

French

Year 8 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

Purpose of study Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Learning a modern foreign language allows students to use their prior English knowledge in French and expand their understanding of the origins of modern languages. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Threshold concepts

The French curriculum allows students to learn a great quantity of vocabulary and sentences structures in both spoken and written form. All content is structured around some main concepts about the construction of the language itself and are revisited throughout the curriculum and year groups. The main concepts that we concentrate on to help create inquisitive linguists are as follows:

- All words originating from Latin have a gender, masculine or feminine. This impacts a variety of elements from spelling to pronunciation and needs to be understood and considered at all times when speaking and writing in French.
- French phonics and the repetition of vowel combinations – Considering and learning these patterns allow our students to become competent linguists and give them the knowledge to access a wide variety of authentic French texts and read with fluency and confidence.
- Understanding and purpose of pronouns, tenses and articles. This allows students to write, speak and read comfortably in French and understand how text must be manipulated for different purposes such as speaking in past or future or in a variety of persons.
- No word exists in isolation- it is part of speech, it has derivatives and they often behave in predictable ways (e.g. words ending in- ment are usually adverbs, nouns ending in –ion are always feminine).
- Verbs come from the infinitive, and need to be conjugated.
- Key collocations (word for word translations) don't always work (j'ai treize ans = I "have" 13 years and il fait chaud = he does hot), word orders (adjectives and nouns), etc
- Grammatical differences between the French and English languages such as capital letters or not (for months, days of the week, etc.), gender issues, word orders (adjectives and nouns), plural nouns, etc.

Sequence of learning

What goes in this section?

The decision to deliver this material is based on the schemes of work where the grammar and exam skills are introduced sequentially.

The first booklet/topic is talking about is to discuss their place of study and be able compare it with a traditional French educational setting and their own. They will address areas such as the school uniform, the daily timetable, using the time in French and their opinion on different subjects that they study. They will use a variety of regular and irregular verbs, understanding and applying their differences in French to be able to express their own personal experience in education. They will also gain the knowledge to refer to other's school routines in French and use the comparative to compare and contrast key ideas.

Secondly, using the educational booklet the students will learn their second topic of holidays. This includes learning a variety of vocabulary to explain different areas and surroundings. They will learn the different ways to say "to" in French using their prior knowledge from year 7 about gendered words. The past tense will be addressed again, using regular and irregular verbs both containing a mixture of verbs that use "avoir" and "etre". Students will again use their prior knowledge of expressing an opinion and justify them using connectives such as "because". For the first time they will learn and use the near future tense to discuss what they will do and where they will go in the future. Finally, they will use all of the above with a mixture of pronouns such as "you, he, she and we".

The third topic booklet is about hobbies. They will build on their previous knowledge from year seven and learn to express their preferences on hobbies in French using complex sentence structures such as "verb + infinitive". Comparison skills seen in their first booklet will be revisited and used in this topic and introduce the superlative to describe what is best and worst. Here we will introduce a new pronoun, "they" using the students understanding on genders and appropriately changing verbs and the pronunciation of them using their prior learning of silent letters and liaison.

Finally, the fourth and final topic is about shopping. Here, they will see and use for the first time the conditional tense with the range of pronouns they have learnt in previous years and previous topic. They will also be introduced into the pronoun "vous" and the manners that accompanies this pronoun, with how and when to use it. Vocabulary relating to grocery and fashion shopping will be a focus of this topic along side ordering food and drink using the conditional tense.

Skills :

SK1 : Repetition of French texts seen in class with emphasis on pronunciation

SK2 : Speaking sentences seen in class independantly.

SK3 : Dictation of different texts.

SK4 : Translation from and to both languages

SK5 : Text comprehension skills.

SK6 : Independant writing

K1- School life

DNA made booklets covering aspects of the following knowledge:

K1.1 - Learning vocabulary of different school subjects and identifying similarities and differences from English

K1.2 - Using prior learning (year 7) to express their opinion of said subjects and introducing two new verbs to express an opinion.

K1.3 - Using prior learning (year 7) of numbers to use them to say the time in French.

K1.4 - Reading a timetable from a French school to use new learning (K1.1 and K1.2) together.

K1.5 - Introduction to the verb to "wear" and different elements of the school uniform.

K1.6 - Using new verbs such as "to wear" with pronouns "you, he, she"

K1.7 - Looking at adjectives, specifically of colour to accompany the new nouns from K1.5.

K1.8 - Changing said adjectives depending on the gender of nouns, previously seen in Year 7.

K1.9 - Expressing an opinion of different subjects and justifying them.

K1.10 - Manipulation of regular and irregular verbs relating to the school day.

K2 – Holidays

K2.1 - Learning vocabulary of settings and surroundings.

