

## French – Year 8 Curriculum

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<b>Term 1/2</b> <b>Family</b> Mod.1 Talking about families, jobs, where you live and the weather	Deepen prior Year 7 learning about family. Retrieve knowledge of present ‘Avoir/être’	<ul style="list-style-type: none"> <li>–er verbs</li> <li>Masculine/feminine nouns</li> <li>Connectives ‘quand’ and ‘si’</li> </ul>	Skills: <ul style="list-style-type: none"> <li>knowledge of topic-specific language</li> <li>listen for gist</li> <li>pronunciation and intonation</li> <li>sounds and writing</li> <li>apply grammar</li> <li>identify patterns</li> <li>ask and answer questions</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> <li>redraft to improve writing</li> </ul> Listening/Translation and Speaking assessment on Mod. 1 (November)	To give personal information and understand someone talking about themselves and family including hobbies, likes/dislikes and jobs.
<b>Term 2/3</b> <b>Free time</b> Mod. 2 Talking about last weekend/yesterday, where you went and TV programmes.	Revisit prior knowledge about ‘where you live’ and ‘er verbs’	<ul style="list-style-type: none"> <li>Perfect tense with ‘avoir’</li> <li>Opinions with ‘c’était’</li> <li>Perfect tense with ‘être’</li> <li>Extending and linking sentences</li> </ul>	Skills: <ul style="list-style-type: none"> <li>knowledge of topic-specific language</li> <li>listen for gist</li> <li>pronunciation and intonation</li> <li>sounds and writing</li> <li>apply grammar</li> <li>identify patterns</li> <li>ask and answer questions</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> <li>redraft to improve writing</li> </ul>	Understand, ask for and give details of programmes watched on TV Understand, ask for and give details about last weekend and a recent outing
<b>Term 3/4</b> <b>Going out</b> Mod. 3 Making/reacting to invitations, making excuses, talking about clothes, shops and shopping	Review opinions and deepen prior Y7 knowledge on clothes and shopping.	<ul style="list-style-type: none"> <li>Using the verb ‘vouloir’</li> <li>Using the verb ‘pouvoir’ and ‘devoir’</li> <li>Adjectival agreement</li> <li>Using comparatives and superlatives</li> </ul>	Skills: <ul style="list-style-type: none"> <li>knowledge of topic-specific language</li> <li>use reference materials</li> <li>listen for gist</li> <li>respond appropriately</li> <li>ask and answer questions</li> <li>adapt previously learned language</li> </ul>	Understand details of someone making and reacting to invitations Giving opinions about various activities Understand someone giving reasons/excuses why they can’t go somewhere/do something

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			<ul style="list-style-type: none"> <li>deal with unfamiliar language</li> <li>spoken and written language</li> <li>apply grammar</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> <li>language for interest/enjoyment</li> </ul> <p>Reading/Grammar and Writing assessment on Mod. 2 (February)</p>	Understand, ask and say what someone/you are going to wear to a party; give your opinion on items of clothing
<b>Term 4/5</b> <b>Food &amp; drinks</b> Mod 4 Talking about food and meals, preparing for a party, shopping for food and eating at a restaurant	Deepen prior Year 7 learning about food	<ul style="list-style-type: none"> <li>Using the partitive article 'du/de la/des'</li> <li>Using 'il faut _ infinitive'</li> </ul>	Skills: <ul style="list-style-type: none"> <li>knowledge of topic-specific language</li> <li>use reference materials</li> <li>listen for gist</li> <li>respond appropriately</li> <li>ask and answer questions</li> <li>adapt previously learned language</li> <li>deal with unfamiliar language</li> <li>spoken and written language</li> <li>apply grammar</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> <li>language for interest/enjoyment</li> </ul>	Understand someone saying what he/she likes to eat and drink Ask and say what you like and dislike in food and state preferences Understand information about likes/dislikes/preferences in food
<b>Term 5/6</b> <b>Holidays and travel/Friendship</b> <ul style="list-style-type: none"> <li>Mod. 5 Talking about countries/languages/holidays/ a holiday centre</li> </ul>	Develop prior knowledge of countries and languages. Reflect on the use of question words in previously seen questions Retrieve knowledge on opinions and comparatives + near future tense formation	<ul style="list-style-type: none"> <li>Using the prepositions 'à' and 'en'</li> <li>Asking questions using question words</li> <li>Giving opinions</li> </ul>	Skills: <ul style="list-style-type: none"> <li>knowledge of topic-specific language</li> <li>previous knowledge</li> <li>listen for gist</li> <li>respond appropriately</li> <li>ask and answer questions</li> <li>initiate/sustain conversations</li> <li>spoken and written language</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> </ul>	Understand someone saying/talk about which countries they have visited and which ones they are going to visit + talk about holidays Understand information about a holiday centre

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			<ul style="list-style-type: none"><li>• make links with English</li><li>• use a range of resources</li><li>• language for interest/enjoyment</li></ul> Speaking/Translation Assessment (June)	

## Resources and/or activities to support learning

Textbook used in lessons: Expo 2 Rouge by Jon Meier and Gill Ramage

[expo 2 rouge flashcards and study sets | Quizlet](#)

[Discover Sets | Blooket](#)

[KS3 French - BBC Bitesize](#)