

## French Long-Term Curriculum Plan

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| <b>Year 8 Intent</b>  | In Year 8, students will continue to acquire new language through listening extensively to model authentic texts. Students will then learn to speak, write and read fluently, using a broadening range of language (1000 words approx.), about their holidays, leisure time and future plans. This will be developed further as students acquire language that will enable them to speak in a different time frames (past and future). Students will become familiar with the geography and culture of France and the wider French speaking world. They will explore opportunities for travel and work provided by knowledge of French. |   |   |   |   |   |
|   | <b>Half term 1</b>  | <b>Half term 2</b>  | <b>Half term 3</b>  | <b>Half term 4</b>  | <b>Half term 5</b>  | <b>Half term 6</b>  |
| <b>Learning Cycle Title</b>   | J'adore les vacances<br>(I love holidays)   | Les vacances de Nicolas<br>(Film study)   | Mes passe-temps<br>(My hobbies)   | Le weekend dernier<br>(Last weekend)  | Mon emploi de rêve<br>(My dream job)  | Mon avenir<br>(My future)   |
| <b>Themes and concepts</b>  | <ul style="list-style-type: none"> <li>Holiday destinations</li> <li>Travel and accommodation</li> <li>Talking about the weather</li> </ul>   | <ul style="list-style-type: none"> <li>Discussing a film</li> <li>Describing an image</li> <li>Making predictions</li> </ul>                              | <ul style="list-style-type: none"> <li>Free time activities</li> <li>Time phrases (present tense)</li> <li>Linking hobbies to places in town and weather.</li> </ul>                  | <ul style="list-style-type: none"> <li>Free time activities in the past.</li> <li>Time phrases (past tense)</li> <li>Opinions about past events.</li> </ul> | <ul style="list-style-type: none"> <li>Types of job</li> <li>Advantages and disadvantages of different jobs</li> </ul>  | <ul style="list-style-type: none"> <li>Talking about what job I will do</li> <li>Talking about where I will live</li> <li>Talking about my future family life.</li> </ul>   |
| <b>Questions learners will be able to answer</b>  | <ul style="list-style-type: none"> <li>Où passe-tu tes vacances ?<br/>(Where do you <u>spend</u> your holidays)</li> <li>Tu passes tes vacances avec qui ?<br/>(Who do you spend your holidays with)</li> <li>Que <u>fais-tu</u> les vacances ?<br/>(What do you do when you're on holiday?)</li> </ul>   | <ul style="list-style-type: none"> <li>C'est comment, les <u>personage</u>?</li> <li>Tu aimes le <u>film</u>?</li> <li>Pourquoi/pourquoi pas ?</li> </ul> | <ul style="list-style-type: none"> <li>Tu es <u>sportif/sportive</u> ?<br/>(Are <u>you sporty</u>?)</li> <li>Que fais-tu le weekend ?<br/>(What do you do at the weekend?)</li> </ul> | <ul style="list-style-type: none"> <li>Qu'est-ce que tu as fait le weekend dernier ?<br/>(What did you do last weekend?)</li> </ul>                         | <ul style="list-style-type: none"> <li>Tu voudrais faire quel <u>métier</u> à l'avenir ?<br/>(What job would you like to do in the future?)</li> <li>Pourquoi veux-tu faire de <u>métier</u> ?<br/>(Why do you want to do this job?)</li> </ul> | <ul style="list-style-type: none"> <li>Tu vas faire quel <u>métier</u> à l'avenir ?<br/>(What job will you do in the future)</li> <li>Tu vas habiter où ?<br/>(Where are you going to live?)</li> <li>Tu veux te marier ?<br/>(Do you want to get <u>married</u>?)</li> </ul> |
| <b>Function words</b>   | •   | •   | •   | •   | •   | •   |
| <b>Skill development</b><br>(summary, yet descriptive statements of the skills developed over the year) | Secure use of high frequency function words and content vocabulary and to be able to recognise them and use them in a wider range of scenarios, engaging with more extended and sophisticated texts. They will learn to adapt this vocabulary to different contexts with confidence and fluency. Students will be able to provide more developed opinions and use a variety of verbs, primarily in the first person but across a range of tenses. Student will begin to use language more independently   |   |   |   |   |   |