

Share Multi Academy Trust Curriculum Plan MFL

Subject: French		Year: 8		Ability: All	
Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	
Topic	Mes vacances	Les célébrations	Les médias	Les célébrités	
Topic overview	Holidays	Customs and festivals	Media	Celebrity culture	
Students will learn...	How to describe holidays using a range of tenses	How to describe a typical French festival	How to give justified opinions on films, TV programmes, books and music	How to describe celebrities and give opinions on them	
Components	Students can understand and independently produce language to use more complex sentences and a range of past tenses to describe holidays. Students can recognise different past tenses and use them accurately with support. Students can use their knowledge of phonics to pronounce language accurately. Students can use a range of prepositions in context. Students can use adverbs of time accurately and in context. Students can recognise and use more complex structures (PDO / y)	Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about which festivals they celebrate and how. Students use the near future, adverbs of sequence and complex structures	Students can understand and independently produce language to use complex sentences to describe films, tv programmes, books and music. Students can recognise the recent past tense and use it accurately with support. Students can use their knowledge of phonics to pronounce language accurately. Students can use a range of adverbs of time and frequency in context. Students can use complex structures such as modal verbs (<i>vouloir</i>), <i>il s'agit de</i> , and <i>venir de</i> correctly in context.	Clothing Fashion Summarise background information: Place of birth, hobbies, families, Giving opinions Regular and irregular verbs Colours and shades Adjectival agreement Positioning of adjectives in a sentence	
Prior learning and retrieval	Opinion phrases (Year 7 Units 1-4) Complex opinions (Year 7 Units 1-4) PDOs (Year 7 Unit 2) Adverbs of time/frequency (Year 7 Unit 2) Countries (Year 7 Unit 4) <i>aller</i> (Year 7 Unit 3) Opinions (Year 7 Units 1-4) Activities (Year 7 Unit 2) Comparatives & superlatives (Year 7 Units 1 and 4) Months, days of the week (Year 7 Unit 4)	Perfect tense (Year 8 Unit 1) Food and drink (Year 7 Unit 1) Future tense (near future) (Year 7 Unit 4) Key -er verbs (Year 7 Units 1-4)	Opinions (Year 7 Units 1-4, Year 8 Unit 1) Present and past tense with -er verbs (Year 8 Units 1-2) Imperfect phrases (Year 8 Unit 1) Complex reasons (Year 7 Units 3-4) PDOs (Year 7 Unit 2, Year 8 Unit 1) Comparatives/superlatives (Year 7 Units 1 and 4, Year 8 Unit 1) Question words (Year 7 Units 1-4, Year 8 Units 1-2) <i>Il / Elle est</i> with physical descriptions / personalities (Year 7 Unit 4) Days of week, time (Year 7 Units 4, Year 8 Unit 1) Negatives (Year 7 Units 1-4)	Vocabulary relating to media and artists (Year 8 Unit 3) <i>être</i> and <i>avoir</i> (Year 7 Units 4, Year 8 Units 2-3) Complex structures (conditional tense, perfect tense) (Year 7 Unit 4, Year 8 Units 1-3) Reflexive structures: <i>s'appeller</i> , <i>s'intéresser à</i> (Year 7 Unit 2 1-2) Adjectival word order (Year 7 Units 1-4, Year 8 Units 1-3) Adjectival agreements (Year 7 Units 1-4, Year 8 Units 1-3) Comparative structures (Year 7 Units 1-4, Year 8 Unit 3) Past tense (Year 7 Unit 4, Year 8 Units 1-3) Conditional tense (Year 7 Unit 4, Year 8 Units 1-3) PDO (Year 7 Unit 2, Year 8 Units 1-3)	
Key lexicogrammar pupil will know and learn	<i>aller</i> + negative Perfect tense: <i>je suis allé, j'ai voyagé, nous avons voyagé, logé</i> Imperfect tense (<i>c'était, il y avait, il n'y avait pas de</i>) Weather phrases in past tense Prepositions of place: (next to, behind/in front, opposite, near to/far from) Complex structures PDO: <i>y</i> <i>venir de</i>	-er verb patterns Use of <i>aller</i> with verbs for simple future Sequencing adverbs Use of verbs in the first, second and third person singular Past tense of <i>avoir</i> and <i>être</i> Partitive article <i>J'ai toujours voulu</i>	Different types of films/tv programmes/literature Opinions and reasons about different genres Referring to recent past Using <i>je suis fana de / j'ai horreur de / venir de</i> structures <i>vouloir</i> (past, conditional) Comparatives Superlatives Adverbs of frequency Adverbs of time (past) Complex structures:	Adjectival endings (<i>eux/euse, ant/e, (al – aux/if – ive)</i>) <i>avoir</i> (present, imperfect, near future tense, conditional) Demonstrative adjectives (<i>ce, cet, cette, ces</i>) <i>être</i> (present, imperfect, near future, conditional) -re verbs (<i>lire, écrire, suivre</i>) Indefinite adjectives (<i>plusieurs, autres, tout, quelques</i>) Negative (<i>ne personne</i>) Preceding direct object pronouns (<i>le, la</i>) Perfect tense: regular -er verbs	

