



## Curriculum Plan - French



Year 8	<b>Golden Threads:</b> State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) Adjectives need to agree with the subject they describe in gender and number. A regular verb can be conjugated by finding its stem and applying a series of endings depending on the subject.				<b>Enrichment:</b> What is offered through the year to support learning in the classroom? - MFL language club once a term - Trip to France in July		<b>Review and evaluation:</b> Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	<b>Theme 1a: À table – food and mealtimes</b>	Knowledge quiz based on Knowledge organiser. Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations Week 4 of term 1	<ul style="list-style-type: none"> <li>- Key vocabulary relating to food and drink</li> <li>- Learning about contrasts/similarities with the French speaking world</li> <li>- Vocabulary for expressing sophisticated opinions</li> <li>- comparing foods using sophisticated adjectives</li> <li>- using superlatives to describe the most .../ the least</li> </ul>	<ul style="list-style-type: none"> <li>- Describe eating and drinking habits</li> <li>- use time indicators.</li> <li>- understand how to conjugate manger and boire</li> <li>- use the irregular verb prendre and talk about what they have/others have.</li> <li>- use the impersonal pronoun 'on'</li> <li>- express sophisticated opinions and justify the reasons.</li> <li>- use model sentences and adapt them for their own preferences.</li> </ul>	<ul style="list-style-type: none"> <li>- change the verb ending when talking about what someone else does</li> </ul> <p>2 verb construction – students often forget that the 2<sup>nd</sup> verb is the infinitive. E.g "I like to eat" and write "I like I eat"</p>	Regular verbs Irregular verbs Verb conjugation Verb paradigm	Students have learnt the following in year 7: Regular -er verbs and the construction of the verb paradigm Construction of negative sentences  Future learning: Students will continue to use sophisticated opinions and the grammar constructions throughout KS3 and 4
Term 2	<b>Theme 1b: eating out and shopping</b>	Knowledge Quiz	<ul style="list-style-type: none"> <li>– high numbers and how to form the 12 hour clock.</li> <li>– question construction</li> <li>Immediate future tense – focus on the irregular verb aller</li> <li>- time indicators</li> <li>- Vocabulary relating to Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>- learn the structure of the 12 and 24 hour clock and how it differs from the English.</li> <li>- use questions to ask about each other's preferences and routines with food and drink</li> <li>- say what they are going to eat and drink in the near future and make plans</li> <li>- Students have an awareness of the cultural similarities and differences between the French speaking world and the UK regarding food and drink</li> </ul>	<ul style="list-style-type: none"> <li>- Some students struggle with the analogue clock in English so this will need reinforcement.</li> <li>- Students often have difficulty with the 'to' side of the clock 'deux heures moins le quart'</li> <li>- students struggle with the idea of the 24hour clock</li> <li>- 2 verb construction – the 2<sup>nd</sup> is the infinitive</li> </ul>	Analogue Digital Ordinal Irregular verbs Interrogative	Students have learnt the following in year 7: Numbers 1-31 Time indicators  Simple future and past tense expressions
Term 3	<b>Theme 2 : A la télé</b>	Phonics assessment – summative. Students read single words and sentences aloud with focus on pronouncing key high frequency phonics correctly	<ul style="list-style-type: none"> <li>- opinions with types of TV programmes</li> <li>- reinforcement of regular -er verbs in the present tense (regarder)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- describe types of programmes and express preferences</li> <li>- using comparatives and superlatives</li> <li>- developing listening and dictation skills</li> </ul>	<ul style="list-style-type: none"> <li>- Students struggle with the placement of adjectives and their agreement. Adjectives agree with the noun they describe</li> <li>- Verbs change when the pronoun changes</li> <li>- conjugated verb (j'aime) + infinitive (regarder) to say what we like to watch</li> </ul>	Phonics Adjective placement Adjective agreement Present tense regular verbs Sophisticated opinions Antonym	Students have learnt the following in years 7 and 8: Present tense regular verbs Connectives Adjectives and their placement and agreement Expressing opinions (basic) Comparatives/superlatives



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<b>Term 4</b>	<b>Theme 3a : Je suis en forme</b>	Listening, reading and writing assessment – middle of term	<ul style="list-style-type: none"> <li>- sports and hobbies using regular -ER verbs (jouer, surfer, parler, écouter, aimer, adorer, detester, préférer) and irregular verbs (faire, aller)</li> <li>- giving opinions about what we like to do and when (weather phrases)</li> </ul>	<ul style="list-style-type: none"> <li>- use 'on' with regular and irregular verbs</li> <li>- prepositions de/à</li> <li>- understand the gist of an authentic weather forecast as they listen at speed. Students are able to say what they do when the weather changes</li> </ul>	<ul style="list-style-type: none"> <li>- Students use c'est for it is for the weather instead of the structures il fait/il y a</li> <li>- mixing faire + de with jouer + à</li> <li>- using 'aller' with an activity ('go swimming' – 'aller natation' instead of 'faire de la natation')</li> </ul>	prepositions Infinitive Authentic	Students have learnt the following in years 7 and 8: Present tense regular verbs & some irregular verbs Time indicators Days of the week Structure of the time
<b>Term 5</b>	<b>Theme 3b: Mes passetemps récents</b>  <b>Theme 4a: Mes vacances normales et récentes</b>	N/A	<ul style="list-style-type: none"> <li>- use of simple perfect tense phrases to describe/narrate recent activities</li> <li>- describe where they go on holiday, how and with whom (use of verb aller, voyager)</li> <li>- describe past holiday experiences (perfect tense and use of c'était / il y avait</li> </ul>	<ul style="list-style-type: none"> <li>- some countries are masculine, some feminine and some plural. (use of the word (to) and there are spellings rules to follow (au, aux, à la, à l'))</li> <li>- perfect tense phrases using être (je suis allé/je suis resté)</li> </ul>	<ul style="list-style-type: none"> <li>- forget to apply the rules of grammar referring to 'to the'</li> <li>- mix up je suis allé with j'ai allé or believe that je suis allé means "I am going"</li> <li>- misconception of the verb 'rester' to stay (not to rest)</li> </ul>	Past participle Auxiliary verb Conjugation Perfect tense Imperfect tense	Students have learnt the following in years 7 and 8: Irregular verb aller future tense Time indicators Time frames Simple perfect tense (je form)
<b>Term 6</b>	<b>Theme 4b: Mes prochaines vacances</b>  <b>Theme 5 : Un film – Les vacances de Petit Nicolas</b>	Knowledge quiz based on Knowledge organiser. Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations	<ul style="list-style-type: none"> <li>- use of immediate future tense (present tense of aller + infinitive) as well as common conditional phrases (je voudrais/j'aimerais + infinitive)</li> <li>- listen for gist and watch an authentic French film.</li> <li>- Key verbs avoir and être to describe looks and character</li> </ul>	<ul style="list-style-type: none"> <li>- talk about future holidays plans</li> <li>- understand theme of holiday throughout the film</li> <li>- describe the characters in the film and follow the narrative.</li> <li>- predict what will happen next in the film</li> </ul>	<ul style="list-style-type: none"> <li>- immediate future tense/conditional tense followed by infinitive</li> <li>- speed of speech can be challenging but it is important to focus on gist as not all words will be understood.</li> </ul>	Immediate Future tense Conditional tense Authentic Comparative	Present tense verbs er/ir/re Immediate future (aller) Verb être Verb avoir Infinitive verbs talking about hobbies/activities