

## Chellaston Academy

French	Year 8 Curriculum
<p><b>Intent</b></p>	<p>As in Year 7 we aim to deliver a Year 8 French curriculum which is accessible to all students, irrespective of starting points and not dependent on how much progress was made in Year 7. We will continue to develop an awareness of other cultures celebrating the similarities and differences that exist. Students will become increasingly confident with the four language learning skills (writing, speaking, reading and listening) and will start to develop an awareness of their own personal strengths and weaknesses. Students will cover grammatical elements which will be covered in the KS4 course, recap on vocabulary covered in Year 7 and expand their range of vocabulary and variety of expression. We will also highlight the importance of life skills that will be developed as part of the Year 8 curriculum. We also hope that students are starting to develop a liking for French instilled in them by our hardworking and passionate team of teachers.</p>
<p><b>Implementation</b></p>	<p>We want to develop resilient, independent learners. We will give students the opportunity to work on their own, in pairs and in groups facing challenging exercises which will require our students to develop problem solving skills. We expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to revisit work covered in the Year 7 curriculum. The MFL department will have control of the setting of our students and will change and move students based on the progress they are making. Accuracy and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>
<p><b>Impact</b></p>	<p>Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the French curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place in year 8 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will move into year 9 as more confident linguists who have made good progress towards their end of Key Stage academic targets.</p>
<p><b>Links to prior learning</b></p>	<p>The Year 8 curriculum builds on the language skills learned in Year 7 by consolidating and reinforcing the vocab and skills that they have covered. Students will revisit some of the grammatical rules covered in Year 7 as well as covering some of the vocabulary again as new topics are introduced.</p>
<p><b>Links to future learning</b></p>	<p>The Year 8 Curriculum introduces some crucial grammar points that underpin a lot of the work that is covered again both within the rest of the KS3 curriculum but also within Key Stage 4 and 5, especially the introduction of tenses with our most able students. Students will cover vocabulary and grammar points that will be important throughout their language learning at Chellaston. The understanding and learning of these elements will be reinforced and revisited in the Year 9 curriculum, where learners will be encouraged to build on these basics and work with more complexity and yet still maintain the accuracy in their work.</p>

### **Links to other subjects and the wider curriculum**

The Year 8 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students' oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work isn't immediately understandable, is another skill that can help students across the wider Chellaston curriculum.

## Topics

<p><b>Autumn 1 – Lifestyle (clothes, music and activities)</b></p> <p><b>Reading</b> Information Retrieval Translation skills</p> <p><b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud</p> <p><b>Writing</b> Attention to detail er verb use irregular verbs Basic translation</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Change of subject – Je &gt; On</p>		<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Photo card practice</p>	
<p><b>Topics in unit 1</b></p> <ul style="list-style-type: none"> <li>▪ Talk about clothes and say what style you like – adjective agreement and gender / plurals</li> <li>▪ Talk about the weather and what you wear on different occasions – accuracy</li> <li>▪ Say how often you do an activity – variety of vocab</li> <li>▪ Talk about weekend activities – 2 verb and one verb activity</li> <li>▪ Talk about music and national events – cultural capital</li> <li>▪ Grammar, language strategies and pronunciation</li> </ul>			
<p><b>Assessment</b></p> <p><b>Speaking</b> – description of a photo followed by conversation based on questions covered across the two units.</p> <p><b>Listening</b> – listen to a range of texts with a range of exercises and questions.</p> <p><b>Completed after Unit 1 and 2</b></p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy</p> <ul style="list-style-type: none"> <li>• Oracy skills</li> </ul>	<p>Numeracy</p> <p>Recap numbers 1-60</p>	<p>British Values</p> <ul style="list-style-type: none"> <li>• respect and tolerance of others</li> </ul>	<p>Employability</p> <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• verbal communication</li> <li>• group work</li> <li>• listening carefully</li> <li>• attention to detail</li> </ul>

