




		Year:	8	Subject:	French	Autumn 1	Autumn 2	Spring 1					
Intent	Subject Concepts (Substantive knowledge) 	• My Identity		<ul style="list-style-type: none"> Understand and create holiday descriptions in present and past tenses Modes of transport Basic types of holiday accommodation 	Prior Knowledge: <ul style="list-style-type: none"> Hobbies in present tense in 1st person Opinions and justifications using parce que + varied adjectives 	<ul style="list-style-type: none"> Future tense - Je vais + go, travel, play, eat, stay etc. Using past, present and future tenses together and distinguishing one from the other. Tense triggering phrases e.g. l'année prochaine, plus tard etc. 	Prior Knowledge: <ul style="list-style-type: none"> Future tense using je vais and je voudrais 	Work Discuss and understand future plans for after school study e.g. university, jobs. Reasons for wanting to do specific jobs.	Prior Knowledge: <ul style="list-style-type: none"> Present tense verbs Future tense using je vais and je voudrais Opinions and justifications using parce que + varied adjectives Family members 				
		• Culture			Prior Knowledge: <ul style="list-style-type: none"> 				Takeaway Learning: <ul style="list-style-type: none"> Past tense holiday description 1st person singular Using "C'était" + adjectives to express opinions Understanding different modes of transport and holiday accommodation 	Prior Knowledge: <ul style="list-style-type: none"> TL countries 	Takeaway Learning: <ul style="list-style-type: none"> Wider variety in vocabulary and grammar related to using 3 tenses Understanding of longer and more complex language 	Importance of learning languages	Prior Knowledge: <ul style="list-style-type: none"> Some jobs you can do as a French speaker
		• Local and Global Citizenship			Prior Knowledge: <ul style="list-style-type: none"> TL countries 				Takeaway Learning: <ul style="list-style-type: none"> Further understanding of different areas in which TL is spoken 				Prior Knowledge: <ul style="list-style-type: none"> TL countries
	Disciplinary Knowledge				•	•	•						
Implementation	Common Misconceptions			<ul style="list-style-type: none"> Difference between past and present <ul style="list-style-type: none"> Using 'j'ai' with allé Phonics of 'eh' sound and different spellings 	<ul style="list-style-type: none"> Differentiating between 3 tenses 	<ul style="list-style-type: none"> Only careers where you speak French are on offer <ul style="list-style-type: none"> Masculine and feminine nouns for jobs Jobs without an article 							
	Enabling or Adapting the Curriculum	SEND Students		<ul style="list-style-type: none"> Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames Recycling of key terms such as opinions Revision of key verbs and structures in different context Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility 	<ul style="list-style-type: none"> Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames Recycling of key terms such as opinions Revision of key verbs and structures in different context Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility 	<ul style="list-style-type: none"> Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames Recycling of key terms such as opinions Revision of key verbs and structures in different context Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility 							
		Disadvantaged Students		<ul style="list-style-type: none"> Cultural capital – learning about other countries and going on holiday 	<ul style="list-style-type: none"> Cultural capital – researching an area of Francophonie 	<ul style="list-style-type: none"> Understanding of usefulness of languages – opening up of opportunities 							
		More Able Students		<ul style="list-style-type: none"> New tense and grammar expectation. Identification and understanding of 3 tenses. Longer texts 	<ul style="list-style-type: none"> Variety of vocabulary and opportunities to extend range of language through using laminates available in class 	<ul style="list-style-type: none"> Longer more complex texts 							
Literacy/Numeracy Skills 	Vocabulary		<ul style="list-style-type: none"> Termly vocabulary list of key vocab 	•	<ul style="list-style-type: none"> Termly vocabulary list of key vocab 								
	Reading		<ul style="list-style-type: none"> Narrow reading, answers in English 	•	<ul style="list-style-type: none"> Longer texts, answers in English 								

			<ul style="list-style-type: none"> Spot the difference 		<ul style="list-style-type: none"> Narrow reading activities 												
		Writing:	<ul style="list-style-type: none"> Pyramid translation Sentence translations using sentence builders 	•	•												
		Oracy:	<ul style="list-style-type: none"> Sentence stealers activity 	•	•												
		NUMERACY	<ul style="list-style-type: none"> Revision of numbers 	•	•												
	Digital Strategy 		•	• iPad research task about Francophonie	• Use of iPad to film Work/Job advert role plays												
	Home Learning		• Vocabulary and activities	• Vocabulary and activities	• Vocabulary and activities												
Impact	Composite Assessment		<table border="1"> <tr> <td>Date:</td> <td></td> <td>Content:</td> <td></td> </tr> </table>	Date:		Content:		<table border="1"> <tr> <td>Date:</td> <td>Week 4/5</td> <td>Content:</td> <td>Holidays, past, present and future tenses</td> </tr> </table>	Date:	Week 4/5	Content:	Holidays, past, present and future tenses	<table border="1"> <tr> <td>Date:</td> <td>Week 4/5</td> <td>Content:</td> <td>3 tenses longer text jobs, future plans, past hobbies/holiday, importance and use of languages</td> </tr> </table>	Date:	Week 4/5	Content:	3 tenses longer text jobs, future plans, past hobbies/holiday, importance and use of languages
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