

Curriculum Overview – Year 8 French Access

Sequencing Rationale

As in year 7, the year 8 Access curriculum covers many of the same topics as year 8 French, but focuses on selective new language in each topic to be used alongside the retrieval and repetition of key year 7 communicative language. The topic of town builds on where they live and is contrasted with a French town. This is followed by TV, cinema, reading and the internet which all consolidate opinions, adjectives and connectives to extend and justify, but also have a cultural dimension we explore. Culture is central to the topic of Paris, including the city sights and catacombs. Learning continues to be focussed on understanding spoken and written French and simple communication, but with more confidence and a wider range of topics and vocabulary.

Curriculum goals – what will students be able to do at the end of this year?

- Answer simple questions to give opinions on year 8 topics
- Recognise the expression *il y a* and name some places in a town
- Express simple opinions in writing on year 8 topics
- Use some simple connectives *mais, parce que/ car* to justify opinions and extend
- Know more topic adjectives
- Understand the role of adverbs and use them to qualify adjectives
- Know some time expressions and recognise they introduce another tense
- Express wishes for the future with the set phrase *je voudrais* + infinitive
- Understand more topic specific vocabulary
- Translate short sentences from French to English
- Use resources effectively and independently (vocab lists, class mats, grammar booklets)
- Show cultural awareness in the following areas – a typical French town, TV and cinema, the location of Paris and its sights such as Eiffel Tower, Louvre, Notre Dame, Versailles and the catacombs

Key skills, knowledge and understanding – what will students learn this year?

- Selected topic vocabulary for town, TV, cinema and the internet.
- To confidently use their opinion phrases (including negatives) and add favourite
- To give reasons to justify their answers using *c'est*
- To use the connectives *mais* and *parce que/ car* to extend sentences
- How to use simple adverbs *très/ assez/ super*
- Common frequencies
- Time phrases for the present/past/future
- To recognise a small number of common, perfect tense verbs and the near future in the first person
- To use *je voudrais* to express simple future ideas.
- Possessive adjectives my and your

How will more able students be extended and challenged

- Use new opinions and a range of topic rather than generic adjectives
- Not looking at resources automatically but respond from memory where possible
- Acting as teaching assistants and explaining things to classmates and model good work
- Writing tasks with less support (more gaps/ words not provided)
- Extension reading tasks

How will disadvantaged students master key knowledge and understanding

- By starting from a secure understanding of the concepts in English, linguistic and cultural
- Regular exposure/ retrieval of high frequency and key vocabulary and sentence starters
- Regular practice of common sentence starters
- Listening/ writing tasks with more support (multiple choice answers/ less gaps)