

# 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 that will also be studied at GCSE level starting in year 9.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Media (TV, films, books, music)	Topic(s): Bouger c'est important	Topic(s): En pleine forme	Topic(s): Un métier, un rêve	Topic(s): Local area	Topic(s): Holidays
	Aim of	Aim of	Aim of	Aim of	Aim of	Aim of
'Big idea(s)' / fundamental concepts	Give information and opinions about TV programmes, types of films, music and books.	Talk about sports and say how often you do it, talk about winter and summer sports and talk about body and injuries.	Talk about healthy eating, discuss healthy lifestyle, talk about how diet affects health and talk about resolutions to be healthier.	Talk about jobs and the qualities needed for certain jobs, talk about ideal jobs, talk about ambitions, talk about part time jobs.	Describe where you live and talk about different places to live. Understand places in town and describe it. Talk about activities you can do in these places, arranging to go out and meeting at places.	- Talk about countries and nationalities, talk about how you travel and means of transport, talk about usual and preferred holiday, describe a past holiday, talk about a dream holiday, plan a holiday.
Knowledge to be learnt	- Types of TV programmes - Types of music - Types of films - Types of books - New adjectives to give opinions about the above.	- Sports you do and play - Body parts - For/since - How to say it hurts - Winter and summer sports	- Phrases for food groups - Range of words for food and drink - Ways to stay healthy - Positive/negative about food - Future tense	- Words for jobs (masculine/feminine) - Opinions on jobs - Giving ideas in the past using the imperfect and in the future using the conditional - Using sentences with "si" - Phrases for future ambitions - Description of a part time job	- Words for types of houses - Words for area where you can live - There is/There isn't - Places in town - Activities you can do in town - How to structure and ask a question	- Words for countries and nationalities - Types of transports and positive/negatives opinions about them - Holiday places - Perfect tense with avoir and etre - Using I would like - Using si and quand with future tense - items you can take on holiday
Key vocabulary	- Types of TV programmes - Types of music - Types of films - Types of books - Give opinions - Likes/dislikes (j'aime, j'adore, je n'aime pas, je déteste) - Key verbs: to watch, to listen to, to read, to make (me feel/do), to take place, to spend (time).	- Sports (winter/summer) - It hurts - I can/I can't - I would like - Body parts - Depuis: since/for - Time phrases - Jouer/Faire - Key verbs: to play, to do, to be able to, to hurt.	- Words for food and drink - You must/You must not/You should/You should not - Opinions on food - I eat/drink <u>some</u> - Quantity: more/less/too much/enough - Key verbs: to eat, to drink, to take, to have, to sleep, to do, to play, to work.	- Range of words for jobs (journalist, director, photographer, vet, chef, doctor, etc...) - Personalities/qualities needed for job (creative, patient, caring, brave, etc...) - I was/I would be/I had/I would have/I wanted/I would like/I preferred/I would prefer - Quand – when - Key verbs: to work, to want, to prefer, to dream of, to create, to give, to build, to buy, to organise.	- House/semi-detached house/farm/flat - Town/village/mountain/suburbs /by the sea - There is/There isn't - You can/You can't - Activities to do in town - Do you want...? - I want to/I don't want to - Days of the week - Key verbs: to live, to go, to watch, to do, to play, to be able to, to want, to meet, to eat.	- Words for countries and nationalities - Words for transport (bus, plane, car, coach, train, boat, bike, etc...) - Opinions on transport (expensive, cheap, fast, slow, comfortable, practical, etc...) - Weather - Holiday accommodation - Holiday places - Perfect tense - Time phrases - Holiday items - Future tense Key verbs: to travel, to stay, to visit, to go, to leave, to take, to buy, to find, to eat, to drink, to sleep.
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 reading, writing and listening skills are tested in A&R 1 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1. Students also have to undertake a writing task based on a GCSE style task and complete an English to French translation.	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 undertake a writing task based on a GCSE style task and complete an English to French translation.	Students reading, writing and listening skills are tested in A&R 1 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2 & 3. Students also have to undertake a writing task based on a GCSE style task and complete an English to French translation.	Students reading, writing and listening skills are tested in A&R 1 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3 & 4. Students also have to undertake a writing task based on a GCSE style task and complete an English to French translation.	No A&R as short term	Students reading, writing and listening skills are tested in A&R 1 – 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 undertake a writing task based on a GCSE style task and complete an English to French translation.

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 complete an English to French translation with 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 complete an English to French translation with 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 complete an English to French translation with 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 complete an English to French translation with 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.		N/A for this unit.		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.		- N/A for this unit		- Opportunities for discussion around students aspiring to travel around the world and discover new cultures.
Core skills	- Direct object pronouns - Verb + infinitive - Ce que - Opinions in the past - Description in the past		- How to use depuis (for/since) - Use jouer/faire (to play/to do) - Use je voudrais/j'aimerais (I would like) - Pouvoir (can): je peux/ je ne peux pas (I can/I can't)		- il faut/il ne faut pas structures - Pronoun "en" – some - Past tense with avoir (j'ai mangé, j'ai bu) - Expressions of quantity - Future tense		- Job titles - The imperfect tense and the conditional - Si clauses - Using quand with different tenses		- Saying there is and there isn't - Position of adjective - Saying to the and at the - Using on peut + infinitive - Using vouloir and pouvoir		- How to say in/to + a country - Negative form - "ir" verbs - Perfect/Imperfect tense - How to use "I would like" - Si (if) and quand (when) - Near futures
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.		- 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.		- 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.