

# Curriculum Overview

Subject: French

Year Group: 8



During this year, students will have the opportunity to talk about school, their subjects and what their future plans will be. Students will be able to learn about opinions, the present tense and talking about another person. The future tense will be a key tense throughout the year with some introduction to the past tense towards the end of the year. By the end of the year, students will be able to understand and to use the future tense accurately when talking about themselves and others.

| TERM 1   | TERM 2  | TERM 3  |
|--|---|---|
| <b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>School subjects and after school activities</li> <li>Revision of verbs in the present tense</li> <li>Time + days</li> <li>Negative</li> <li>Weather phrases</li> <li>Activities</li> <li>Verb structure - <i>aller</i></li> <li>Giving an opinion</li> <li>Negative structures</li> <li>Future plans</li> </ul> | <b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Jobs and places of work</li> <li>Clothes</li> <li>Vocab retrieval: colour, activities and weather</li> <li>Adjective agreement</li> <li>Part time jobs</li> <li>Places of work</li> <li>Opinions about jobs</li> </ul> | <b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Genres of music</li> <li>Opinions about songs and artists</li> <li>Adjective agreement</li> <li>Masculine and feminine</li> <li>Possessive adjective rule</li> <li>Musical instruments</li> <li>Verb structure - <i>jouer</i></li> <li>Adverbs of frequency</li> <li>film study – un monstre à Paris -Theme 1</li> </ul> |
| <b>KEY ASSESSMENTS</b><br>Half term 1: <b>Education (speaking)</b><br>Half term 2: <b>Free time (reading)</b>  | <b>KEY ASSESSMENTS</b><br>Half term 1: <b>Jobs</b><br>Half term 2: <b>Clothes</b>   | <b>KEY ASSESSMENTS</b><br>Half term 1: <b>Music (songs and artists)</b><br>Half term 2: <b>End of year assessment</b>   |

Extended reading suggestions and external resources:

- Independent learning guide provided at the start of the year.
- Satchel One
- Work on dual translation

**Cultural Capital:** what does a school day look like in Lille, in Quebec, in Cameroon and on Reunion Island? Explore school compulsory ages in France and England; the use/lack of uniform; the timetables and school facilities/accessibility; and the university fees.

What do the French youth listen to on the radio? Explore the social aspect of French-speaking youngsters and how diverse French music is. Opportunity to take part in the house point challenge and to create a poem about identity (in conjunction with the English department). The film study of “Un Monstre à Paris” offers students an opportunity to discover two of the most popular modern French artists.