| **Our Lady Queen of Peace**  Catholic Engineering College | | | | | | | Curriculum Overview | | | |
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| **Year 8 French** | | | | | | | | | | |
| **Knowledge & Understanding** | | | | | | | **Subject Specific Literacy Development** | | | **Cultural Capital / Enrichment Opportunities** |
| **Composites Skill Development**  **(Bigger Picture)** | | | | **Components / Grammar**  **(Key Concepts)** | | **Recall & Retrieval Practice Focus** | **Key Phonics** | | **Key Vocabulary** |
| **Module 1: Les fêtes francophones** | Pupils will describe and give their opinion about Francophone festivals such as Mardi Gras, La fête de la musique and La fête nationale. Pupils will build on the grammar and vocabulary foundations from Y7 to be able to apply two tenses and modal verbs more proficiently across the four skills.  **Reading:** To understand key information, opinions and justifications from a short text in two tenses.  **Writing:** To communicate key messages, opinions and justifications in two tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in the two tenses.  **Speaking:** To communicate key messages, opinions and justifications in two tenses through spoken language.  **Translating:** English – French / French - English | | | Prepositions  Modal verb – on peut  Comparatives  Near future tense  Present tense  Opinion verbs + justifications  Negatives | | Masculine / feminine nouns  Opinions + infinitive verbs  Adjectival agreement  Present tense  Recall – Entry Tasks  Homework to support vocabulary retrieval  Il y a | Nasal sounds  Qu  En, an, em  Un, in  Silent e  Silent final consonant  ou | | Cardinal points  French Speaking Countries  Music genres  Adjectives  Festival activities  Regional food | Knowledge of French speaking countries  Comparison of UK and French festivals  French music  European Day of Languages |
| **Module 2: Mon monde numérique** | Pupils will describe their day-to-day use of technology and how they used technology yesterday. They will give their opinions on technology and social media and look at the benefits and problems for using newer technologies when learning a language.  **Reading:** To understand key information, opinions and justifications from a short text in two tenses.  **Writing:** To communicate key messages, opinions and justifications in two tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in the two tenses.  **Speaking:** To communicate key messages, opinions and justifications in two tenses through spoken language.  **Translating:** English – French / French - English | | | Present tense  Past tense  Telling the time  Timephrases  Frequency expressions  Modal verb – je dois | | Positive and negatives  Comparatives  Adjectival agreement  Opinions  Verb – avoir  On peut  Present tense  Numbers 1-100  Recall – Entry Tasks  Homework | Nasal sounds)  Silent final consonants  é  r  liaisons  gn  eu  au / eau  u | | Technology  Social media  Timephrases  Sequencers  Adjectives  Times | Knowledge of French speaking countries  French sounds  French accents  Differences between the UK/ France (Housing) |
| **Module 3: La santé et le bien-être** | Pupils will describe food, their emotions and illnesses. They will discuss how to lead a healthy lifestyle both physically and mentally and give accounts of what they have done in the past and what they will do in the future.  **Reading:** To understand key information, opinions and justifications from a short text in two tenses.  **Writing:** To communicate key messages, opinions and justifications in two tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in the two tenses.  **Speaking:** To communicate key messages, opinions and justifications in two tenses through spoken language.  **Translating:** English – French / French - English | | | Modal verb – il faut  Present tense  Past tense  Future tense  Mealtime verbs  Reflexive verbs  Idiomatic expressions  Etre vs avoir | | Present Tense Verbs  Reflexive verb – s’appeler  Future tense  Past tense  Verb – être  Gender of nouns  Adjectival agreement | Nasal sounds  Silent final consonants  oi  au / eau  a  ssion  è / ê  u | | Emotions  Illnesses  Food  Healthy lifestyle  Activities  Timephrases  Opinions  Times | Knowledge of French speaking countries  Typical French diet |
| **Module 4: l’art et la mode** | Pupils will gain cultural understanding of French fashion houses and French artists. They will be able to describe a past trip to Paris Fashion Week and a future trip to the Louvre museum.  **Reading:** To understand key information, opinions and justifications from a short text in two tenses.  **Writing:** To communicate key messages, opinions and justifications in two tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in the two tenses.  **Speaking:** To communicate key messages, opinions and justifications in two tenses through spoken language.  **Translating:** English – French / French - English | | | Word order  Past tense  Future tense  Opinion verbs  Il y a  Negatives  Comparatives  Frequency expressions  C’était  Forming questions | | Gender of nouns  Word order  Possessive adjectives  Reflexive verbs  on peut  verbs – être, aller, faire, jouer | Nasals  Silent final consonants  Liaisons  Eu / au  Tion/ ssion  gn  i  qu | | Clothes  Colours  French Artists  French Designers  Adjectives  Opinions  Activities in Paris | City of Paris  French Fashion week  French Artists  Authentic texts |
| **Assessments and Key Pieces** | | | | | | | | | | |
| **When** | | **What will be assessed?** | | | **Why is this being assessed?** | | | **How will results be stored and students receive feedback?** | | |
| Module 1 | | Key Piece 1 | Translations into English | | To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required.  Across the year pupils will be assessed in the four skills of reading, writing, speaking and listening in line with national curriculum aims to increase proficiency at which students can read, write, speak and listen with accuracy in French. | | | Results will be stored on SIMS.  Pupils will receive live feedback from their class teacher.  Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year. | | |
| Key Piece 2 | Writing - Sentence Level | |
| EOM Assessment | Reading and Writing | |
| Module 2 | | Key Piece 3 | Listening - Dictation | |
| Key Piece 4 | Writing - Paragraph Level | |
| EOM Assessment | Listening and Speaking | |
| Module 3 | | Key Piece 5 | Translations into French | |
| Key Piece 6 | Reading - Answers in English | |
| EOM Assessment | Listening and Writing | |
| Module 4 | | Key Piece 7 | Speaking - Read aloud | |
| Key Piece 8 | Listening - Dictation | |
| EOM Assessment | Reading and Speaking | |
| Module 5  HT6 | | Key Piece 9 | Speaking - Photocard | |
| Key Piece 10 | Writing - Longer text | |
| EOY Assessment | Reading/Listening | |
| EOY Assessment | Writing | |