

Curriculum Overview – Year 8 French

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Module 4</p> <p>Ma Zone <i>Where I live/places in town</i> <i>Protecting the environment</i></p>	<p>Vocabulary to be able to talk about and understand others when they talk about their town/village (places in town/village) and giving directions</p> <p>Using modal verbs vouloir and pouvoir Understanding when to use 'Tu' or 'Vous'</p> <p>Using structures à + definite article Use of 'Il y a/ il n'y a pas de'</p>	<p>Research opportunities to develop wider knowledge Life skill: Team work</p> <p>Learning short texts off by heart in French and</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater books competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Every half term, students are given the opportunity to talk about a person who in their opinion, reflect on the Ursuline value we are focusing on. All in French.</p> <p>Solidarity <i>All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</i></p> <p>Participation (and the common good) <i>Reminding pupils that we are all part of a local, regional, national and global community – 'Global Sustainability' (Environment and Social Issues)</i></p>	<p>Vocabulary of Theme 2: Local, national, international and global areas of interests in preparation for GCSE French specification</p>

<p>Cultural lesson: A song</p>		<p>performing them in front of the class. Illustrating texts in a creative way.</p> <p>Interpreting meaning and tone in songs in French. Identifying how key themes are revealed through a singer's specific language choices</p> <p>Reading unseen texts for meaning · Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference</p>			<p>Grateful for different musicians' contributions to music. Being courageous with singing in a foreign language and resilient when making mistakes. Focus on public speaking oration skills and ability to answer questions under pressure (Interview skills / Public speaking) Appreciation of different music styles. Art (creating posters for display) Music (song)</p>	
<p>Cultural lesson: European Day of Languages (26th September)</p>					<p>Dignity in Work Importance of working to achieve a GCSE in an MFL and how the study of French builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries Learning about the advantages of studying</p>	

	To participate in a series of activities and competitions celebrating language learning.				languages for future careers.	
Autumn Term 2						
<p>Module 4 <i>(Continued)</i></p> <p>Group work:</p>	To learn about different regions through group work and presentations.	<p>Team work Public speaking</p>	<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Regular peer and self-assessment of work. Exercise books marked. End of Module 1 and 2 Assessment marked according to the National Curriculum Levels.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks.</p>	<p>Appreciation of facts about France and sites to visit. Develop a sense of awe for the diversity of the world. United in Harmony. Dignity of God's people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Care for Creation Topic of the Environment</p>	

<p>Cultural lesson: <i>Christmas in France</i></p>	<p>To learn about French Christmas customs including food and family gathering through a video and other activities such as writing a letter to Santa recapitulating all the topics learnt so far.</p>	<p>Creative writing using a writing frame (A letter to Santa). Creative Art and craft: Creation of poster for display.</p>	<p>Assessment review and target setting for the next one. End of Year target setting.</p>		<p>Family values/ United in Harmony/ being grateful for Christmas gatherings and compassionate for the less fortunate ones. <i>Learning about Christmas customs in France. Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i> Listening and attentive – students challenged to go beyond customs they are used to and explore different cultures. Dignity of God’s people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Stewardship – clear reasons as to why empathy is so important.</p>	
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<p>Cross Curricular Project with the Music Department through the opportunities of performing a Christmas carol in French during Christmas Assemblies.</p>		<p>Developing cross-curricular skills with Music (singing/ performing)</p>			<p>Music (singing) Art (posters)</p>	<p>Establishing cross-curricular links (Music and Singing)</p>
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Spring Term 1

