

Subject :	French	Year Group:	8				
Scheme title	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	J2J (Y7-Y8)	
Purpose of scheme	T'es branché?	Paris	Mon identité	Chez moi, chez toi	Françophonie	Oracy skills	
Knowledge in sequence	This unit gives students the opportunity to discuss use of internet and social media amongst young people. Key vocabulary is embedded here to allow for re-visiting in Y9.	Students are able to build upon their cultural capital through the study of Paris in this scheme. They also work on using a variety of tenses at the same time.	This unit gives students the chance to discuss their own characteristics and what they like.	Students learn key vocabulary to do with house and home to allow them the key vocabulary needed to build upon this topic when learning about holidays and local area in Y9 and GCSE.	The purpose of this scheme is to give students the opportunity to reflect upon talent and ambition and how they express themselves creatively.	Take a photo card, take part in role-play and general conversation. This will culminate in an oracy take-over.	
Skills	Week 1 – introduce language for television programmes; use reading strategies; introduce television programme vocabulary. Review of subject pronouns. Review of present tense of regular –er verbs. Talking about television programmes using negatives: ne ... pas, ne ... jamais. Week 2 – Week 2 allows for a review of the vocab covered in week 1. Use of reading strategies to help introduce new language for talking about cinema. Familiarise students with the vocab using listening activities. Opportunity to review the present tense of the irregular verb venir when talking about films in a group discussion. Week 3 – Week 3 focuses on developing the vocabulary covered in week 1 and 2, with a focus on opinions and discussions. Students should now be confident in understanding film vocabulary and use a wide variety of opinions on films. They will be given the opportunity to share their film preferences. Week 4 –Progress Point to be completed	Scheme Specific Skills: NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'Monsieur Beauvisage'. Specific skills Week 1 – Introduce Paris – discuss facts about Paris and landmarks. Review use of il y a and qui est to talk about what there is in Paris. Review of past tense of regular and irregular verbs in order to give students the chance to be taught and practised and students should feel confident in spotting patterns, as well as new characters. Students will have the chance to describe different activities they do which relate to the characters and settings. Week 1 focuses on 1st person. Week 2 – Review of language for describing personalities, looking specifically at being able to ask questions about what other people are like. Adjectival agreements to be taught and practised and students should feel increasing confident in	Scheme Specific Skills : NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'Matilda' by Roald Dahl. Specific skills Week 1 lesson 1 reintroduction of basic verb habiter with the first person singular. Students revise adjectives that go before the verb. The concept of adjectival agreement with the regular 'e' is revisited and new irregular patterns introduced. Week 1 lesson 2. Students are given the chance to rehearse the verb habiter and adjectives. The use of the word 'in' is discussed using dans, à + the definite article and 'en' in set phrases such as 'en ville'. Week 2 lesson 1. The concept of the comparative is taught using plus que, moins que and aussi que. Agreement is revisited with common adjectives. The possessive adjective in the first person is revisited and introduced for the second person singular in masculine and	NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'Matilda' by Roald Dahl. Specific skills Week 1 lesson 1 reintroduction of basic verb habiter with the first person singular. Students revise adjectives that go before the verb. The concept of adjectival agreement with the regular 'e' is revisited and new irregular patterns introduced. Week 1 lesson 2. Students are given the chance to rehearse the verb habiter and adjectives. The use of the word 'in' is discussed using dans, à + the definite article and 'en' in set phrases such as 'en ville'. Week 2 lesson 1. The concept of the comparative is taught using plus que, moins que and aussi que. Agreement is revisited with common adjectives. The possessive adjective in the first person is revisited and introduced for the second person singular in masculine and	Scheme Specific Skills: Week 1 Students will use adjectives and opinion phrases together with a KO and 'chatty mat' to describe a photo card. In lesson two they will use question words to take part in a role-play situation. Week 2 – students will recall key vocab and practise techniques for sounding natural in their target language - there will be a focus on pronunciation. Students will prep and practise general conversation questions. Week 3 – students will combine all skills practised so far for a show-case towards the end of the week. During week 4 students will take part in an Oracy Takeover.		
