

Curriculum Content Map													
Year 8 French													
			Term 1				Term 2			Term 3			
			September	October	November	December	January	February	March	April	May	June	July
	Units of Work		Holidays- Où vas-tu? Where do you go /where will you go?	Holidays- Quelles sont tes vacances de rêves?	Lifestyle -Que portes-tu?	Gap Filling	Lifestyle - Que temps fait-il?	Sport and leisure- Leisure Centre or Sports Centre?	Daily life and issues in francophone countries	Daily life and issues in francophone countries	France and other countries	France and other countries	Authentic cultural capital Music and Les Choristes
Cultural Transmission	National Curriculum area – KS3		To read carefully, further demonstrating knowledge of French words, phrases, utterances and sounds.to demonstrate knowledge within simple writing texts and contexts.	To read carefully, further demonstrating knowledge of French words, phrases, utterances and sounds.to demonstrate knowledge within simple writing texts and contexts.	To listen to a variety of forms of spoken language to obtain information and respond appropriately.	Students will complete personalised learning activities which tackle the Assessment Objective skills that they need to hone and make improvements in their November assessments.	To present ideas and information orally to peers and preparing for speaking to a range of audiences.	Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. To be able to understand and respond to written language from a variety of authentic sources	To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, and explore daily life as it is in France/in Francophone countries.	To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, and explore daily life as it is in France/in Francophone countries.	speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their	speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their	Focus upon building cultural capital.Focus upon Les Choristes: film based on a school in France and an inspirational music teacher. Historical element: film takes place just after Second World War.
	Substantive Knowledge	The What!	Talk about usual holidays and preferred holidays. Describe your ideal holiday: using a wide variety of vocabulary and tenses in order to do so.	Describe your ideal holiday. Describe a past holiday: where you went and what you did, what it was like, what you enjoyed and extending sentences. Beginning to talk about festivals and special cultural events.	Talk about clothes and give opinions on styles. Why do you like/dislike a certain style.Talk about the weather (typical weather + seasonal occurrences.) and what you wear on different occasions. (Celebrations, the weekend, during the week, etc.)	Students will complete gap filling through personalised learning activities following AP1 completing a response to questions related to the topics of Où vas-tu? and Quelles sont tes vacances de rêves?	(Talk about the weather and what you wear for different occasions.) Look at typical weather phenomenon for certain countries and seasons. Say when and how often you do various activities: does the weather have an impact upon these?	Year 8 will look at Names parts of the body and talk about sports injuries. Describe the sports personalities and sports events. To look at sport and leisure activities - and why one enjoys or dislikes them. To describe one's routine and further express opinions about them: to be able to share opinions with others and be courageous enough to share thoughts	Where will you live later? Comparisons using plus and moins. The Near Future Tense. Reflexive verbs.	Analysis of Written texts about francophone countries. Be able to listen to and understand authentic accounts from people living in Francophone countries.	Analysing what France is: its Geography - what modern day France is - how it has changed Compare France and Britain. Describe a country. Talk about French personalities	Talk about transport and new technology. Discuss francophone cartoon character.	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Film and music with accompanying worksheets provide a welcome respite and new way of learning for students.
	Disciplinary knowledge	The How!	Reconsolidating knowledge from Year 7. Recapping place names, towns and cities as well as landscapes (Mountains, sea, beach, etc.) Introducing Present Conditional tense: 'Je partirais en vacances avec ma famille'	Being able to describe one's dream holidays as in depth as one possibly can. Discovering modes of transport, to say how to go to a country 'aller + en/ aller au (masc.fem.)+ Near future tense (Je vais aller au...) developed by the use of the Perfect with auxiliary être and	Further developed by adding the interrogative form with time connectives to add depth to written and spoken pieces. The use of regular verbs in the simple present tense.	Students will complete personalised learning activities which tackle the skills that they need to hone to make improvements in their November assessments.	Further developed by using frequency questions: How often do you play/do something?	Using subject materials to express opinions, analyse personalities and discuss and write about sports, its dangers. Analysing special French sports events. Using subject materials to evaluate and put together one's leisure routines, further ensuring understanding of the topic at hand and grammatical concepts	Comparisons using plus and moins. The Near Future Tense. Reflexive verbs.	The Perfect Tense with avoir and être verbs. Expression avoir fait/soif and peur.	Using the superlative: and syntax how to improve asking questions etc.	Grammar: Verb conjugations - continuous use of the superlative.	Watching Les Choristes, analysing characters, forming opinions, texts - evaluating characters etc. Music linked to it, analysing songs, lyrics and key scenes throughout the film.
