

Curriculum Map (MFL) – French (Year 8)

Subject: French

Year 8

The curriculum map below demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation);
- 2) Deepening vocabulary;
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using);
- 5) Expression and justification of opinions;
- 6) Use of authentic sources and expanding understanding of culture(s);

For each key topic, the number in brackets indicates the corresponding GCSE Topic Area.

The Year 8 French course is based on the textbook “Allez 1”. Each chapter revisits vocabulary and structures from Year 7, whilst introducing vocabulary and structures for the Year 8 topics (food and health, town and region, free time activities). We also introduce future and past tense forms.

By the end of the year, all students will be able to infer language from longer listening and reading extracts and be able to give spoken presentations and/or extended responses to questions in general conversation and in writing in relation to both Year 7 and Year 8 set topics, in three different time frames.

Specific end points (learning outcomes) for each key topic can be found at the end of this document.

Curriculum Map (MFL) – French (Year 8)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
Term 1 Revision + Food (1)	Asking and answering questions in the present and future tenses	Revision and consolidation of Year 7 vocabulary Food and drinks	Consolidation of key grammar concepts: verbs and adjectives Partitive articles Negative structures + de	Revision of present tense for regular verbs and Avoir + Etre Present tense: 2 more irregular verbs: Manger, Boire Introduction of future tense form	Expressing basic opinions on food using adjectives	Culture: food from French-speaking countries, meal traditions
Term 2 Food (1)	Creating and performing a full dialogue in a French restaurant Translation – using correct tenses and partitive articles Describing a picture orally	Dietary requirements Ordering food at a French restaurant Quantities and big numbers, ingredients and cooking methods Vocabulary to describe a picture	More partitive articles : opinions + le, la, les Higher structures: il faut+ infinitive or noun <i>Revisiting je voudrais /j'aimerais</i>	Present tense: pouvoir Transforming sentences to/from present to/from future	Expressing more advanced opinions on food/healthy eating and justifying with longer/more creative justifications	Culture: dietary requirements for different religions More traditional food habits + ordering food in a restaurant Recipe: le croque-monsieur Christmas cultural awareness activities

Curriculum Map (MFL) – French (Year 8)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
Term 3 Town (2)	<p>Writing longer creative paragraphs using different tenses (3 to 4 bullet points)</p> <p>Creating a dialogue in situ, asking for and giving directions</p>	<p>Places in town</p> <p>Connectives – more complex</p> <p>Activities in town</p> <p>Directions</p> <p>Prepositions eg. next to, in front of</p>	<p>Structure <i>il y a / il n'y a pas de</i></p> <p>Position of the adjective (grand / petit)</p> <p>Difference between Aller and Faire for activities</p> <p>Prepositions: au, à la, aux, and more prepositions of space eg. next to, in front of...</p>	<p>Present tense and future tense of key verbs – <i>habiter, aller, faire</i></p> <p><i>Introduction of modal verbs pouvoir and vouloir</i></p>	<p>Expression of likes and dislike using <i>j'aime / je préfère, parce que c'est + adjectives</i></p> <p>Giving opinions in the future tense</p>	<p>Culture: French towns and traditional places in town</p> <p>Authentic text: la fête des voisins</p>
Term 4 Clothes, Weather (1, 2)	<p>Writing longer, more creative paragraphs, including a variety of different structures and tenses</p>	<p>Clothes, different styles/looks</p> <p>Adjectives for clothes</p> <p>Weather expressions</p> <p>Revisit free time activities</p> <p>Frequencers</p>	<p>Revisiting adjectival agreements</p> <p>Position of the adjective: beau, joli, grand, petit, vieux, nouveau</p> <p>Word order when using frequencers: toujours, souvent, parfois</p>	<p>Present tense – revision of regular verbs with porter and acheter</p> <p>Revision of future tense</p>	<p>Using opinions + infinitives, ie. <i>j'aime porter</i></p>	<p>Culture: no school uniform in France – advantages and disadvantages</p> <p>Sport: profiles of famous athletes</p>

