

# Year 8 ~ Curriculum Map for French

What are the intended aims for this year's curriculum? To build on transferable vocabulary (opinions, connectives, intensifiers, etc...) and introduce topics related to the wider world to complement what has been studied in year 7 and set the foundations for what will also be studied at an extended level in year 9.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Media (Le monde des médias)	Topic(s): Sports and leisure (Bouger c'est important)	Topic(s): Health and fitness (En pleine forme)	Topic(s): Jobs and careers (Un métier, un rêve)	Topic(s): Local area (Mon quartier)	Topic(s): Holidays (Mes vacances)
	Aim of	Aim of	Aim of	Aim of	Aim of	Aim of
'Big idea(s)' / fundamental concepts	Talking about TV programmes, types of music and detailed opinions, types of film and discussing film review, talking about different types of books and preferences.	Talking about about sports and say how often you do it, discussing winter and summer sports, describing leisure activities and sports camps and talking about body and injuries.	Discussing healthy diet and healthy lifestyle, talking about how diet affects health and talking about resolutions to be healthier.	Talking about jobs and the qualities needed for certain jobs, ideal jobs, discussing ambitions and future careers and talking about part time jobs.	Talking about places in town and describing your town, discussing what you do in town and where, asking for and giving directions, arranging to go out and discussing meeting places.	- Talking about transport and how you get to different countries, discuss usual and preferred holidays, talking about items you take on holiday, planning a holiday, describing past, future and dream holiday.
Knowledge to be learnt	<ul style="list-style-type: none"> <li>- Range of words for types of TV programmes</li> <li>- Revisit opinion phrases to give preferences</li> <li>- Direct object pronouns (it/them)</li> <li>- New opinions to justify like or dislike</li> <li>- Range of words for types of music</li> <li>- Range of phrases to say how they make you feel with faire and render + infinitive</li> <li>- Range of phrases for types of films</li> <li>- Range of phrases to say how you watch a film</li> <li>- Phrases to give opinions in the past</li> <li>- Range of phrases for types of books</li> <li>- Verbs followed by an infinitive</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for a variety of sports.</li> <li>- Practise the use of jouer and faire + sport</li> <li>- Use depuis to say how long you've done a sport for</li> <li>- Range of words for different winter and summer sports</li> <li>- Use je voudrais and j'aimerais to say what you would like to do</li> <li>- Range of key phrases to describe a sports camp and holiday leisure activities</li> <li>- Use aller in the past to say where you went</li> <li>- Range of words for parts of the body</li> <li>- How to say "hurts" to describe an injury</li> <li>- Use j'ai mal and je peux/je ne peux pas</li> </ul>	<ul style="list-style-type: none"> <li>- Range of phrases for different food groups</li> <li>- Specific words for food items in each food group</li> <li>- Impersonal structure (you must/must not/shoud/should not/etc...)</li> <li>- Range of phrases/ideas to discuss healthy lifestyles and what you do to stay healthy</li> <li>- Using the pronoun "en" to refer to a food already mentioned</li> <li>- Range of phrases/ideas to discuss how diet affects your health</li> <li>- Revisit the perfect tense and expressions of quantities</li> <li>- Introduce the future tense to discuss resolutions to have a better diet in the future</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for a variety of jobs in masculine and feminine</li> <li>- Opinions on jobs and qualities needed for certain jobs</li> <li>- Job titles ending according to gender</li> <li>- Revisit conditional to talk about ideal jobs</li> <li>- Phrases/ideas in the past to compare what you wanted to do and what you would like to do now</li> <li>- Range of ideas/phrases to discuss ambitions and future career.