

# Year 8 – French

Year 8 – French Term 6: Revisions (Dynamo 2, all modules) This term’s intent is for students to consolidate their knowledge by revising all the topics done this academic year, feeding from all previous terms, students will work on talking about a sports person (term 5), using three tenses and asking questions with three tenses (all terms), talking about holiday (term 1), celebrations (term 2), leisure (term 3), where they live (term 4) and more on sport (term 5). Furthermore they will work on authentic material (poems and a film) feeding forward to year 9 where students will see more authentic documents and practise their use of spontaneous interaction feeding from a range of vocabulary from year 7 and 8 in a variety of games which feeds forward to year 9 where students will be encouraged to interact spontaneously in French.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>	<b><u>Homework/Literacy Map</u></b>
<b>1 – Test feedback</b> <b>KG: to review your end of module assessment and identify your strength and weaknesses.</b>	Allows students to be able to identify their writing strengths and weaknesses. Feeds on from Term 5, all lessons. Feeds forward to next assessment where students will need to review their target to know what to focus on. Feeds forward to Year 9, where students will have reading, listening and writing assessments similar to these. Feeds forward to Edexcel GCSE topic on daily life.	<b>Recall :</b> on peut. plus divertissant que, prenez la deuxième à gauche	1.) Vocabulary and prior knowledge daily retrieval 2.) Correction in purple pen 3.) Rewriting of the creative writing 4.) Checking if the previous target has been met and creating a new target for each skill.	Research a famous French sportsperson. Write 4 sentences to introduce them in French.
<b>2 – Sports person</b> <b>KG: to describe famous sportspeople in French.</b>	Allows students to revise vocabulary linked to sport but also to describing people and talking about leisure	<b>New:</b> je vais m’entraîner <b>Recall:</b> ça ne va pas, j’ai mal au dos	1.) Vocabulary and prior knowledge daily retrieval slide	

	<p>activities and to understand interviews about a sportsperson. This also allows students to learn about some famous French speaking sportspeople.</p> <p>Feeds on from Term 6, Lessons 2 and 3.</p> <p>Feeds forward to next lesson where students will use their knowledge of interviews to revise and practise asking questions and create their own interview.</p> <p>Feeds forward to Year 9, Term 1 (describing your friends/family).</p> <p>Feeds forward to GCSE topic on daily life.</p>		<ol style="list-style-type: none"> <li>2.) Homework feedback: students share what sportsperson they researched</li> <li>3.) Reading: reading an interview about Tony Parker (famous French basketball player) and range of exercises</li> <li>4.) Quiz on French sportpeople</li> </ol>	
<p><b>3 – Asking questions using three tenses</b></p> <p><b>KG: to identify how to ask questions in French and to create your own interview.</b></p>	<p>Allows students to be able to revise how to ask questions, practise translating questions into French and to use the previously learnt vocabulary in an interview.</p> <p>Feeds on from Term 5, Lessons 2 and 3, and Term 6, lesson 2.</p>	<p><b>New:</b> est-ce que tu vas marquer</p> <p><b>Recall:</b> qu'est-ce que, je vais m'entraîner</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Recapping how to ask questions in different tenses and practise exercises</li> <li>3.) Writing your own interview with your partner</li> <li>4.) Acting out your interview in front of the class</li> </ol>	<p>In two lessons: mini grammar test to identify three tenses</p>

	<p>Feeds on from next lesson where students revise the past tense. Feeds forward to Year 9 expectations which will be developed in learning new tenses (imperfect and conditional). Feeds forward to GCSE topic on daily life and GCSE grammar expectations.</p>			
<p><b>4 – Module 1 revision</b>  <b>KG: To revise module 1 (holidays, using the present and the past tenses)</b></p>	<p>Allows students to be able revise the previously learnt vocabulary and grammar from module 1.</p> <p>Feeds on from Term 1, all lessons.</p> <p>Feeds forward to next lesson where students will use their prior knowledge in an assessment.</p> <p>Feeds forward to Year 9, module 4 (asking for directions – using places in town)</p>	<p><b>New:</b> une baleine  <b>Recall:</b> j'ai nagé, faire les manèges</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Reading: p. 126, ex. 2 (extension ex. 3)</li> <li>3) Find the odd one out: p. 127 ex. 1 (extension ex. 2)</li> <li>4) Speaking games to revise vocabulary</li> </ol>	<p>Mini grammar test: using three tenses</p>

