

Year 8 Big Picture – French

<p><i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i></p>	<p><i>Autumn 02</i> <i>Weeks 9 – 15 (7weeks)</i></p>	<p><i>Spring 01</i> <i>Weeks 18-23 (6 weeks)</i></p>
<p>Content: Expectations, School & classroom equipment recap/consolidate</p> <ol style="list-style-type: none"> Expectations Verb avoir – full paradigm Stationery and school equipment <p>This topic serves as an opportunity to build on students’ prior knowledge enabling students to make connections with the key verb “avoir = to have” when discussing school equipment, whether that be classroom based or personal belongings.</p> <p>Students will build on their prior knowledge of providing and understanding descriptions of people and what they have/ use daily.</p> <p><i>Skills: Speaking, Receptive skills and Writing in French</i></p> <p><i>Cultural capital: Language and grammar, comparisons and differences in Halloween celebrations</i></p>	<p>Content: School & Opinions</p> <ol style="list-style-type: none"> School subjects Opinions – basic and complex How are French schools different? <p>This unit aims to provide knowledge and understanding of school subjects and opinions in French. As teachers we are aiming to help students understand how to give opinions relating to their own school life in French. Focus will be given to the phonics, grammar and vocabulary to produce and understand information provided in French. We are aiming for students to learn the content properly through repetition and low stakes quizzing and to start to gain a rounded understanding the similarities and difference between English and French school teaching and learning.</p> <p><i>Skills: Speaking, Receptive skills and Writing in French</i></p> <p><i>Cultural Capital: Comparisons and differences between French and English schools</i></p>	<p>Content: Christmas & daily routine</p> <ol style="list-style-type: none"> Christmas and New Year resolutions Basic grammar – reflexive verbs and pronouns Daily routine- recapping school <p>This unit aims to provide an understanding of how Christmas and New Years is celebrated in France and England. Linking to using knowledge to discuss New Year’s resolutions and activities completed over the holiday period. Looking at basic grammar conjugations relating to the near future (aller + infinitive) and the key verb “aller = to go” using a range of pronouns. Focus will be placed on phonics and reflexive pronouns and verbs relating to daily routine and school day. Prior learning will enable learners to build more complex opinions and comparisons. We are aiming for students to learn the content properly through repetition and low stakes quizzing and to start to gain a rounded understanding of grammar structures and tenses in French</p> <p><i>Skills: Speaking, Receptive skills and Writing in French</i></p> <p><i>Cultural Capital: Comparisons and differences in Christmas & New year celebrations</i></p>
<p>Assessment Objectives</p> <p>AO1: Listening – understand and respond to different types of spoken language AO2: Speaking – communicate and interact effectively in speech AO3: Reading – understand and respond to different types of written language.</p> <p>Mini test: Based on year 7 content.</p>	<p>Assessment Objectives</p> <p>AO1: Listening – understand and respond to different types of spoken language AO2: Speaking – communicate and interact effectively in speech AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.</p> <p>Big test assessing the basics. <i>Knowledge section</i> <i>Inference section</i> <i>Receptive skills section</i></p>	<p>Assessment Objectives</p> <p>AO1: Listening – understand and respond to different types of spoken language AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.</p> <p>Mini test assessing culture facts, vocabulary knowledge and spellings.</p>
<p>Mini Test – Yr. 8 = Wk. 2</p>	<p>Big Test – Yr. 8 = Wk. 13</p>	
<p><i>Spring 02</i> <i>Weeks 25 – 30(6weeks)</i></p>	<p><i>Summer 01</i> <i>Weeks 33 – 37 (5weeks)</i></p>	<p><i>Summer 02</i> <i>Weeks 39 – 45 (7 weeks)</i></p>
<p>Content:, Carnival and Easter</p> <ol style="list-style-type: none"> Grammar recap – relating to three/four tenses Cultural knowledge relating to carnival and Easter in France and Francophone countries. <p>This topic serves as an opportunity to build on students’ knowledge of grammar conjugations relating to the near future and the key verb “aller = to go”. Students will use their grammatical knowledge to look at comparisons relating to how France and Francophone countries celebrate Carnival and Easter making comparisons with England</p> <p><i>Skills: Speaking, Receptive skills and Writing in French</i></p> <p><i>Cultural Capital: Expose students to how carnival and Easter are celebrated in France and how that compares to England.</i></p>	<p>Content: Free time activities and present tense</p> <ol style="list-style-type: none"> Hobbies/ Sports / Instruments faire de vs jouer à vs jouer de full paradigm conjugation and gender agreement of faire de = to do, jouer à = to play (a sport) and jouer de = to play (an instrument) <p>This topic serves as an opportunity to study vocabulary and grammar structures relating to free time activities in French. This builds on prior knowledge of complex opinions and comparisons.</p> <p>Students will discover hobbies/ sports that are more popular in France than in England.</p> <p><i>Skills: Speaking, Receptive skills and Writing in French</i></p>	<p>Content: Free time activities and weather</p> <ol style="list-style-type: none"> Recap Hobbies/ Sports / Instruments Weather vocab Grammar – three/four tenses <p>This topic serves as an opportunity to build on students’ prior knowledge enabling students to make connections regarding when certain hobbies /activities are completed in relation to the weather, looking at the past, present and future. Students will build on their prior knowledge of providing and understanding relating to their own and their peers normal and ideal weekly routine including school day and hobbies.</p> <p>Revision and preparation for End of Year test</p> <p><i>Skills: Speaking, Receptive skills and Writing in French</i></p>

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	Cultural Capital: Tour de France, handball and history of pétanque – French sports/hobbies.	Cultural capital: Sampling French foods
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Big Test – Yr. 8 = Week 28		Big Test – Yr. 8 = Week 43