

**Y8 French Scheme of Work - Overview**

|  |  |  |
| --- | --- | --- |
| **Term** | **Topic & Grammar Covered** | **Differentiation** |
| **Autumn** | **France and other countries**: compare France and Britain; describe a country; talk about French personalities; talk about transport and new technology; discuss Francophone cartoon characters**Entertainment and advertising**: talk about television programmes, musical genres; give detailed opinions on music; talk about film genres and review a film; talk about reading preferences; understand and use the language of advertising**Grammar**: present tense with –er verbs ; use on ; comparatives and superlatives ; perfect tense ; ask questions ; use qui to link sentences ; direct object pronouns ; faire + infinitive and rendre + adjective ; ce que ; opinions in the past ; verb + infinitive structures**Learning strategies**: motivation strategies; agree and disagree; develop geographical awareness; say dates; extend sentences; understand longer texts; pronunciation; intonation; identify, justify and express opinions; listening and writing strategies; translation strategies; apply knowledge of phonics; recognize persuasive and informative language | The Y8 French course gives pupils a thorough grounding in French grammar. The range of exercises in the Allez 2 textbook ensures that all students can progress at a pace appropriate to them – higher ability students tackle extra tasks while less able complete tasks suited to their pace of learning.Teachers use assessment for learning opportunities to encourage pupils to think for themselves, to learn how to spot their own errors and to be in greater control of their learning. Teachers can also incorporate team-work as a way of differentiating. This type of work can offer stretch and challenge, as well as extra support. In addition to this, it will promote collaborative learning.Teachers review progress weekly to ensure co-ordination between different divisions and correct pacing of the material. However, adjustments can be made for divisions moving at different speeds. Additionally, tasks completed every topic will give both the teacher and the student a better idea of what progress they are making in French.Cultural elements to be incorporated into classes at appropriate points during the year, allowing scope for reflection on both French and British values. |
| **Spring** | **Technology**- describe old and new technology; talk about using technology for tv programmes; identify the risks of social networking sites; discuss the pros and cons of new technologies; talk about favourite technology and gadgets**Issues for teenagers**- discuss relationships with parents; talk about pocket money and helping out at home; discuss pressures faced by teenagers and understand advice; discuss life in the past; describe the life of homeless children**A balanced diet**- talk about healthy eating; discuss healthy lifestyles; talk about how diet affects health; talk about resolutions to be healthier; talk about what life will be like in the future**Parties and festivals**- organize a party; suggest activities and make excuses; talk about a festival or event that you’ve been to; communicate with people in formal situations; talk about traditions and festivals**Grammar**: adjectives ; verb + preposition + infinitive ; impersonal structures ; structure and argument ; a + definite article ; pronouns (me/te/se) ; modal verbs ; imperative ; imperfect tense ; present + imperfect ; pronoun en ; expressions of quantity ; future tense ; near future ; on pourrait + infinitive ; perfect tense with etre ; vous form (present tense) ; use past and present tenses**Learning strategies**: use connectives to justify opinions; extend sentences; speaking strategies; memorization strategies; spoken and written register; debate a point; use reading strategies to infer meaning; ask questions; cultural awareness strategies; listening strategies; understand longer reading passages; pronunciation; dictionary skills; use context to infer meaning; evaluate your own and others’ performance; check written work; translate into French; formal and informal language |
| **Summer** | **Transport and Holidays**: talk about how you travel and compare means of transport; buy tickets and talk about travel plans; plan a holiday; describe a past holiday; talk about transport in books and films**Home**: talk about types of home; describe rooms in a house; describe a bedroom; items in it and their locations; describe your ideal home; describe places in details and express how you feel about them**Extra**: **jobs and ambitions** talk about jobs and qualities needed for certain professions; discuss ideal jobs and ambitions; talk about part-time jobs; talk about success and failure **Grammar:** ne…jamais/ni..ni… ; present tense of choisir + partir ; correct tenses with si and quand ; perfect and imperfect tenses ; use different tenses ; use y ; depuis + present tense ; regular –re verbs in the present tense ; prepositions ; si cluases + imperfect/conditional**Extra grammar:** masculine/feminine forms of jobs ; imperfect tense and teh conditional tense ; use different tenses together ; si clauses ; quand + different tenses**Learning strategies**: use comparisons; 24-hour clock; grammar memorization strategies; translation skills; understand complex reading texts; different writing styles; extend vocabulary; develop knowledge of connectives; combine different tenses |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Topic Area** | **Grammar & Language Skills** | **Resources** | **Key Activities: (opportunities for differentiation)** | **Spiritual Moral Social Contribution (SMSC)** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn Term**Second half first half | **France and other countries**: compare France and Britain; describe a country; talk about French personalities; talk about transport and new technology; discuss Francophone cartoon characters | present tense with –er verbs ; use on ; comparatives and superlatives ; perfect tense ; ask questions ;  | Allez 2:Chapter 1Kerboodle resources for AllezWebsites as mentioned at the top of the front page.Handouts and powerpoints in the shared area. Other resources created by the teacher.French music.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | Extra support and challenge offered in activities in lessons.Use of music in class. Differentiated transition work for lower ability students; extension grammar work for higher ability students | European Day of Languages preparation activities, allowing scope for reflection on values in the UK, France and the French-speaking world.Quiz on French vs British cultural/music/geog/literature/trends in order to make students aware of cultural differences. |