	Feeds forward to Edexcel GCSE topic on travel and tourism.			
<p><b>5 – Revision of module 2</b>  <b>KG: To assess your knowledge of using three tenses in French and to revise the vocabulary and grammar from module 2 (French culture and festivals, celebrations)</b></p>	<p>Allows students to be assessed on their ability to identify three tenses (past, present, future) and to be able to revise what they did in term 2.</p> <p>Feeds on from Term 2, all lessons and to Term 1.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of giving their opinion to talk about leisure and media activities they enjoy.</p> <p>Feeds forward to Year 9 expectations (using three tenses) and Term 4 (learning about French cities/regions).</p> <p>Feeds forward to Edexcel GCSE topic on festivals and celebrations and grammar expectations.</p>	<p><b>New</b> : passer  <b>Recall</b>: tu vas participer, vous désirez</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2.) Mini grammar assessment (10 minutes)</li> <li>3.) Peer assessment</li> <li>4.) Listening: what are they buying at the market</li> <li>5.) Reading: in pairs do ex. 3 p. 128 (separate the snake to write the sentences)</li> </ol>	

<p><b>6 – Revision of module 3</b>  <b>KG: To revise module 3 (leisure activities and media)</b></p>	<p>Allows students to be able to revise what they did in term 3.  Feeds on from Term 3, all lessons.  Feeds forward to Lesson 9 where students will have an end of year assessment.  Feeds forward to Year 9, Term 1 (what you like doing with your friends and family).  Feeds forward to Edexcel GCSE topic on daily life.</p>	<p><b>New</b> : les bandes annonces  <b>Recall</b>: je vais aller au ciné, boire</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide and test feedback.</li> <li>2) Match up vocabulary exercise (type of media)</li> <li>3) Reading: p. 131 ex. 1 (with coloured exercises)</li> <li>4) Whole class game to revise vocabulary</li> </ol>	<p>5,000 points on Memrise</p>
<p><b>7 – Revision of module 4</b>  <b>KG: To revise module 4 (where you live).</b></p>	<p>Allows students to be able to revise what they did in term 4.  Feeds on from Term 4 all lessons.  Feeds forward to Lesson 10 where students will use their prior knowledge in an assessment.  Feeds forward to Year 9, Term 4 (learning about French cities/regions).</p>	<p><b>New</b>: un stage de voile  <b>Recall</b>: j’ai déménagé, vieux</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide</li> <li>2) Reading: p. 133 ex. 3 (extension: ex. 1)</li> <li>3) Speaking: find someone who in the class (eg. who showers in the evening)</li> <li>4) Whole class game</li> </ol>	<p>End of year assessment in two lessons.</p>

	Feeds forward to Edexcel GCSE topic on my town.			
<b>8 – Revision of module 5</b> <b>KG: to revise module 5 (sport and health)</b>	Allows students to be able to revise what they did in term 5. Feeds on from Term 5, all lessons, and Term 6, Lessons 2 and 3. Feeds forward to next lesson by students using their prior knowledge in an assessment. Feeds forward to Year 9, Term 3 (New Year's resolutions). Feeds forward to the Edexcel GCSE topic on daily life.	<b>New</b> : un désastre <b>Recall</b> : j'ai mal au pied, j'ai eu un rhume	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Match up exercise to revise vocabulary</li> <li>3) Reading: p. 134 ex. 3</li> <li>4) Writing: in pairs, write about a horrible day.</li> <li>5) How confident do you feel about the test? (checking what students need to work on to be ready)</li> </ol>	End of year assessment next lesson.

