



Long Term Plan Year 8 French

Subject driver: To learn a language is to have one more window from which to look at the world - Chinese Proverb

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid the automation process and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn Term 1 & 2	Chez moi - Où j'habite - Describing where I live and my town	Describing where you live -house types and descriptions - locations Describing your town now and in the past -what there is/isn't / what you can / can't do -what your town used to be like Developing opinions and justifications	Grammar -depuis + present tense - pronoun 'y' - BAGS rule -adjectival agreement -il y a/ il n'y a pas de -on peut/on ne peut pas -Introducing the imperfect tense -negative constructions Exam skills	Students will encounter different styles of housing in France compared to their own - as well as looking at different characteristics of regions. To stimulate discussion they will see authentic photos of the	-position and agreement of adjectives -position of y - concept of pronouns -retaining the article when saying there is not -Location of the negative phrase in the sentence - direct translating into	NA	Year 10 Autumn term - GCSE	Teaching the full formation of the imperfect and conditional paradigms Full discussion about the use of y rather than providing it as a vocab model Use of GCSE	Respect and Tolerance - exploring the similarities and differences about the way we live	Students will look at their town from the perspective of a visitor and consider positives and negatives from different viewpoints. They will explore amenities available in different french towns and may use	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities Students could be guided to take on the roles of estate agents and tourist

		<p>-advantages and disadvantages of town & countryside</p> <p>Discussing were you would like to live -justifying opinions -describing your dream house / location</p> <p>Describing problems and negatives -problems in your town</p>	<p>Introduction to translation skills Big write - writing 90 words in the style of a GCSE writing question</p>	<p>towns and have the opportunity to research and share information about the rest of the group if time and facilities allow for presentations</p>	<p>English</p> <p>Formation of imperfect / conditional</p> <p>Mixing up conditional and imperfect due to verb endings</p>			stylistic phrases		<p>the internet to research new areas and towns, dealing with French websites.</p>	<p>information workers in activities they complete</p>
Autumn Term 2	<p>Cultural awareness mini unit - DOMTOMS / regional traditions</p>	<p>Information about France and French territories</p> <p>Exploring traditions around Christmas in different Francophone places</p>	<p>Grammar Consolidation of Skills learnt over the term</p> <p>Exam skill Reading skills - familiar / unfamiliar words and new contexts -Enhancing writing (and speaking)</p>	<p>Discussion about the DOMTOMS and the francophone world - comparison with France and the UK</p> <p>Students extend their knowledge to encompass traditions and festivals outside of France at Christmas</p>	<p>See above</p> <p>Cognates/ false friends and also not applying common sense when reading for gist feature in this</p>	NA	<p>Year 10 Autumn term - GCSE</p> <p>Festivals and traditions form part of GCSE Theme 1</p>	Challenging authentic texts	Respect and Tolerance - exploring the similarities and differences about the way we live	<p>Students will consider different ways of celebrating Christmas around the world and learn about countries which</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p>
Spring Term 3 & 4	<p>Paris je t'aime - introduction to the perfect tense</p>	<p>Cultural awareness - An introduction to Paris -Understanding authentic texts and tourist information</p>	<p>Grammar -perfect tense with avoir + regular verbs - perfect tense + irregular verbs -Mrsvandertramp &</p>	<p>Paris is one of the most visited countries in the world this unit gives students an</p>	<p>Formation of the perfect tense:</p> <p>Literal translation with Je suis</p>	NA	<p>Year 11 Autumn term - GCSE</p> <p>Theme 2</p>	<p>Explanations and presentation of the full paradigm in the perfect tense - with</p>	Respect and Tolerance - exploring the similarities and differences	<p>Students will look at the cultural and historical context of France - most</p>	<p>The ability to understand and produce a foreign language allows</p>