<p>SMSC</p> <ul style="list-style-type: none"> <li>Cultural similarities and differences - French music</li> </ul>	<p>Cultural Capital</p> <p>Developing academic language.</p>	<p>Character Education</p> <ul style="list-style-type: none"> <li>Resilience to complete a task</li> <li>Working independently</li> <li>Participation</li> <li>Working under pressure</li> </ul>	<p>Personal Development</p> <p>Taking responsibility for learning.</p>
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<p><b>Autumn 2 / Spring 1– Holidays</b></p> <p><b>Reading</b> Information Retrieval Translation skills</p> <p><b>Speaking</b> Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Photo card work</p> <p><b>Writing</b> Attention to detail Basic translation</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Tense recognition</p>		<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new rules (<b>tenses</b>)</p> <p>Written pieces working on developing accuracy.</p> <p>Question word recognition.</p> <p>Preparation of answers to holiday questions.</p>
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<p><b>Topics in unit 2</b></p> <ul style="list-style-type: none"> <li>Talk about usual and preferred holidays – present tense use (some irregular verbs – prendre / aller / faire )</li> <li>Describe your ideal holiday (use of the conditional in the Je form)</li> <li>Describe where you went on a past holiday – regular past tense verbs + je suis allé</li> <li>Describe what you did on a past holiday</li> <li>Talk about festivals – opinions expressed</li> </ul>
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<p><b>Assessment</b></p> <p><b>Speaking</b> – description of a photo followed by conversation based on questions covered across the two units.</p> <p><b>Listening</b> – listen to a range of texts with a range of exercises and questions.</p> <p><b>Completed after Unit 1 and 2</b></p>
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<p><b>Wider curriculum</b></p>			
<p>Literacy</p> <ul style="list-style-type: none"> <li>Oracy skills</li> </ul>	<p>Numeracy</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>British Values</p> <ul style="list-style-type: none"> <li>Tolerance of differences</li> </ul>	<p>Employability</p> <ul style="list-style-type: none"> <li>cultural understanding</li> </ul>

			<ul style="list-style-type: none"> <li>• verbal communication</li> <li>• group work</li> <li>• listening carefully</li> <li>• attention to detail</li> </ul>
<p>SMSC</p> <ul style="list-style-type: none"> <li>• Holidays in France – what’s on offer?</li> </ul>	<p>Cultural Capital</p> <p>Developing academic language</p> <p>Holidaying abroad / catching a plane / boat</p>	<p>Character Education</p> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Participation</li> <li>• Developing confidence</li> </ul>	<p>Personal Development</p> <p>Taking responsibility for own learning.</p>

<p><b>Spring 1 / Spring 2 – Freetime activities and injuries</b></p> <p><b>Reading</b> Information Retrieval Reading for gist Tense recognition Translation</p> <p><b>Speaking</b> Awareness of some pronunciation rules Speaking under pressure</p> <p><b>Writing</b> Linking sentences into paragraphs Attention to detail Including tenses Writing in the 1<sup>st</sup> and 3<sup>rd</sup> person Translation</p> <p><b>Listening</b> Information retrieval Recognition of different tenses</p> <p><b>Learning Content:</b> Students follow the textbook Allez 1 allowing them to access a range of activities working on all 4 language learning skills. This is supplemented by the individual teaching resources of the class teacher allowing an individual approach if favoured. Introduction to free time activities (jouer vs faire) as well as describing injuries. Continued work on past and conditional tenses. Focus on writing and reading skills.</p>	<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises – tenses / être (past)</p> <p>Translation both ways</p> <p>Writing with accuracy and complexity</p> <p>Writing to a markscheme</p>
<p><b>Topics in unit 3</b></p> <ul style="list-style-type: none"> <li>▪ Talk about sports that you do – use of je joue au vs je fais du / de la</li> <li>▪ Use <i>faire</i> correctly for a range of sports</li> <li>▪ Talk about winter/summer sports – vocab expansion</li> <li>▪ La Chandaleur – traditions in France</li> <li>▪ Talk about other leisure activities and active holidays</li> <li>▪ Name parts of the body and talk about sports injuries/ailments of yourself and others</li> <li>▪ Describe injuries/ailments in first and third person – j’ai mal au / a la / aux</li> </ul>	
<p><b>Assessment</b></p> <p><b>Reading</b> – comprehension and translations</p> <p><b>Writing</b> – extended written piece and translations</p> <p><b>Completed after unit 4</b></p>	