Curriculum Map (MFL) – French (Year 8)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
Term 5 Speaking Examination and Revision	Conducting of oral exams / speaking tests Writing a text - 3 bullet point task– approx. 100 words	Revision of all above	Revision of all above	Revision of all above	Revision of all above	
Term 6 Examination Week & Feedback Daily routine (1) Holidays (2)	Translation – correct word order and tenses Asking and answering questions – open and closed Writing in 3 different tenses	Daily routine activities The time Holidays – revision of countries, holiday preferences Items to pack on holiday	<i>Reflexive verbs</i> <i>Higher structures: reflexive verbs in negative structures and/or in future tense</i>	Present tense: reflexive verbs Conditional : revisit je voudrais / j'aimerais The perfect tense with avoir and être in the context of holidays	Recap of phrases for agreeing and disagreeing	Culture: la fête de la Musique Le 14 juillet

The following end points for each topic area have been adapted from the learning outcomes at the top of each unit of the course book (*Allez 1*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

End Points (by end of Term 2)

I can...

- Talk about food **and drinks**
- Use du/de la/de l'/des
- Use the present tense
- **Use the future tense**
- ▶ ~~use memorisation strategies~~
- ▶ improve writing

- give your opinion on food and drinks
- use negative forms + **de instead of the partitive article**
- use *pouvoir* **in the first person**
- ▶ identify language patterns
- ▶ recycle language you already know

- talk about your favourite restaurant and order food
- use *je voudrais* to order ice cream
- ▶ express opinions
- ▶ use knowledge of verb forms in a new context

- understand quantities and recipes
- use quantities accurately, **followed by de**
- use il faut
- ▶ explain number patterns and use them with familiar vocabulary

- ~~talk about food and art~~
- **describe a picture/painting**
- give opinions
- identify and use different tenses (**present / future**)
- ▶ use a wider range of language to express opinions
- ▶ recycle food vocabulary in a different context

Greater depth:

- ▼ **research and develop knowledge of Francophone dishes and eating traditions**
- ▼ **write up a creative piece (crazy sandwich recipe and/or a performed dialogue ordering food at a restaurant) using high-frequency words and a wider breadth of vocabulary**

End points (by end of Term 4)

I can...

- understand places in town
- describe a town
- use *il y a* and *il n'y a pas **de***
- use correct word order
- ▶ create contrasting sentences
- ▶ ~~reflect on writing~~

- combine activities with places using *on peut*
- use *au/à la/à l'/aux* with places
- combine verbs, **use *pouvoir* in all 6 forms + infinitive**
- ▶ create more complex sentences

- ask for and give directions
- use *au/à la/à l'/aux*
- using the imperative
- ▶ use connectives

- arrange to go out
- discuss meeting places
- use *vouloir* and *pouvoir* **in all 6 forms + infinitive**
- ▶ use reading and listening strategies

- identify more places on a map
- use place prepositions
- give directions using the imperative
- use *du/de la/de l'/des* with prepositions
- ▶ develop map skills

Greater depth:

- ▼ **write longer sentences using higher connectives such as *où***
- ▼ **use and understand 2 different tenses**

End points (by end of Term 6)

I can...

- talk about clothes and say what style you like
 - use *porter* and *j'aime porter*
 - ▶ recycle adjectives you already know and express **justified** opinions
-

- talk about the weather
 - talk about what you wear for different occasions
 - learn how to use *son/sa/ses*
 - ▶ use *quand* to build longer sentences
-

- say how often you do an activity
 - use *faire* and *jouer* with activities
 - ▶ use time expressions effectively and build longer sentences
 - ▶ use listening strategies
-

- talk about your week-end activities **and daily routine activities**
 - use simple reflexive verbs
 - ▶ become confident in understanding time and talking about activities
-

- talk about music and national events
 - express likes and preferences
 - ▶ use leisure vocabulary in a different context
-

- use the perfect tense
-

Greater depth:

- ▼ **use reflexive verbs in the future tense and/or in a negative structure**
- ▼ **use and understand 3 different tenses**