Key Words	Scheme Specific Vocabulary : Qui est-ce que tu regardes à la télé ? 2. Je regarde ... 3. Je regarde ... pour ... 4. Je m'intéresse à ... 5. les dessins animés 6. Mon émission préférée, c'est ... 7. Je ne regarde jamais. 8. Je ne regarde jamais... 9. J'ai horreur des ... 10. Je déteste ... 11. les comédies 12. les films d'action 13. les films d'amour 14. les films d'arts martiaux 15. J'envoie des e-mails. 16. Je fais beaucoup de choses. 17. Je fais des recherches pour mes devoirs. 18. Je fais des achats. 19. Je vais sur mes sites préférés. 20. J'habite 21. Souvent 22. tous les soirs 23. Quelquefois 24. une fois par semaine 25. Jamais 26. J'ai discuté 27. Je suis en radio. 28. J'ai envoyé 29. SMS 30. Je suis en ligne 31. J'ai téléchargé des chansons 32. hier (soir) 33. d'abord 34. ensuite	Scheme Specific Vocabulary : J'ai gagné ... 2. J'ai passé ... 3. J'ai visité ... 4. J'ai été ... 5. J'ai admiré ... 6. J'ai regardé le feu d'artifice. 7.J'a acheté des souvenirs. 8.J'ai rencontré un beau garçon / une jolie fille. 9. J'ai envoyé des cartes postales 10.J'ai pris des photos. 11. J'ai vu la Joconde. 12. J'ai attendu le bus. 13.J'ai très bien dormi. 14. Je n'ai pas visité Notre-Dame. 15. On a fait du shopping. 16. On a bu un coctail. 17. On a fait un tour de la ville en segway. 18.On a fait une balade à bateau-mouche. 19. aujourd'hui 20. Hier 21. Avant-hier 22. J'aimerais 23. J'ai trouvé ... 24. C'était 25. horaire d'ouverture 26. photos. 20. J'ai surfé sur Internet 21. J'ai téléchargé des chansons 32. hier (soir) 33. d'abord 34. ensuite	Scheme Specific Vocabulary : J'ai gagné ... 2. Je ne suis pas arrivé(e) ... 3. J'ai été ... 4. J'ai été ... 5. J'ai été ... 6. J'ai été ... 7. J'ai été ... 8. J'ai été ... 9. J'ai été ... 10. patient(e) 11. Pénélope 12. s'amuser 13. se chamailler 14. s'entendre 15. les mélodies 16. les paroles 17. le pop-rock 18. la musique classique 19. je porte 20. un pantalon 21. une jupe 22. une chemise 23. des bottes 24. un chapeau 25. une veste 26. blanche) 27. grise(e) 28. marron 29. vert 30. rouge 31. J'ai un style plutôt... 32. Désorienté 33. Skateur 34. sportif 35. mode 36. chez 37. ce weekend 38. Cet été 39. Quand 40. Souvent 41. Surtout 42. une fois 43. Plein tarif 29. Tarif jeune 30. Gratuit 31. Visites guidées 32. En avion 33. En métro 34. En voiture 34 A vélo 35. A pied 36. Je suis allé 36. Je suis resté 37. Je suis arrivé 38 Je suis parti	Key vocabulary. Vieux/vieille, jolie(e), ville, appartenir, dans, la campagne, ville, appartement, dans, la campagne, ville, appartement, dans, la campagne, moins/plus/faut que, ton/bo, chambre, cuisine, salon, il y a, chez moi, à côté de, près de, loin de, le théâtre, le pain, les céréales, rien, bu, pris, il faut, acheter, une tranche, un morceau, un paquet, un défilé, la fête		amusant/amusante vieux/vieille nouveau/nouvelle petite/petite grand/grande travailleur/travailleuse intelligent/intelligente bavard/bavarde moderne sociable marrant/marrante débrouillard/débrouillarde	
End Point	Students can translate key phrases accurately and write in French confidently.	Students can speak clearly and confidently about their own identity in French, as well as pick up on key vocabulary in Reading and Listening activities.	Students can recognise new vocabulary and key sounds through listening activities and manipulate new grammar concepts and language pieces of writing	Students are able to translate chunks of texts about where people live and speak confidently.	Students can embed key vocabulary from this topic accurately into their writing and speaking in French.	Handing of how to communicate confidently using their key phonics sounds	
Assessment method	End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): English-French translation and writing.	End of Unit Assessment: Module 2: Reading Progress point: Speaking – reading passage aloud.	End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): English-French translation and writing.	End of Unit Assessment: Module 2: Reading Progress point: Speaking	Assessment: EOY Assessment L+R and W	N/A	