<b>Wider curriculum</b>			
Literacy Writing and reading	Numeracy Recap basic numbers	British Values	Employability <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• verbal communication</li> <li>• group work</li> <li>• listening carefully</li> <li>• attention to detail</li> </ul>
SMSC Sport in France / French stars	Cultural Capital Developing academic language	Character Education Working under pressure Reflection – what do I need to include in my work?	Personal Development Understanding how you work under pressure

<b>Summer 1 /2– Daily life and issues in Francophone countries</b>		<b>Home Learning</b>
<b>Reading</b> Information retrieval Tense recognition Understanding global issues Reading for gist	<b>Writing</b> Writing in paragraphs Including more complexity in writing Attention to detail	Vocab learning  Grammar exercises testing understanding of tenses  Written pieces working on developing accuracy  Translation practice  Question recognition
<b>Speaking</b> Recap on speaking questions covered Continued recognition of sound patterns Speaking in different tenses	<b>Listening</b> Information retrieval Recognise tenses Change of subject Listening for gist	
<b>Topics for unit 4</b> <ul style="list-style-type: none"> <li>• Describe your house and where you live – comparing it to other places – use of comparatives</li> <li>• Use of reflexive verbs – written and recognition – recap on time and larger numbers (12 and 24 hr clock)</li> <li>• Easter in France</li> <li>• Where to live in the future – near future tense (Je form)</li> </ul>		

- Intro to perfect tense with être
- Research into Francophonie
- Using avoir expressions (full paradigms)

**Assessment End of UNIT 4**

**Writing - extended piece of writing covering units 3 and 4**

**Reading – Range of exercises including a range of tenses – comprehension exercises**

**Wider curriculum**

Literacy Oracy skills	Numeracy Large numbers 1-100 +	British Values Charity and helping others around the world who are struggling with hunger, war etc	Employability <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• verbal communication</li> <li>• group work</li> <li>• listening carefully</li> <li>• attention to detail.</li> </ul>
SMSC Francophonie	Cultural Capital Developing academic language Wealth sharing	Character Education Development of independent skills Working under assessment pressure Motivation Courage when worried Considering others' wellbeing – Francophone countries	Personal Development Completing tests that fill some students with fear!

**Summer 2 – Review of Year 8 units covered**

**Reading**

Retrieval skills  
Reading for gist  
Question types – strengths and weaknesses  
Negatives  
Translation  
Tense recognition

**Speaking**

Question recognition

**Writing**

Attention to detail  
Paragraph writing  
Working to a mark scheme  
Translation  
Tense formation

**Listening**

Retrieval skills

**Home Learning**

Grammar exercises  
Vocab learning  
Writing in paragraphs  
Recording yourself speak  
Translation skills



<p>Answering basic questions Pronunciation skills Developing an answer past the minimum requirement Working to a mark scheme</p> <p><b>Learning context</b></p> <p>Having covered the last 4 units of the Allez 1 textbook the final unit of Year 8 allows students to reflect on the work that they have done, recap on the grammar and vocab that they have covered and to look at the skills they are developing. It also gives our students the ability to study some elements of French culture in more detail namely the Cannes Film Festival and doing research on a region of France</p>	<p>Listening for gist Tense recognition</p>	
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**Assessment N/A**

**Wider curriculum**

<p>Literacy Reading, writing and Oracy skills</p>	<p>Numeracy 1-60 recap</p>	<p>British Values Tolerance of difference in other cultures</p>	<p>Employability Covers a whole host of skills such as research and presentation</p>
<p>SMSC Cultural similarity and difference</p>	<p>Cultural Capital Developing academic language</p>	<p>Character Education Covered in the previous units</p>	<p>Personal Development Covered in previous units</p>