K2.2 - Using prior learning from K2.1 with "I went" in French and other pronouns

- K2.3 - Looking at the different gender of countries (Year 7 learning) and the different ways to say “to”
- K2.4 - Expressing and using pastimes that would be found during holidays.
- K2.5 - Introduction of the model verb “pouvoir” to express things that can be done on holiday (K2.4)
- K2.6 - Reading and analysing an article from a tourism office of a French place (K2.5 and K2.4)
- K2.7 - Introduction to near future tense with the verb “to visit” and setting and surrounding (K2.1)
- K2.8 - Using the near future with multiple pronouns (K1.6)
- K2.9 - Using the past tense to talk about prior holidays (K2.2) further than just the verb “to go”
- K2.10 - Introduction to the expression “it was” in the imperfect tense to express an opinion (K1.9)
- K2.11 - Justifying an opinion in the past tense using “parce que” and “car” followed by a justification (K1.9)

K3 – Hobbies

- K3.1 - Revising prior learning of pastimes and hobbies (year 7)
- K3.2 - Introduction to the verb “play” and “do” followed by a variety of sports
- K3.3 - Using the complex structure of opinion + infinitive (K2.2)
- K3.4 - Introduction of the superlative using “more” and “less” with hobbies (K3.1)
- K3.5 - Using new verbs of “play” and “do” in the past tense (K2.9)
- K3.6 - Introduction of the pronoun “they”
- K3.7 - Use of “they” in the present and past tense (K3.2)

K4 – Shopping

- K4.1 - Introduction of new vocabulary on groceries in French
- K4.2 - Using a new model verb “want” with the new vocabulary (K4.1)
- K4.3 - Using the model verb with pronouns (you, he, she, we) (K4.1 and K4.2)
- K4.5 - Comparing the model verbs want and can (K4.2 and K2.5)
- K4.6 - Introduction to the conditional tense and when it should be used
- K4.7 - Introduction of new vocabulary and prior learning (K1.5) of clothes
- K4.8 - Using the clothing vocabulary with the conditional tense (K4.6)
- K4.9 - Introduction of the pronoun “vous” and how to use it.
- K4.10 - Revisiting prior verbs with the new pronoun vous (K4.2 and K4.6)
- K4.11 - Listening to an authentic conversation between waiter and customer and taking down an order.
- K4.12 - Using prior learning of numbers to give prices in French (K1.3)
- K4.13 - Using an authentic menu in French and placing an order in target language

Grammar covered in the booklets:

- **Present tense**
- **Past tense**
- **Near future tense**
- **The conditional tense**
- **The comparative**
- **The superlative**
- **Complex sentence structure “opinion + infinitive”**
- **Model verbs**
- **Times**
- **Prices**

Curriculum links to careers

In the spring term of each academic year, Year 8s compete in the Humanities-wide ‘Denby Pottery Employer Challenge’. Students are tasked with designing, marketing and pitching a small pottery set inspired by the local history of Hardwick Hall. Students work in teams, with an appointed project manager, to consider all aspects of the design process, the costing, pricing and marketing strategy, in addition to writing a persuasive ‘Dragon’s-Den’ style pitch which they deliver to judges from Denby Pottery Ltd. The project includes a visit to Denby Pottery, where students are given a tour of the factory and enjoy a series of interactive workshops from experts at the company on a variety of topics. Parents also visit the academy to visit a marketplace where students showcase their projects.

During their visit to Denby Pottery, students will understand the importance of acquiring a MFL language in everyday business life.

This curriculum offers two separate occasions to learn and investigate different careers in MFL.

In the first term the students are studying a recent trip to the theme park Asterix. This links into the career of tourism/hospitality/entertainment and how speaking multiple languages can benefit them. SCL's stepdaughter works for Disney Cruises and worked for Gulliver's Kingdom and CCU's acquaintance also work in the entertainment industry. Students will be able to understand how speaking modern foreign languages can be used in their everyday life as an entertainer.

Students can then do some research on jobs linked to entertainment using a modern foreign language. They can then present their research to the rest of the class.

Also in the first term, the students studied a description of a recent holiday (holiday destination, who with, how they got there, what they did on their holiday, who was it and what went wrong). This links into the career of journalism where students can investigate diverse types of journalism (written, radio...) and reports their experience of a recent holiday to a journalist who would then report back to tripadvisor for instance. The students would have to prepare a conversation script between the holiday maker and the journalist. They would have then to record or present the role-play. This may take up to 3 lessons.

Procedural knowledge

Reading:

R1- Understand and respond in French to simple texts

R2- Translate sentences into English, demonstrating an understanding that sometimes word for word translations won't work

R3- Identify overall message, key points, details and opinions, identifying tenses

R4- Decode texts that are unfamiliar using comprehension

Listening:

L1- Understand and respond (occasionally in French) to passage at near native speed

L2- Identify overall message, key points, details and opinions, identifying tenses

L3- Decode passages that are unfamiliar using comprehension strategies

L4- Answer questions, extract information, evaluate and draw conclusions, based on simple texts.

Writing:

W1- Produce clear text to present descriptions, facts and varied time frames, and to express ideas and opinions

W2- Write 4 sentences about a picture

W3- Translate short sentences into French, demonstrating an awareness of grammar

Speaking:

S1- Communicate and interact effectively on a range of familiar of topics

S2- Speak spontaneously, responding to visual stimulus (photo card), unexpected questions

S3- Asking and answering simple questions

S4- Attempt to make use of appropriate vocabulary and grammatical structures, making some reference to more than 1 time frame

S5- Attempt to use accurate pronunciation and intonation