| **Entertainment and advertising**: talk about television programmes, musical genres; give detailed opinions on music; talk about film genres and review a film; talk about reading preferences; understand and use the language of advertising | use qui to link sentences ; direct object pronouns ; faire + infinitive and rendre + adjective ; ce que ; opinions in the past ; verb + infinitive structures | Allez 2: Chapter 2Handouts and powerpoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | As above. Independent tasks and team work as appropriate. Use of questioning to offer extra challenge.Focus on grammatical content and aim to include as many of the points covered so far in the year as possible. | Focus on Christmas towards the end of term.Introduce key vocabulary related to the celebration of Christmas in French Comparison of Christmas in UK and francophone countries  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Topic Area** | **Grammar & Language Skills** | **Resources** | **Key Activities: (opportunities for differentiation)** | **Spiritual Moral Social Contribution (SMSC) and FBV (Fundamental British Values)** |
| **Spring Term**Second half first half | **Technology**- describe old and new technology; talk about using technology for tv programmes; identify the risks of social networking sites; discuss the pros and cons of new technologies; talk about favourite technology and gadgets**Start of issues for teenagers**- discuss relationships with parents; talk about pocket money and helping out at home; discuss pressures faced by teenagers and understand advice; discuss life in the past; describe the life of homeless children | adjectives ; verb + preposition + infinitive ; impersonal structures ; structure and argument ; a + definite article pronouns (me/te/se) ; modal verbs ; imperative ; imperfect tense ; present + imperfect  | Allez 2:Chapter 3 + 4Kerboodle resources for AllezHandouts and powerpoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia…French music. | As above.  | Understanding SMSC issues relating to teenagers in Britain and in French speaking world |
| **Finish issues for teenagers**- discuss relationships with parents; talk about pocket money and helping out at home; discuss pressures faced by teenagers and understand advice; discuss life in the past; describe the life of homeless children**A balanced diet**- talk about healthy eating; discuss healthy lifestyles; talk about how diet affects health; talk about resolutions to be healthier; talk about what life will be like in the future | pronouns (me/te/se) ; modal verbs ; imperative ; imperfect tense ; present + imperfect;impersonal structures; pronoun en ; expressions of quantity ; future tense ; perfect tense revision ;  | Allez 2:Chapter 5+6Kerboodle resources for AllezHandouts and powerpoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | As above. More able: cultural topic work: a project on customs, people, places in the French-speaking world.Written assignment: “Une visite a mon restaurant favori”. | An introduction to regional and cultural celebrations in France.Discussion of different customs in French speaking world, with comparisons with British values.Brief introduction of Easter in France- what it means to people and how it compares to UK traditions. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dates** | **Topic Area** | **Grammar & Language Skills** | **Resources** | **Key Activities: (opportunities for differentiation)** | **Spiritual Moral Social Contribution (SMSC)** |
| **Summer Term**Second half first half. | **Parties and festivals**- organize a party; suggest activities and make excuses; talk about a festival or event that you’ve been to; communicate with people in formal situations; talk about traditions and festivalstalk about music preferences and national events**Start Transport and Holidays**: talk about how you travel and compare means of transport; buy tickets and talk about travel plans; plan a holiday; describe a past holiday; talk about transport in books and filmsComplete review of Allez 2 material. Internal exam preparation: practice of the four skills. | Near future; on pourriat + infinitive; perfect tense with être; imperfect tense; vous form of present tense; use past and present tensesne…jamais/ni..ni… ; present tense of choisir + partir ; correct tenses with si and quand ; perfect and imperfect tenses ; use different tenses   | Allez 2:Chapter 7Kerboodle resources for AllezHandouts and powerpoints in the shared area. Other resources created by the teacher.French music.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | The labo-langue and extra star section of Allez 2 work in tandem with revision sheets to re-cap every aspect of the course studied to date.Extra grammatical challenge offered to more able students.Written assignment: “Mes vacances”. | Conversational skills.Study of French countries and holiday destinations, and comparisons with fundamental British values. |
| **Finish Transport and Holidays**: talk about how you travel and compare means of transport; buy tickets and talk about travel plans; plan a holiday; describe a past holiday; talk about transport in books and films**Home**: talk about types of home; describe rooms in a house; describe a bedroom; items in it and their locations; describe your ideal home; describe places in details and express how you feel about them | ne…jamais/ni..ni… ; present tense of choisir + partir ; correct tenses with si and quand ; perfect and imperfect tenses ; use different tenses use y ; depuis + present tense ; regular –re verbs in the present tense ; prepositions ; si cluases + imperfect/conditional | Allez 2:Chapter 7Kerboodle resources for AllezWebsites as mentioned at the top of the front page.Handouts and powerpoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | Pupils will sit their first speaking tests: differentiation by outcome in questionsRole play – a French exchange | Historical awareness, and comparisons with fundamental British values. |