</li> <li>- Range of clauses with si + imperfect + conditional tense</li> <li>- Range of words for a variety of part time jobs</li> <li>- Extended details about part time jobs</li> <li>- Using quand with different tenses (imperfect and future)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for different places in town</li> <li>- Phrases to describe what there is or isn't in your town.</li> <li>- How to contrast sentences using connectives</li> <li>- Position of adjectives</li> <li>- Range of activities you can do in town at the places introduced</li> <li>- Saying to the or at the</li> <li>- Using on peut + infinitive</li> <li>- Range of phrases for a variety of directions</li> <li>- Asking for directions</li> <li>- Using imperative when giving out directions</li> <li>- Phrases to arrange going out with friends</li> <li>- Using vouloir and pouvoir to make suggestions.</li> <li>- Conversation vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for different means of transport</li> <li>- Opinions on transport and reason for choosing them</li> <li>- Negatives to say what transport you don't use and why</li> <li>- Range of ideas to talk about usual/preferred holiday (countries/ weather/activities)</li> <li>- Range of words for items you can take on holiday and why</li> <li>- Using prendre and near future</li> <li>- Saying in + countries</li> <li>- Phrases to plan a holiday (questions/using the future tense)</li> <li>- Phrases to describe a past holiday</li> <li>- Revisit perfect and imperfect tense</li> <li>- Range of phrases/ideas to talk about a dream holiday</li> <li>- Revisit the conditional with I would like.</li> </ul>
Key vocabulary	<ul style="list-style-type: none"> <li>- Range of phrases for types of TV programmes (les comedies, les series, les documentaires, etc...)</li> <li>- Opinions (divertissant, enfantin, éducatif, etc...)</li> <li>- Direct object pronouns (je les aime, etc...)</li> <li>- Phrases for types of music (la musique...pop, rock, country, etc...)</li> <li>- Detailed opinions (ca me rend...triste, heureux, ca me fait...dormir, rever, etc...)</li> <li>- Different opinions on music (gai, entraînant, vif, dynamique, les paroles, le rythme, etc...)</li> <li>- Phrases for types of films (un flim d'horreur, d'action, de science-fiction, etc...)</li> <li>- Past tense phrases (j'ai vu, j'ai adoré, je l'ai aimé, etc...)</li> <li>- Film review phrases (personnage principal, etc...)</li> <li>- Phrases for types of books (les romans historiques, les romans d'aventure, les autobiographies etc...)</li> <li>- Opinions with verbs + infinitive (j'adore/je déteste... lire, regarder, écouter, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for sports (le tennis, le foot, le hand, le basket, etc...)</li> <li>- Using jouer and faire (je joue au.../je fais du/de la/de l'...)</li> <li>- How long for (depuis...un mois, deux ans, etc...)</li> <li>- Range of words for winter and summer sports (du ski, du snowboard, du quad, de la plongée, etc...)</li> <li>- Phrases to describe a summer camp (Zumba, tir a l'arc, course d'orientation, etc...)</li> <li>- Perfect tense of aller (je suis allé, etc...)</li> <li>- Time phrases to refer to the past tense (l'année dernière, l'été dernier, etc...)</li> <li>- Words for parts of the body (la main, le pied, le genou, le cou, etc...)</li> <li>- How to say where it hurts (j'ai mal + au/a la/a l' + body part)</li> <li>- Saying what you can/can't do because of injuries (je peux.../je ne peux pas...)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for different food groups (sucre et produit sucrés, lait et produits laitiers, etc...)</li> <li>- Specific words for each group (yaourt, beurre, fromage, etc...)</li> <li>- Using impersonal structure (il faut/il ne faut pas/on doit/on ne doit pas etc...)</li> <li>- Phrases to discuss healthy lifestyle (je dors.../je fais du sport/je bois beaucoup d'eau/ etc...)</li> <li>- Using pronoun en (j'en mange, j'en bois, etc...)</li> <li>- Range of ideas to discuss how diet affects health (revisit meals of the day: petit-déjeuner, etc... and food you can have: pomme, hamburger, thé, etc...)</li> <li>- Revisit the perfect tense (j'ai mangé/j'ai bu, etc...)</li> <li>- Review expressions of quantity (plus de, moins de, trop de, assez de, etc...)