




		Year:	8	Subject:	French	Spring 2	Summer 1	Summer 2
<b>Intent</b>	<b>Subject Concepts (Substantive knowledge)</b>  	• 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  Takeaway Learning: • Il y a • Prepositions showing location	Use transactional language for a market, restaurant and train station. Describe a past visit to a restaurant.	Prior Knowledge: • Numbers • Ich möchte • Past tense including es war  Takeaway Learning: • Amounts • Prices • Asking and understanding questions • Key transactional phrases		Prior Knowledge: •  Takeaway Learning: •
		• Culture		Prior Knowledge: •  Takeaway Learning: •	Understand and recognise different food and drink, including cultural specialities. Going shopping.	Prior Knowledge: •  Takeaway Learning: • Different shops • um zu	Understand a recipe. Understand a past shopping trip.	Prior Knowledge: • Food and drink • Numbers and quantities • Past tense  Takeaway Learning: • Imperatives • Places in town
		• Local and Global Citizenship	The environment – understanding problems in the present tense and simple solutions	Prior Knowledge: • Frequency adverbs  Takeaway Learning: • Man muss, man sollte		Prior Knowledge: •  Takeaway Learning: •		Prior Knowledge: •  Takeaway Learning: •
	<b>Disciplinary Knowledge</b>			•		•		•
<b>Implementation</b>	<b>Common Misconceptions</b>		• prepositions + dative case		• in + movement / no movement = different cases	• placement of instruction verbs in a recipe		
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<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>		
		<b>Disadvantaged Students</b>	<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 – cultural specialities</li> </ul>			
		<b>More Able Students</b>	<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>um zu structure</li> </ul>	•			
	<b>Literacy/Numeracy Skills</b>  	<b>Vocabulary</b>	<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>	•			
		<b>Reading</b>	<ul style="list-style-type: none"> <li>Longer environment text</li> </ul>	<ul style="list-style-type: none"> <li>understand a menu</li> </ul>	Understanding a recipe			
<b>Writing:</b>		•	<ul style="list-style-type: none"> <li>past tense visit to a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>own recipe in German</li> </ul>				
<b>Oracy:</b>		<ul style="list-style-type: none"> <li>Environment interview</li> <li>Walking dictation</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>	•				
	<b>NUMERACY</b>	•	<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’</li> <li>• Mannschaftspiel – 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:	wk 4/5	Content:	transcription, translation, listening	Date:		Content:		Date:	wk4/5	Content:	Longer text, translation, writing covering all year 8 topics