	Sequencing (Flow)	Retrieval & Extension	Conjugational and grammatical terminology from the End of Year Seven - further discovering present conditional tense and combining with past and present tenses. Extension: Move students with authentic texts and tasks to stretch HA.	Further developed with the use of the perfect auxiliary with être and the imperfect tense - to describe one's past holidays, give opinions, state that it was fantastic, it was amazing, etc. Emphasis placed upon conjugation of perfect tense.	Focusing upon the use of the simple present tense: building upon this from prior knowledge in year seven.	Content covered in the Assessment point 1 examination by filling in the gaps identified by teachers in their Question by Question analysis.	Being able to present to peers, put together a small presentation on activities and one's lifestyle. Using three tenses and simple present tense to effectively get points across.	Further developed by personal pronoun + avoir in the Simple Present Tense followed by the right preposition and body part to express ailments. Further developed by Perfect Tense with the verb aller. The use of the modal verb pouvoir followed by an infinitiveFollowing on from previous term's topics: i.e. One's lifestyle and how these components can therefore ensure a healthy lifestyle.	Further developed by the introduction of the Near Future Tense. Stating	Further developed by the introduction of new expressions with avoir.	Further developed by The use of the superlative. E.g. La France est le plus grand pays du foot en Europe	Further developed by asking questions and responding with the introduction of qui to link sentences.	Cognates and prior learning. Assimilating new vocabulary and phonics.
	Summative Assessment		Speaking assessment - questions and answers, very short presentation to build dialogue. Photo card, GCSE inspired.	Listening assessment - questions and answers - GCSE inspired.	Reading and responding assessment	Curriculum adaptation lessons.	Reading and responding assessment Speaking activities and mini assessment within class	Reading task - extended mark Speaking task -throughout lessons Writing piece / assessment - extended mark	Listening / reading assessment	Listening / reading assessment	Speaking inspired photo-card examples.	Speaking inspired photo-card examples.	N/A
	Personal Empowerment	Virtue		Friendliness & civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good speech	Good temper & humour	Self-mastery	Self-mastery	Comparison
Link to Virtue		The opportunity to reflect, think deeply and critically about an issue.	Maintaining friendliness in working with one's peers and further ensuring civility when listening to others describing their holidays, etc.	Being just and describing with accuracy one's dream holiday. Truthful about one's desires and wishes to achieve for their future.	Having the courage to describe what one wishes/ would wish to wear and attempting to do so in the target language.	Being generous with others and one's ability to describe one's lifestyle and be generous with others as they share theirs.	Being grateful for the opportunity to partake in leisure activities, and grateful for what we have.	Being able to express opinions on sport, sport camps and leisure centres as well as which activities they prefer.	Maintaining good temper and humour when faced with new and challenging situations and learning about cultures which are unknown to us.	Mastering one's own situation, as well as understanding that of others.	Continue to master one's knowledge of France, other cultures and continuing to become globalised citizens.	Ensuring that one can begin to willingly compare France and the Francophone community.	Having good sense to put together like for like cultural links and identify basic structures within story/film and accompanying work.
Preparation for Work	Skill	Transferable skills	Listening	Leadership	Problem-solving	Creativity	Staying positive	Speaking	Staying positive	Aiming high	Aiming high	Speaking	Teamwork
	Link to Skill		Being able to possess the skills to listen to others and further ensure that authentic source are exploited to increase proficiency.	To possess qualities and the ability to work in a group and willingly work to better oneself.	To be able to understand and attempt all issues grammatical or cultural, in order to better one's understanding.	Being creative and able to create details articles and reports upon the weather in a particular town, city, country or otherwise.	Being positive about those opportunities that have been presented to us, and those which will come our way in time.	Being brave enough to speak in French and respect peers whilst doing the same.	To stay positive while learning about other cultures and countries and comparing them to the UK.	Aiming high when expressing oneself and further making links between France and francophone countries.	Continuing to master grammar, giving ourselves the best opportunity to produce our best work and learn about other cultures.	To speak with confidence and fluidity about France and varying aspects of its culture.	Working together to fully understand the rich, cultural material at their disposal. Aiming to be the best team and groups one can be.
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	Democracy and the rule of law	Democracy and the rule of law	Mutual respect	Rule of law	Individual liberty	Tolerance	Democracy	Freedom of speech	Rule of law	Mutual respect	Tolerance
	Link to SMSC & British Values		To have the choice and under standing, that some may not be able to holiday abroad and differences in laws in said countries.	To have the choice and under standing, that some may not be able to holiday abroad and differences in laws in said countries.	Mutual respect for differences in fashion sense, lifestyle, etc.	Understanding of the different ways of life that people lead in France and abroad.	To partake in activities and ensure fair choice and opportunity at all times	Being tolerant of differences relating to sports, the set up of sporting activities and centres across France and abroad.	To understand the notion of democracy within France and the Francophonie and note differences between British democracy and that in France.	Freedom to express oneself and give opinions about life in other Francophone countries	To understand and express one's opinions on the Rule of law in other countries and be understanding of different systems.	Be respectful of the differences between France and other countries, including the UK.	To be tolerant of the cultural differences which exist between countries and within the authentic resource shown.