answer questions about future holiday plans from short texts <u>Skills:</u> Use transactional vocabulary to purchase souvenirs Use the near future tense with all pronouns
Year 8 Unit 6 Tahiti	Geography History Wildlife Traditional Art and Clothes Food Tourism	End of Unit : Writing Task (Teacher Assessed)			Explain in English some key facts about the island of Tahiti Recognise key vocabulary linked to life on the island of Tahiti

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