

French – Year 8 Curriculum

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 Holidays Mod.1 Talking about holidays, describing a visit to a theme park, saying where you went and how.	Deepen prior Year 7 learning about holidays. Retrieve knowledge of present 'Avoir/être'	- Perfect tense of regular –er verbs - Perfect tense of verbs taking être - Negative sentences in the perfect tense	Skills: - Pronunciation of an, en & gn sounds - Pronunciation of ai & é - Asking yes/no questions - Reading skills: using context & logic - Using on to mean we Listening/Translation and Speaking assessment on Mod. 1 (November)	Students communicate with confidence about holidays and activities using perfect tense.
Term 2/3 Free time Mod. 2 Talking about festivals and celebrations in the French-speaking world. Talking about a future school trip	Build on accuracy/opinions/vocabulary	- Present tense of regular ir and re verbs. - Present tense of vouloir - Near future tense - Combining present and near future tenses in same sentences	Skills: - Pronunciation of silent verb endings s ent & t - Translation into French - Using prediction when listening - Checking written work for accuracy	Students communicate about festivals and school trips in present and future tenses and show confidence to use prediction when listening.
Term 3/4 Leisure Mod. 3 TV programmes, films and actors and internet use in the French-speaking world.	Further develop vocabulary, translation into French and accurate pronunciation and intonation.	- Using the verb 'vouloir' - Using est-ce que to ask questions - Using c'était + adjective	Skills: - Understanding noun gender - Pronunciation of sounds é, in, eu, è and -tion - Spotting synonyms - Writing creatively in French Reading/Grammar and Writing assessment on Mod. 2 (February)	Students can ask and respond to questions about TV, cinema, digital technology and other leisure activities. They can use three tenses.
Term 4/5 Talking about where you live Mod 4 Talking about your local area and weather, daily routine and helping out around the house.	Deepen prior Year 7/8 learning to listen and read for gist, to express ideas and to transcribe	- Using pouvoir/devoir + infinitive - Using reflexive verbs - Irregular adjectives such as beau, nouveau and vieux	Skills: - Knowledge of topic-specific language - Use reference materials - Listen for different persons of a verb - Apply grammar - Pronunciation of x, s and ll	Students use a variety of strategies to decode written texts about local area, weather, daily routine and household tasks.

French – Year 8 Curriculum

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 5/6 Sport Mod. 5 Talking about sports, giving directions, interviewing a sportsperson, talking about injury and illness	Develop prior knowledge of sport and retrieve previously learning knowledge of vocabulary and acquired skills for expressing ideas as well as listening and responding	- Using the prepositions ‘à’ and ‘en’ - Asking questions using question words - Giving opinions	Skills: - knowledge of topic-specific language - Using jouer à and faire de - Pronunciation of th and tion - Saying years in French - Comparatives: plus que and moins que - Using il faut and il ne faut pas + infinitive Speaking (including reading aloud and dictation) /Translation Assessment (June)	Students express themselves with confidence about sports and are able to communicate directions.

Resources and/or activities to support learning

Textbook used in lessons: Dynamo 2 Rouge by Clive Bell and Gill Ramage

[Discover Sets | Blooket](#)

[KS3 French - BBC Bitesize](#)

Character Kitemark:

The **courage** to speak French with some spontaneity, without fear of making mistakes, building on prior learning from Year 7

The **commitment** to begin to learn French phonics, such as the silent “e” on present tense verb conjugations (“je regarde”) as well as topic-specific vocabulary

The **compassion** to begin to understand French culture and basic cultural differences, such as popular French foods and different attitudes towards meals, e.g. the midday meal and the social importance of being “à table”.