



## Bishop Stopford's School

Curriculum Map Year 8

FRENCH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<ul style="list-style-type: none"> <li>Introducing yourself &amp; Module 1: T'es branché?</li> <li>Why? Foundations for teaching and learning: To introduce yourself: Genre: TV programme &amp; film</li> <li>Online activities</li> <li>Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>Module 2: Paris je t'adore!</li> <li>Why? Tourist attractions</li> <li>Interesting adjectives (p32)</li> <li>Transport</li> <li>Question words, regular verbs using Avoir &amp; Etre</li> <li>Giving an opinion in the past</li> </ul>	<ul style="list-style-type: none"> <li>Module 3: Mon identité Why?</li> <li>Moi Ma</li> <li>Famille Music</li> <li>styles</li> <li>Clothes</li> <li>Colours</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Module 4 : Chez moi, chez toi Why? House &amp; Home</li> <li>Furniture</li> <li>Food</li> <li>Numbers (quantities)</li> </ul>	<ul style="list-style-type: none"> <li>Module 5: Quel talent?! 1 La France a du talent! 2 Je dois gagner! 3 Ne fais pas çaTalent!</li> </ul>	General Information due to some overlap Modules to be finished completely. Teachers to consider items in the calendar eg Sports Day, Gala, ENDEAVOUR, the Arts/Science festival etc as some lessons may be lost. Learning Outcomes Students will produce a talent show of their own. Students will be able to use a range of structures.
Core Skills	<ul style="list-style-type: none"> <li>initiate and develop conversation</li> <li>Use cognate vocabulary</li> <li>Numerical Skills</li> <li>Literacy Skills</li> <li>identify and use tenses with simple structure</li> <li>Asking Questions and answering</li> </ul>	Speaking with the correct pronunciation & articulation <ul style="list-style-type: none"> <li>Listening skills</li> <li>Reading Skills</li> <li>Writing Skills, learning of by heart the vocabulary</li> <li>Literacy Skills</li> <li>Numerical Skill</li> </ul>	Listening to recognise the gist of the text <ul style="list-style-type: none"> <li>Numerical Skills</li> <li>Literacy Skills</li> <li>Reading text</li> <li>Translation with use of dictionary</li> <li>Writing a paragraph with opinions and why?</li> </ul>	Speaking skills <ul style="list-style-type: none"> <li>Listening skills</li> <li>Numerical Skills</li> <li>Literacy Skills</li> <li>Translations</li> <li>Writing</li> <li>Dictée</li> </ul>	Writing Skills <ul style="list-style-type: none"> <li>Speaking skills</li> <li>Dictée</li> <li>Numerical/statistical Skills</li> <li>Literacy Skills</li> <li>Reading skills</li> <li>Listening Skills</li> <li>Research skills</li> </ul>	Speaking skills <ul style="list-style-type: none"> <li>Listening skills</li> <li>Numerical Skills</li> <li>Literacy Skills</li> <li>Reading Skills</li> <li>Writing Skills</li> <li>Translations</li> </ul>
Core Knowledge	Module 1: T'es branché? <ol style="list-style-type: none"> <li>La télé!</li> <li>J'ai une passion pour le cinéma</li> <li>La lecture</li> <li>Que fais-tu quand tu es connecté(e)?</li> <li>Qu'est-ce que tu as fait hier soir?</li> </ol> En plus: À ne pas rater Find synonyms for bien/mauvais (p12) and try to use a range of adjectives in writing. <u>Focus on revision of regular present tense</u> (teach all parts of the paradigm) <ul style="list-style-type: none"> <li>Regular -er verbs</li> <li>Avoir + Être</li> <li>Finir + Vendre</li> <li>Aller + Faire</li> </ul> Introduce the perfect tense (avoir + reg -er verbs only) <ul style="list-style-type: none"> <li>For revision: p22-23 Autumn Term - first half (7 weeks)</li> </ul>	Module 2: Paris je t'adore! <ol style="list-style-type: none"> <li>Une semaine à Paris</li> <li>Mon album photos</li> <li>C'était comment, les catacombes?</li> <li>24 heures chrono!</li> <li>Qui a volé la Joconde?*</li> </ol> En plus: Présent ou passé? <u>STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Use MRS VAN DER TRAMP / ce n'était pas...</li> <li>La Révolution française p116-7 ex1 Autumn Term - second half (6 weeks)</li> </ul>	Module 3: Mon identité <ol style="list-style-type: none"> <li>Mon caractère</li> <li>On se dit tout</li> <li>Quelle musique écoutes-tu?</li> <li>Mon style</li> <li>De quoi es-tu fan? (three tenses)</li> </ol> En plus: L'identité régionale <u>Focus on accuracy with adjectives</u> when describing different people <ul style="list-style-type: none"> <li>Adjectival agreement</li> <li>Reflexive verbs (relational)</li> <li>Possessive adjectives</li> <li>Venir (present tense)</li> <li>Near future</li> </ul> <u>STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Use of possessive pronouns (Le mien/le tien/le sien etc)</li> <li>Write in 3 tenses</li> <li>Competition idea: write a letter imagining you're from somewhere in France.