		<p>Discussing past trip to Paris -describing what you did -expressing opinions about your trip Combining three different time frames</p>	<p>être -agreement in gender & number - combining past, present & future tense</p> <p>Exam skill -Reading authentic texts - gist & detail -developing writing without support -Big write 90 word assessment task to be completed either in last week of Spring or first week of Summer</p>	<p>insight outside of pupil familiarity with Disneyland</p>	<p>allé - in the incorrect tense</p> <p>Confusion between Je / J'ai</p> <p>Agreement with verbs of movement - depending on the person</p>			<p>avoir and être</p> <p>Combination of three tenses</p> <p>Use of GCSE style sentence starters and high level connectives</p> <p>Sequencing and narration</p>	<p>about the way we live</p>	<p>students will not have visited / have prior knowledge about this/ A number of our students will not have been on holiday</p>	<p>access to a variety of jobs and opportunities</p>
<p>Summer term 5 & 6</p>	<p>Pour être en forme - Being fit and healthy</p>	<p>Completion of 90 word big write 2</p> <p>Discussing illness and injury -describing pain and body parts -giving advice</p> <p>Daily routine -introduction of sequencing and simple daily routing</p> <p>Talking about food and drink -discussing food likes and dislikes -describing what you eat and drink - discussing what you should eat to stay healthy - ordering food in a restaurant -describing a restaurant</p>	<p>Grammar -using modal verbs -introduction for the imperative mood -the partitive -pour + infinitive -combination of past, present & future tenses -introduction of reflexive verbs - revision of simple time -sequencing</p> <p>Exam Skills -transactional role play development - introduction to the photocard.</p>	<p>Students are introduced to the concepts of role plays where they have to play a role in a new situation eg buying food, giving advice in a pharmacy Students consider food from a different standpoint</p>	<p>Concept of partitive article</p> <p>Exploiting reflexive pronouns - full paradigm</p> <p>Tense confusion between past, present and future when applied together</p>	<p>NA</p>	<p>Theme 2 - social issues</p>	<p>Recycling and extension of previously encountered GCSE style sentence starters and high level connectives</p> <p>Sophistication of sentence structures and phrasing</p> <p>Extending smoking /fast food element to write and justify opinion of smoking</p>	<p>Respect and Tolerance - exploring the similarities and differences about the way we live</p> <p>Individual liberty students are encouraged to debate and discuss what they do to keep fit</p>	<p>Students take on roles asking for help / giving advice which would be new to them in a variety of role playing contexts.</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p>

		<p>experience - complaining</p> <p>Am I fit and healthy -discussing the importance of sport - smoking and fast food</p>									
Summer term 6	<p>Mini project - advertising / staying fit and healthy</p> <p>OR</p> <p>A memorable sporting event</p>	<p>Advertising campaign - examining both online and magazine adverts promoting food and drink -public health campaigns -create own advertising campaign</p> <p>Description of a sporting event - cultural activities -Describing experience at an event -Activities about the sporting event to promote greater understanding or development of skills - specific to the year group context</p>	<p>Grammar Amalgamation and revision of grammatical concepts covered over the course of Year 8 and 7.</p> <p>Exam skills -meeting unfamiliar vocabulary and applying knowledge to new contexts</p>	<p>Students will be able to compare advertising in the UK and in France / Canada - and draw conclusions about the similarities and differences</p> <p>Exposure to a sporting event from a French angle using authentic texts and resources</p>	<p>Misunderstanding of authentic texts</p> <p>Lack of proof reading and using help sheets and prompts to assist</p>	NA	Theme 2 and 1 GCSE topics	<p>Use of authentic material for a native French audience</p> <p>Differentiated scaffolding to support access to the higher level tasks.</p> <p>Selection of activities to use and combine tenses to a new context</p>	<p>Respect and Tolerance - exploring the similarities and differences about the way we live</p>	<p>Students will look at advertisements from a different perspective and consider how to promote a health issue</p> <p>They engage in learning more and discussing a recent memorable sporting event</p>	<p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>Students delve into the world of marketing as well as consider careers involved in putting on a large event</p>