<p>Module 5</p> <p>3...2...1 Partez!</p> <ul style="list-style-type: none"> • Holidays • Future plans 	<p>Vocabulary to be able to talk about holidays, getting ready to go out, buying drinks and snacks and saying what you would like to do in the future.</p> <p>Use of 'nous' to say 'we' Use of the present tense / near future and reflexive verbs</p>		<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked with</p>		<p>Solidarity All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p> <p>Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p>	<p>Vocabulary of Theme 2: Local, national, international and global areas of interests in preparation for GCSE French specification</p>
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<p>Cultural lesson: <i>Role-play</i> <i>(Holiday scene)</i></p> <p>Cross Curricular Project with the Design and Technology Department</p>	<p>To create and perform a role play on the holiday topic.</p> <p>To create a pop-up greeting cards on 'My region' theme to tie up with the last 2 topics studied in French and the concept of Mechanism in DT.</p> <p>To write a description of their region to their French penpals.</p>	<p>Team work Public speaking</p>	<p>personalised feedback. Neater book competition. Regular peer and self-assessment of work.</p>		<p>Drama</p> <p>Art Design Technology</p>	<p>French GCSE speaking: Role-plays</p>
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Spring Term 2

<p>Module 5 <i>(Continued)</i></p>			<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of Module 3 and 4 Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one.</p>			
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<p>Cultural lesson: Mardi Gras <i>(Shrove Tuesday and its meaning)</i></p> <p>Easter in France</p>	<p>To learn about French customs during Shrove Tuesday.</p> <p>To learn about Lent and Easter in France</p>		<p>Regular peer and self-assessment of work.</p> <p>Creativity: Display work on Easter</p>		<p>Catholics Shrove Tuesday/ Easter and French customs.</p> <p>Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p> <p>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p> <p>Peace and Reconciliation Discussing similarities and differences between languages and</p>	
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					<p>cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p> <p>Community and Participation (and the common good)</p> <p>Reminding pupils that we are all part of a local, regional, national and global community – ‘Global Sustainability’ (Environment and Social Issues)</p> <p>Art</p>	
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Summer Term 1

<p>Studio 2 Module 1</p> <p>T'es branché(e)?- Teenagers' current interests</p> <p>Talking about TV programmes, films, reading and internet.</p>	<p>Vocabulary to be able to talk about TV programmes, films, reading and internet.</p> <p>Vocabulary to be able to express opinion about the above and to give an account of what they did yesterday using the perfect tense. Using present/past tense. Using sequencers/ expression of frequency. Expressing opinions Structures.</p>		<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked.</p>		<p>Learn about and appreciating different programmes/ books of the French-speaking world. Reflect on how French youngsters compare to them and what they are used to.</p> <p>Ursuline value: Grateful United in Harmony Listening and Attentive Sense of community</p>	<p>Vocabulary for Leisure (Free time/ Social media) in preparation of GCSE French specification, Theme 1: Identity and culture.</p>
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			<p>End of Unit Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. Regular peer and self-assessment of work.</p>		<p>To appreciate talking and asking other people about their hobbies Be attentive to other people's lives and tastes and what makes them happy. Solidarity All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p>	
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Summer Term 2

<p>Module 2</p> <p>Paris, je t'adore- <i>A visit around Paris</i></p>	<p>Be able to talk about activities you did in Paris, when. Be able to say where, when and how you went using the perfect tense. Be able to ask questions and express opinions in the past tense</p>	<p>Write an extended paragraph using the past tense of both regular and irregular verbs with 'Etre' and 'avoir'</p> <p>Understand information about a tourist attraction. Learn about how to find your way around a city.</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked.</p>		<p>Learn about the different places/ Landmark in Paris and some aspects of the French culture. Ursuline value: Grateful (Develop awe for the wideness and richness of the world) United in Harmony British value: Mutual respect and tolerance for those of other faiths and beliefs</p>	<p>Vocabulary of Theme 1 of GCSE French specifications: Identity and culture</p>
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<p>Cultural lesson: La Fête Nationale (Bastille Day: 14th July)</p>	<p>To learn about Bastille Day and its origins.</p>	<p>Research opportunities to develop wider knowledge Group work: Life skill: Team building skills Creation and presentation of leaflets on A Paris tourist attraction: Public speaking</p>	<p>End of year assessment marked according to the National Curriculum Levels. Reviewing End of year targets. Regular peer and self-assessment of work.</p>		<p>Appreciation of facts about France and sites to visit.</p> <p>Art ICT</p>	<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE French specification.</p>
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