

## Subject Curriculum Overview by Term

Subject: French		Subject Leader: Florence Lehmann	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>TOPIC 1 – WHERE I LIVE (Ma zone / Chez moi)</b>	<p><i><b>End point:</b> To say where you live, describing what is and isn't in your town. Say what we can do where you live, give your opinion about where you live and say where you would like to live in the future.</i></p> <ol style="list-style-type: none"> <li>1. Say where you live using "J'habite à"</li> <li>2. Describe what is in your town/village using "Il y a"</li> <li>3. Say what isn't in your town/village using "Il n'y a pas de"</li> <li>4. Give your opinion about your town/village</li> <li>5. Say what we can do in your town/village using "On peut + infinitive"</li> <li>6. Say where you go using the verb "aller" in the present tense and the different "to the"</li> <li>7. Describe where you live (house, apartment, etc)</li> <li>8. Use BAGS adjectives (adjectives that refer to Beauty, Ages, Goodness and Size) and use the correct word order in a sentence</li> <li>9. Use comparatives "more.... than" and "less...than"</li> <li>10. Say where you would like to live using "Je voudrais habiter..."</li> </ol>		<p>See Vocabulary list attached</p> <p><i>Year 8 Topic 1 vocabulary list</i></p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> <li>•</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul>

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Topic	Key Learning Points		Key Vocabulary	Assessments
<b>TOPIC 2 – CELEBRATIONS (Les célébrations)</b>	<p><i><b>End point:</b> To say what you eat and drink for different meals, to learn about French celebrations and talk about them in the present, past and near future tense. Use opinion phrases and reasons.</i></p> <ol style="list-style-type: none"> <li>1. Revision of food and drinks using the different “some” (du, de la, de l’, des)</li> <li>2. Say what you eat and drink for breakfast, lunch and dinner using the present tense of manger, boire and prendre</li> <li>3. Say what others eat and drink for breakfast, lunch and dinner using other pronouns</li> <li>4. Talk about Christmas celebration in France.</li> <li>5. Say what you do to celebrate Christmas using the present tense</li> <li>6. Give your opinion about celebrations using reasons and qualifiers</li> <li>7. Talk about last Christmas using set phrases of regular perfect tense verbs</li> <li>8. Give your opinion in the past tense about a past celebration using reasons and qualifiers</li> <li>9. Say how you are going to celebrate Christmas next year using the near future tense</li> <li>10. Give opinions using the near future tense with reasons and qualifiers</li> </ol>		See <i>Chez moi chez toi Rouge</i> Vocabulary list attached	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul>

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<p><b>TOPIC 3 – HOBBIES (Tu es branchée ?)</b></p>	<p><i><b>End point:</b> To say what you watch/don't watch on TV, using the present tense, opinions, qualifiers and reasons. Give your opinion about films, books and the internet. Say what you do online using frequencies.</i></p> <ol style="list-style-type: none"> <li>1. Recognise TV programmes + say what TV programmes you watch</li> <li>2. Say what TV programmes you don't watch and never watch using "ne...pas" and "ne...jamais"</li> <li>3. Revise the present tense of the verb "<b>regarder</b>" with all pronouns to say what TV programmes other people watch</li> <li>4. Give your opinion about TV programmes with reasons and qualifiers</li> <li>5. Say what types of films you watch and don't watch and give your opinion with reasons and qualifiers</li> <li>6. Say what types of books you read and mention other people.</li> <li>7. Give your opinion about types of books using reasons and qualifiers</li> <li>8. Say what you do on the internet and how often using the present tense and frequencies</li> <li>9. Give your opinion about the internet using reasons and qualifiers</li> </ol>	<p>See <i>Tu es branchée Rouge</i> Vocabulary list attached</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul>
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<b>TOPIC 4 – PARIS Activities on holiday</b>	<p><i><b>End point:</b> To recognise and identify famous monuments in Paris. Say what we can do in the capital with opinion phrases and reasons and ask questions at a tourism office.</i></p> <ol style="list-style-type: none"> <li>1. Recognise monuments in Paris</li> <li>2. Say what we can do in Paris using “On peut + infinitive”</li> <li>3. Say what you like doing in Paris using opinion phrases + infinitive</li> <li>4. Give your opinion using reasons and qualifiers</li> <li>5. Ask for tourist information</li> </ol>		See <i>Paris Rouge</i> Vocabulary list attached	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> <li>•</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul>

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<p><b>TOPIC 5 – PARIS</b> <b>Describing a past holiday</b></p>	<p><i><b>End point:</b> To say what you visited in Paris using the past tense, what you didn't do, using opinion phrases and reasons. Say where you went and how using different means of transport.</i></p> <ol style="list-style-type: none"> <li>1. Say what you visited in Paris using the perfect tense of regular -ER verbs and with "Je"</li> <li>2. Learn how to form the perfect tense with "avoir" with regular -ER, -IR and -RE verbs and all pronouns</li> <li>3. Say what you didn't do in Paris using the perfect tense and "ne...pas"</li> <li>4. Use irregular perfect tense verbs with 'je' (J'ai bu, j'ai fait, j'ai pris, j'ai vu) and with 'On' (On a bu, on a fait, on a pris, on a vu)</li> <li>5. Give opinions in the past using reasons and qualifiers</li> <li>6. Say where you went and how using "Je suis allé(e)" and "Nous sommes allés/On est allés) and means of transport</li> <li>7. Use time expressions (<b>Le week-end dernier, L'année dernière</b> etc...)</li> <li>8. Say what it was like using the imperfect tense (<b>C'était</b>) and qualifiers (<b>très, assez, un peu, vraiment</b>)</li> <li>9. Learn how to form the perfect tense with "être"</li> </ol>		<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul>
<p><b>TOPIC 6 – In Normandy (Summer plans)</b></p>	<p><i><b>End point:</b> To talk about a future holiday, saying how you are going to travel with means of transport, where you are going to stay, what activities you are going to do. Use opinion phrases, qualifiers, connectives and reasons.</i></p> <ol style="list-style-type: none"> <li>1. Revisit the near future tense with all pronouns (aller / visiter / voyager)</li> <li>2. Recognise different means of transport and say how you are going to travel</li> <li>3. Recognise different types of accommodation and say where you are going to stay</li> <li>4. Revisit the activities on holiday with Le Chateau booklet and say what you are going to do</li> <li>5. Use "<b>Ce sera</b>" to give your opinion with reasons and qualifiers.</li> </ol>		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul>

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### How parents can support learning in the subject this academic year

Encourage the learning of the weekly vocabulary.  
Encourage the completion of homework to a good standard.  
Encourage use of vocabulary sheets  
Ask what they are learning and to teach you what they have learnt.

### Recommended Reading

### Points to note

Use online language learning apps or websites to expand and practise the vocabulary:  
[Quizlet.com](https://www.quizlet.com/) / [SentenceBuilder.com](https://www.sentencebuilder.com/) / [DuoLingo](https://www.duolingo.com/) / [Memrise](https://www.memrise.com/) / [BBC Bitesize](https://www.bbc.com/learningenglish/)