</li> </ul> Spring Term - first half (6 weeks)	Module 4 : Chez moi, chez toi <ol style="list-style-type: none"> <li>Là où j'habite</li> <li>Dans mon appart'</li> <li>A table tout le monde !</li> <li>Il faut faire des crêpes !</li> <li>On est allés au Carnaval !</li> </ol> En plus: Mon chez moi Focus on the revision of 3 tenses (present, perfect, near future) <ul style="list-style-type: none"> <li>comparative adjectives</li> <li>Boire + Prendre</li> <li>Il faut + infinitive</li> <li>Du/de la/des + the partitive article</li> </ul> - For revision: p82-85 <u>STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Use 'il ne faut pas + infinitive'</li> </ul> For revision: p86-87	Module 5: Quel talent?! 4 C'est qui le meilleur? 5 Et le gagnant est... En plus: Tout sur Nouvelle Star Cultural topic: Module 6.1 le monde et les pays francophones Study the film ??? <ul style="list-style-type: none"> <li>Superlative adjectives (p105)</li> </ul> Imperatives <ul style="list-style-type: none"> <li>talents - superlatives -dreams and ambitions - p108-109</li> </ul> <u>Focus on revision of 3 tenses</u> (present, perfect, near future) <ul style="list-style-type: none"> <li>Modal verbs</li> </ul> Using a range of structures <ul style="list-style-type: none"> <li>For revision: p104, 106-107- For revision: p108 <u>STRETCH ideas:</u> - Use the imperative</li> </ul>	Revision/Assessment/Project work
Assesment & Feedback	T1.1 Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time</u> (DIRT) every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	Listening, grammar (present, perfect and near future) and speaking assessment (Students have 3 questions written down on their test paper. Towards the end of the test the teacher collects in their written papers and then reads the questions out, one by one. Students have 20 seconds to record their answers onto their iPads at the same time. <u>Stretch ideas:</u>		Assessment Informal speaking assessment (unlikely to be included in the summer term report). Teachers can decide how they would like to assess the language. Students could perform a role-play, or film and show it in class. They could do a presentation on a French-speaking country, on colonialism, slavery, diversity etc. <u>Stretch ideas:</u>	
Link to prior learning	After developing the 4 skills in a range of contexts, the students can now apply linguistic knowledge and skills to understand and communicate effectively. Students can recognise that languages differ but may share common grammatical, syntactic or lexical features	students are using thinking skills, grammar skills and learning skills more effectively.	Grammar is fully integrated into the sequence to ensure that students have the opportunity to learn the structures of the French Language.	students can use familiar language for new purposes and new contexts	students now use tenses of the target language and how too apply it.	students use have a range of vocabulary and structure.
Outside learning/trips	<u>CULTURE &amp; STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Reading comprehensions on a tv show/film</li> <li>Le Septième Art</li> <li>Create a survey (p13)</li> <li>Create an Astérix/Tintin comic</li> <li>Research a French actor eg Omar Sy, Audrey Tatou, Léa Seydoux</li> </ul>	<u>CULTURE &amp; STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Research another French city/capital of a French-speaking country</li> <li>Compile them to make a brochure (displays)</li> <li>Make a detective game (Qui a tué le Père Noël?)*</li> </ul>	<u>CULTURE &amp; STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Listen to French Music eg BB Brunes, Zaz, Maître Gims, Stromae "Papaoutai" what's the meaning? etc</li> <li>Research a French-speaking artist</li> <li>Research a French region and make a presentation</li> </ul>	<u>CULTURE &amp; STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Be an estate agent and try to sell a 'dream house'.</li> <li>Translate a recipe</li> <li>Bring in croissants &amp; pastries to eat &amp; learn about the history of the croissant</li> </ul>	<u>CULTURE &amp; STRETCH ideas:</u> <ul style="list-style-type: none"> <li>Write a script for a talent show</li> <li>Watch a clip from Nouvelle Star &amp; do a listening comprehension</li> <li>Write a résumé de ???</li> <li>1jour1question videos</li> <li>Grammar</li> </ul>	