



Year:		8	Subject:	French	Spring 2	Summer 1	Summer 2	
Intent	Subject Concepts (Substantive knowledge)		• My Identity	My home – description of where I live, my home and rooms in the house. Saying where things are using prepositions	Prior Knowledge: • Where I live	Use transactional language for a market, restaurant and train station. Describe a past visit to a restaurant.	Prior Knowledge: • Numbers • Je voudrais • Past tense including c’était	Prior Knowledge: •
					Takeaway Learning: • Il y a • Prepositions showing location			
			• Culture		Prior Knowledge: •	Understand and recognise different food and drink, including cultural specialities.	Prior Knowledge: •	Understand a recipe.
	• Local and Global Citizenship	The environment – understanding problems in the present tense and simple solutions	Prior Knowledge: • Frequency adverbs		Prior Knowledge: •		Prior Knowledge: •	Prior Knowledge: •
	Disciplinary Knowledge							
Implementation	Common Misconceptions					• False friends for names of shops such as librairie	• Use of imperative • flavours in French – use of au, structure	
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> <li>• Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames</li> <li>• Recycling of key terms such as opinions</li> <li>• Revision of key verbs and structures in different context</li> <li>• Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames</li> <li>• Recycling of key terms such as opinions</li> <li>• Revision of key verbs and structures in different context</li> <li>• Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames</li> <li>• Recycling of key terms such as opinions</li> <li>• Revision of key verbs and structures in different context</li> <li>• Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence builders with key vocabulary and structures in chunks to reduce cognitive load and work as speaking/writing frames</li> <li>• Recycling of key terms such as opinions</li> <li>• Revision of key verbs and structures in different context</li> <li>• Assessments are based on sentence builder vocab and structures aiming for 95% comprehensibility</li> </ul>		
		Disadvantaged Students	<ul style="list-style-type: none"> <li>• Cultural capital – being a global citizen, being part of a community, factors affecting whole world, my place in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural capital – going on holiday, visiting different places, exposure to different cuisines and cultural differences</li> <li>• Transactional nature of topic is engaging and ‘real-life’</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural capital – going on holiday, visiting different places, exposure to different cuisines and cultural differences</li> <li>• Transactional nature of topic is engaging and ‘real-life’</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural capital – cultural specialities</li> </ul>		
		More Able Students	<ul style="list-style-type: none"> <li>• Preposition grammar</li> <li>• Variety of vocabulary and opportunities to extend range of language through using laminates available in class</li> </ul>	<ul style="list-style-type: none"> <li>• ‘pour’ + infinitive structure</li> </ul>	<ul style="list-style-type: none"> <li>• ‘pour’ + infinitive structure</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		
	Literacy/Numeracy Skills	Vocabulary	<ul style="list-style-type: none"> <li>• Half termly vocabulary underpinning all work</li> </ul>	<ul style="list-style-type: none"> <li>• Termly vocabulary list of key vocab</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>			
		Reading	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• understand a menu</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding a recipe</li> </ul>			
		Writing:	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>			
Oracy:		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Key transactional vocabulary and structures useful for GCSE role play and real life interaction</li> <li>• Practice of role plays in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>				
	NUMERACY	<ul style="list-style-type: none"> <li>• spatial awareness to describe location within a room using prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and quantities</li> </ul>				

	<b>Digital Strategy</b> 	•				<ul style="list-style-type: none"> <li>• Use of Beginners Linguascope to revise different foods match up activity (short timed task)</li> <li>• Use of Intermediate Linguascope – starter ‘multi choice’ (choix multiple)</li> <li>• Jeu à deux joueurs ou équipes – revision of tenses</li> </ul>				• Research for recipe tasks using iPad.			
	<b>Home Learning</b>	• Vocabulary and activities				• Vocabulary and activities				• Vocabulary and activities			
<b>Impact</b>	<b>Composite Assessment</b>	Date:		Content:		Date:		Content:		Date:	Wk 4/5	Content:	Reading, translation and writing across all topics