



Subject: French

Lead Teacher: C. Audouin

Year: 8

Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per fortnight. They are not grouped by ability.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	Module 1: Vive les vacances ! Module 2: J'adore les fêtes !	<ul style="list-style-type: none"> Where did you go on holiday ? What did you do on holiday ? What do you normally do on holiday ? What did you eat ? What was it like ? <ul style="list-style-type: none"> What do you buy at the market? What is your favourite festival? Which festival do you not enjoy? What would you like to buy? What food speciality have you eaten, and what did you think of it? What are you going to do (etc)? 	<ul style="list-style-type: none"> Holidays Countries Activities Transport Holiday problems Shopping for fruit & vegetables Festivals in francophone countries Perfect tense with avoir verbs + aller C'était + adjectives Negatives in the perfect tense Regular present tense verbs Quantities and the partitive Vouloir Aller Near future tense (with aller) 	<ul style="list-style-type: none"> Understanding longer reading passages and recordings Understanding and using different tenses. Using more detail like frequencies and qualifiers und justifying opinions in speaking and writing. Talking about Preferences 	<ul style="list-style-type: none"> Whole class discussion Pair work Practical activities Problem-solving tasks Watching short video clips Dictionary skills Vocabulary learning Translations Creative tasks Speaking Listening tasks from recording and teacher <p>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</p> <p>Principle 1: Begin a lesson with a short review of previous learning.</p> <p>Principle 2: Present new material in small steps with student practice after each step.</p> <p>Principle 3: Ask a large number of questions and check the responses of all students.</p> <p>Principle 4: Provide models.</p> <p>Principle 5: Guide student practice.</p> <p>Principle 6: Check for student understanding.</p> <p>Principle 7: Obtain a high success rate.</p> <p>Principle 8: Provide scaffolds for difficult tasks.</p> <p>Principle 9: Require and monitor independent practice</p> <p>Principle 10: Engage students in weekly and monthly review.</p>
Spring Term	Module 3: À loisir	<ul style="list-style-type: none"> What do you like watching? What do you like listening to? How often do you do online activities? What leisure activities do you do? How often do you do them? What don't you do, and why? Describe a recent shopping trip 	<ul style="list-style-type: none"> Types of TV programmes Film genres Arranging a cinema visit Gaming Free time activities Going shopping Opinions Adjectival endings Questions words Frequencies Near future (reinforcement) Lire Possessive adjectives (my, your, his, her) 		
Summer Term	Module 4: Le monde est petit Module 5 : Le sport en direct	<ul style="list-style-type: none"> Where do you live ? What is there ? What can we do ? What time is it? What is my routine like ? <ul style="list-style-type: none"> Where is...? What can we do ? At what time ? What is wrong ? What is the problem with you ? 	<ul style="list-style-type: none"> Il y a / Il n'a pas de Modal verb "Pouvoir" Reflexive verbs Use the preposition "à" Using the imperative Directions Body parts 		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book • Internet access and ability to play and listen to audio recordings at home 	<ul style="list-style-type: none"> • Weekly vocabulary learning • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (including research or project based) Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Websites (www.linguascope.com; www.languagesonline.org.uk) • Film project during enrichment week 	<ul style="list-style-type: none"> • Ask them to teach you what they've learnt once a week • Encourage them to speak in French as much as possible • Help them learn their vocabulary and grammar regularly – even if you don't speak the language you can still do this! • Look out for opportunities to practise speaking/listening to the language – eg French films, additional vocabulary, YouTube channels, etc • Consider a visit to a French-speaking country where you can practise!

Inclusion	Inclusion within Y9 French
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. • Resources: Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport. • Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. • Multi-sensory approaches: Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning. • Assessments: Teachers are live-speakers when students sit listening assessments and examinations. • Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

If you have any questions about this Learning Overview, please contact the named Teacher above.