</li> <li>- Using the future tense (je ferai, je mangerai, je jouerai, je boirai, etc...)</li> <li>- Review negative (ne...pas/ne... jamais, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for a variety of jobs in masculine and feminine (réalisateur/réalisatrice, chirurgien/ chirurgienne, etc...)</li> <li>- Opinions about jobs (passionant, varié, stressant, etc...)</li> <li>- Qualities needed (il faut...etre créatif, aimer voyage, etc...)</li> <li>- Range of phrases to give information about ideal jobs (quand j'étais/quand j'avais...je voulais...je serais, je voudrais, etc...)</li> <li>- Range of words for different jobs (pompier, astronaute, etc...)</li> <li>- Range of phrases/ideas to talk about ambitions (je créerais, je donnerais, je construirais, etc...)</li> <li>- Introduce si clauses with imperfect and conditional (si j'étais riche, si j'étais Premier Ministre, etc..., je ferais, je serais, je voudrais, etc...)</li> <li>- Range of words for part time jobs (vendeur, plagiste, baby-sitter, jardinier, etc...)</li> <li>- Using quand followed by imperfect or future (quand j'étais, j'avais/quand j'aurai, je serai, etc...)</li> <li>- Revisit past time phrases (l'année dernière, l'été dernier, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for places in town (une église, une piscine, une patinoire, un supermarché, etc...)</li> <li>- Phrases to say what there is or isn't (il y a, il n'y a pas de...)</li> <li>- Position of adjective to describe a place (grand/petit, etc...)</li> <li>- Range of activities you can do in town (faire de la natation, regarder un film, faire les courses, etc...)</li> <li>- Saying at the or to the (au, a la, a l', aux)</li> <li>- Using can to discuss activities (on peut/on ne peut pas...)</li> <li>- Asking for directions (pour aller au/a la/a l'/aux...)</li> <li>- Giving directions (tout droit, tournez...a gauche/a droite, prenez...la première, etc...)</li> <li>- Arranging to go out using pouvoir and vouloir (tu veux...? Je veux.../tu peux...? Je peux..., etc...)</li> <li>- Conversation vocab (qu'est-ce que tu veux faire ? on se retrouve, d'accord, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for different transport (le train, l'avion, le bateau, etc...)</li> <li>- Opinions on transport (rapide, pratique, bon marché, cher, etc...)</li> <li>- Reason for choosing a transport (plus...que, moins...que, etc...)</li> <li>- Range of ideas to discuss usual holidays (l'Espagne, la France, les Etats-Unis, il fait beau/chaud, on peut faire... etc...)</li> <li>- Range of words for items you can take on holiday (mes lunettes de soleil, mon maillot de bain, mon frisbee, etc...)</li> <li>- Using the near future (je vais prendre, je vais aller, etc...)</li> <li>- Saying in + countries (en/au/aux)</li> <li>- Phrases to use when planning a holiday (future tense – on logera/on fera/on voyagera/etc...)</li> <li>- Using si/quand + present/future tense (si on va en Angleterre, on ira/quand on ira en France, on fera, etc...)</li> <li>- Phrases to describe a past holiday (j'ai visité, je suis allé, j'ai fait, etc... c'était...enrichissant/incroyable, etc...)</li> <li>- Sequencing words (ensuite, puis, apres, enfin, etc...)</li> <li>- Phrases to describe a dream holiday (je voudrais/j'aimerais...un bateau de croisiere, un vaisseau spatial, etc...)</li> </ul>
	NO A&R IN TERM 1		NO A&R IN TERM 3		NO A&R IN TERM 5	
	Students reading, writing and listening skills are tested in A&R 2 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1&2. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.					
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	Students reading, writing and listening skills are tested in END OF YEAR EXAM – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3, 4, 5 & 6. Students also have to complete a translation task from English to French to test their writing skills of single words and sentences.					

The role of reading and comprehension	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...	- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the French word/phrases in the text, match up sentence halves, who says what, translation tasks, etc...