			<i>Il s'agit de + INF</i> It makes me happy/ sad/cry/frightened <i>j'ai toujours voulu voir/regarder/lire</i>	Relative pronouns (<i>qui, que</i>) Omission of article with professions Third person singular verb focus Reflexive : <i>s'appeller, s'intéresser</i> Adverbs : <i>avant de, après de + infinitive</i> Silent final consonants (eu, t liaison, en, que, ô, age, ain/e, acle, ion)
Transferrable knowledge (skills)	The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to write more complex sentences. The ability to use and understand a range of adverbs of frequency and intensity. The ability to compare and contrast. The ability to write in different time frames. The ability to use verbs accurately in different tenses The ability to form questions in different tenses.	The ability to apply knowledge of phonics to new vocab acquisition. The ability to conjugate verbs in modelled patterns. The ability to use basic structures across 2 tenses. A knowledge of how to use <i>avoir</i> and <i>être</i> with past participles to refer to past <i>celebrations</i> . The ability to use the partitive in relation to gifts given and reviewed	The ability to apply knowledge of phonics to pronounce new words and phrases with increasing accuracy and confidence. The ability to write more complex sentences. The ability to use and understand a range of adverbs of frequency and intensity. The ability to write more confidently using different time frames.	The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to conjugate a range of verbs in modelled patterns. The ability to write more complex sentences by using adverbs and pronouns. The ability to use the negative form of verbs.
Key questions	Où? Qu'est-ce que tu penses? Quand?	Qu'est-ce que tu fais ? Quand ? Tu préfères ?	Tu préfères ? Pourquoi ? Qui ? Qu'est-ce que tu penses? Quand?	Pourquoi ? Qui ?
Assessment activities	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Speaking Reading	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Listening Writing	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Speaking Reading	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Listening Writing
Notes Why this topic is important...	This enables students to extend their responses with more complex structures with different tenses and develop their understanding and use of verbs within different time frames. This topic enables students to compare and contrast. This topic enables students to link holidays with a range of activities which are done on holiday. Students learn about different time frames and how to use them simply in context.	This unit enables students to extend their responses by using adverbs of sequencing. The topic enables students to show an understanding of a range of cultures/celebrations and to give opinions on them.	This topic enables students to extend responses with more complex language and structures in different time frames. This topic allows students to consolidate their understanding of different tenses and allows them to use a range of verbs in a different context. This topic enables students to practise the comparative and the superlative again in a different context. This topic enables students to link media/literature with free time activities and with family and friends. Students learn about how to use DE correctly with key expressions so that their spoken and written French is accurate.	This topic enables students to extend responses with more complex language and structures in a range of time frames. They learn about current celebrity culture in France and the U.K allowing them to communicate about topics that interest them.
Cultural capital	Maps of Europe, flags, countries and capital cities. Landmarks in different European cities	Images and vocabulary related specifically to a range of festivals.	Famous French film and tv celebrities Famous French literature and authors	Famous French and French-speaking celebrities

Links to NC	<p>Links to NC: Speak: answer questions on past holidays Listen: identify key points about others' holidays Transcribe: simple sentences with opinions/reasons about holidays. Speak/write give descriptive account of holiday experiences Read/ translate detailed accounts of holiday related texts Vocabulary: holiday vocab (hotels, destinations, holiday activities) Grammar: use past, future tenses and conditional phrase <i>Je voudrais</i> Cultural capital: Top French holiday destinations/holiday types in France</p>	<p>Links to NC: Speak: ask and answer questions on customs/festivals Listen: identify key points about customs/festivals Transcribe: simple sentences and short paragraphs on customs/festivals inc. different tenses Speak/write: give descriptive/narrative on customs/festivals Read/ translate descriptions of customs/festivals Vocabulary: customs/festivals Grammar: past tense irregular verbs. Conditional, future Cultural capital: French customs and festivals</p>	<p>Links to NC: Speak: answer questions on film/ TV programmes, books Listen: identify key points about films/TV programmes, books Transcribe: simple sentences with opinions/reasons. Speak/write: give descriptive account of film/book synopsis Read/ translate detailed accounts of film/programme/book plots Vocabulary: film/tv/book genres, characters. // <i>s'agit de ...</i> Grammar: perfect tense irregular verbs, , venir de Cultural capital: Famous French celebs/artists</p>	<p>Links to NC: Speak: answer questions on celebrities (culture) Listen: identify key points about celebrities Transcribe: simple and complex sentences with opinions/reasons Speak/write: give descriptive account of celebrities and roles Read/ translate detailed accounts of film/programmes Vocabulary: people, clothes, place of birth. Grammar: perfect tense, imperfect tense and conditional tense Cultural capital: Famous French celebs/artists</p>