<b>9 – End of year assessment</b> <b>KG: To assess your knowledge of what you learnt this academic year.</b>	Allow students to be assessed on a range of topics learnt this year. Thus, preparing them to year 10 and 11 where they will have to revise everything for their	<b>Recall</b> : je dois, il ne faut pas fumer, une tranche de jambon	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Assessment.</li> </ol>	Research what a <i>calligrammes</i> is and bring an example.
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	<p>exams (not only in French but also in other subjects).</p> <p>Feeds on from all Year 8 lessons.</p> <p>Feeds forward to Year 9 where students will have an end of year assessment.</p> <p>Feeds forward to Edexcel GCSE topics on daily life, my town, travel and tourism and festivals and celebrations.</p>			
<p><b>10 – Calligrammes</b>  <b>KG: to identify what calligrammes are and create your own French shaped poem.</b></p>	<p>Allows students to learn about shape poetry and create a poem in French using their prior knowledge.</p> <p>Feeds on from Year 8 and Year 7 (depending on which topic the students choose to write their poems).</p> <p>Feeds forward to Lesson 12 by students using their prior knowledge of working on an authentic material to work on the French film <i>Les Choristes</i>.</p>	<p><b>New</b> : il est né</p> <p><b>Recall</b>: arbre, souris (in a shaped poem)</p> <p>Question: can you write <i>chat</i> as a shaped poem?</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide</li> <li>2. Homework correction: students share their examples of shape poetry</li> <li>3. Reading about Guillaume Apollinaire</li> <li>4. Working on a calligramme (the horse or the hourglass according to level)</li> <li>5. In groups, students create their own calligrammes on a chosen topic. Challenge: make it rhyme.</li> </ol>	

	<p>Feeds forward to Year 9, Term 6 (working on a different type of literary text).</p> <p>Feeds forward to GCSE Edexcel reading where students will be confronted to some literary texts.</p>			
<p><b>11 – Assessment feedback</b>  <b>KG: to review your end of year assessment and identify your strengths and weaknesses.</b></p>	<p>Allows students to be able to identify their writing strengths and weaknesses.</p> <p>Feeds on from Year 8 all lessons.</p> <p>Feeds forward to Year 9 where students will have reading, listening and writing assessments similar to these.</p> <p>Feeds forward to Edexcel GCSE topic on daily life, my town, travel and tourism and festivals and celebrations.</p>	<p><b>Recall:</b> j'ai déménagé, nous allons voyager en bus, j'ai mal au pied</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slides.</li> <li>2. Correction of test</li> <li>3. Rewriting of the creative writing</li> <li>4. Cheking if the student's target is met.</li> </ol>	<p>Research what the film <i>les Choristes</i> is about.</p>
<p><b>12 – Les Choristes</b>  <b>KG: to identify and summarize the characters</b></p>	<p>Allows students to discover a famous French film, listening to</p>	<p><b>New :</b> rassemblement  <b>Recall:</b> la salle de classe, les élèves</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> </ol>	



<p><b>and the story of a famous French film</b></p>	<p>authentic French and describing the characters and the story.  Feeds on from Year 7, Term 3 (school) and Term 6, Lessons 12 and 13.  Feeds forward to Year 9, where students will work on another famous French film (Amelie Poulin).  Feeds forward to GCSE Edexcel topic on school.</p>		<ol style="list-style-type: none"> <li>2. Identifying the scene and characters in advance with a short text and pictures</li> <li>3. Watching the film with a questionnaire to fill in.</li> </ol>	
<p><b>13 – Les Choristes</b>  <b>KG: to identify and summarize the characters and the story of a famous French film</b></p>	<p>Allows students to discover a famous French film, listening to authentic French and describing the characters and the story.  Feeds on from Year 7, Term 3 (school), and Term 6, Lessons 12 and 13.  Feeds forward to Year 9 where students will work on another famous French film (Amelie Poulin).  Feeds forward to GCSE Edexcel topic on school.</p>	<p><b>New :</b> le cachot  <b>Recall:</b> rassemblement, un prof sévère</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Watching the film with a questionnaire to fill in.</li> </ol>	

<p><b>14 – French games</b>  <b>KG: to discuss in French while playing a range of games.</b></p>	<p>Allows students to use French in a more 'relaxed' context playing a range of games they are familiar with.          Feeds on from Year 7 and Year 8 vocabulary.          Feeds forward to Year 9, where students will play similar game at the end of the year.</p>	<p><b>New</b> : une clé  <b>Recall</b>: une araignée, il a les cheveux bruns</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Range of games to be played in French in groups (carousel lesson):             <ul style="list-style-type: none"> <li>-Uno (saying numbers and colours in French)</li> <li>-Dobble (saying the words in French, students are given a list for help)</li> <li>-Guess who in French (using describing words)</li> <li>-board with questions in French students must answer</li> </ul> </li> </ol>	
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