The role of independent extended writing	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.	- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to French translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment.
The role of maths/ numeracy	- N/A for this unit	- N/A for this unit	- How to use time when talking about eating hours.	- N/A for this unit.				
Links to careers/ aspirations	- Discuss possibilities of careers in the media (TV, radio)	- N/A for this unit	- Discuss aspiration about keeping a healthy diet.	- Opportunities for discussion around jobs/future career.	- Opportunities for discussion around students aspiring to travel around the world and discover new cultures.			
Core skills	- Use reading strategies - Identify and express opinions - Justify opinions - Use listening and writing strategies - Apply knowledge of phonics - Translation strategies	- Remembering grammar rules - Using reading skills - Recycling language in a different context - Answering questions - Developing confidence in using different tenses - Using correct pronunciation - Building longer sentences using <i>parce</i> and <i>donc</i>	- Develop dictionary skills - Use context to work out meaning - Build confidence in asking questions - Evaluate your performance - Use strategies for checking written work - Evaluate your performance - Use connective to extend sentences	- Ask and answer questions - Improve speaking and writing - Use translation strategies - Combine tenses to improve speaking and writing	- Ask and answer questions - Improve speaking and writing - Use translation strategies - Combine tenses to improve speaking and writing	- Ask and answer questions - Improve speaking and writing - Use translation strategies - Combine tenses to improve speaking and writing	- Create contrasting sentences - Reflect on writing - Create more complex sentences - Use a range of connectives to give detailed directions - Use reading and listening strategies	- Use comparisons to develop writing and speaking - Adapt texts - Develop dictionary skills - Pronounce the French r sound - Work out grammar patterns - Transcribe sentences - Use grammar memorisation strategies - Develop translation skills - Improve reading skills - Apply strategies
Dept. enrichment activities	- European Day of Languages (26 <sup>th</sup> September) - World Food Day (16 <sup>th</sup> October) - Films French poster quiz on courtyard screen: guess the film in English and work out what the French title translates to.	- Information about Christmas and New Year's celebration in France promoted via the covered courtyard screen. - Guess the French sports personality quiz on the courtyard screen.	- La Chandeleur (pancake day in France on 2 <sup>nd</sup> Feb). French tradition: Galette des Rois taster.	- World Book Day linked to French with mentor time activities. Recipes/Shrove Tuesday promoted via covered courtyard screen. - Covered courtyard quiz – Read the description and guess the job in France.	- World Book Day linked to French with mentor time activities. Recipes/Shrove Tuesday promoted via covered courtyard screen. - Covered courtyard quiz – Read the description and guess the job in France.	- World Book Day linked to French with mentor time activities. Recipes/Shrove Tuesday promoted via covered courtyard screen. - Covered courtyard quiz – Read the description and guess the job in France.	- Promote Cannes Film festival through covered courtyard with French film quiz. - Covered courtyard quiz – can student work out the French cities according to the pictures given?	- Fête de la musique (6 <sup>th</sup> June) – French music quiz. Covered courtyard screen quiz - Looking at French album cover can students guess the type of music from the different choices. - Bastille Day celebration (14 <sup>th</sup> July)
Home learning opportunities	- Promote World Languages Day website to parents. <a href="https://edl.ecml.at/">https://edl.ecml.at/</a>	- Students can bring home French Christmas cards they have created in class and give them to parents.	- Students can take away the recipe in French for “crepes” and “galette” and try to make them at home with parents.	- Student can research characters from French books for World Book day. - Shrove Tuesday pancakes recipe can be attempted again.	- Student can research characters from French books for World Book day. - Shrove Tuesday pancakes recipe can be attempted again.	- Student can research characters from French books for World Book day. - Shrove Tuesday pancakes recipe can be attempted again.	- In relationship to the Cannes film Festival students to be given the opportunity to watch a French film at home with parents.	Students to be given the opportunity to listen to some French songs at home with parents and research French artists.