

Long Term Plan Year 8 French

'To learn a language is to have one more window from which to look at the world'

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid retention over time and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconception s	Links to previ ous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn HT 1 & 2	Où j'habite - Where I live	Describing where you live -house types and descriptions -locations Describing your town -what there is/isn't / what you can / can't do Developing opinions and justifications -advantages and disadvantages of town & countryside Discussing where	Grammar -depuis + present tense - pronoun 'y' - BAGS rule -adjectival agreement -il y a/ il n'y a pas de -on peut/on ne peut pas -negative constructions -si clauses -conditional tense revisited Exam skills Introduction to translation skills	Students will encounter different styles of housing in France compared to their own - as well as looking at different characteristic s of regions. To stimulate discussion they will see authentic photos of the towns and	-position and agreement of adjectives -position of y - concept of pronouns -omitting the article when saying there is not -location of the negative phrase in the sentence - direct translating into English	NA	Year 10 - GCSE. Where I live is a topic on the French GCSE, students will explore this same topic in much more depth using the vocabular y learnt in Y8 as a foundation	Teaching the full formation of conditional paradigms Full discussion about the use of y rather than providing it as a vocab model Use of GCSE stylistic phrases	Respect and Tolerance Exploring the similarities and differences about the way we live Spiritual Encouraging curiosity about French towns / cities and reflection on where the students live in the UK. Thinking about the	Students will look at their town from the perspective of a visitor and consider positives and negatives from different viewpoints. They will explore amenities available in different French towns and may use the internet to research	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities Students could be guided to take on the roles of estate agents and tourist information workers in



		you would like to live in the future -justifying opinions -describing your dream house / location Describing problems and negatives -problems in your town	and dictation skills Describing what is in a photograph for the first time	have the opportunity to research and share information with the rest of the group if time and facilities allow for presentations	-formation of conditional tense				pros and cons of different types of housing / locations	new areas and towns, dealing with French websites.	activities they complete
Spring HT 3	Paris je t'aime	Cultural awareness - an introduction to Paris -broadening students' understanding of the French capital city e.g. key landmarks / sites / cultural norms / historical significance -discussing what you can do whilst visiting Paris Discussing a past trip to Paris -describing what you did -expressing opinions about your trip -combining three different time frames	Grammar -perfect tense with avoir + regular verbs - perfect tense + irregular verbs -Mrsvandertramp & être -agreement in gender & number - combining past, present & future tense Exam skill -reading authentic texts - gist & detail -developing writing without support -big write 90 word assessment task	Paris is one of the most visited cities in the world. This unit gives students a cultural insight to the capital city.	Formation of the perfect tense Literal translation with je suis allé - in the incorrect tense Confusion between je / j'ai Agreement with verbs of movement - depending on the person	NA	Year 10 - GCSE. Holidays is a topic on the French GCSE. There are also references made to different French speaking cities throughout the GCSE course.	Explanations and presentation of the full paradigm in the perfect tense - with avoir and être Combination of three tenses Use of GCSE style sentence starters and higher level connectives Sequencing and narration	Respect and Tolerance Exploring the similarities and differences about the way we live Cultural Exploring Paris and what the city offers in terms of culture	Students will look at the cultural and historical context of France - most students will not have visited / have prior knowledge about this. A number of our students will not have been on holiday.	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit of work, students will encounter careers in the tourism industry e.g. tour guide

Spring HT 4	Les vacances - Holidays	Discussing where you normally go on holiday -different countries -a range of transport -accommodation -a range of facilities Describing a past holiday -description of problems on holiday Talking about your dream holiday -expressing opinions in the future tense	Grammar -recap of perfect tense with avoir + regular verbs -intro to il y avait and c'était -brief intro to future tense -je voudrais + infinitive -ce serait	Students will discuss differences between where French people usually go on holiday vs where they usually travel to	Forgetting to use the infinitive of the verb after je voudrais	NA	Year 10 - GCSE. Holidays is a topic on the French GCSE. Bringing together all three tenses allows students to demonstrate GCSE level competency	Provide j'aimerais as an alternative to je voudrais Introduce verb+ ais as an option eg je visiterais	Respect and Tolerance Exploring the similarities and differences about the way we live Social Learning about the social norms surrounding holidays in French culture	Opportunity to introduce students to more French speaking countries and their cultures	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit of work, students will encounter careers in the tourism industry e.g. cabin crew / pilot / ski instructor
Summer HT 5 & 6	Pour être en forme - Being fit and healthy	Discussing illness and injury -describing pain and body parts -giving advice Talking about food and drink -discussing food likes and dislikes -describing what you eat and drink - discussing what you should eat to stay healthy -ordering food in a restaurant -describing a restaurant	Grammar -using modal verbs -introduction for the imperative mood -the partitive -pour + infinitive -combination of past, present & future tenses -intro to the subjunctive Exam Skills -transactional role play development	Students are introduced to the concepts of role plays where they have to play a role in a new situation eg buying food, giving advice in a pharmacy Students consider food from a different standpoint	Concept of partitive article Tense confusion between past, present and future when applied together	NA	Year 10 - GCSE. The role play is an integral part of the French GCSE speaking exam. Students will need to understand the concept of a role play.	Recycling and extension of previously encountered GCSE style sentence starters and higher level connectives Sophistication of sentence structures and phrasing Extending smoking /fast food element	Respect and Tolerance Exploring the similarities and differences about the way we live Individual Liberty Students are encouraged to debate and discuss what they do to keep fit	Students take on roles asking for help / giving advice which would be new to them in a variety of role playing contexts.	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit of work, students will encounter careers in the medical sector



		experience - complaining Am I fit and healthy -discussing the importance of sport - smoking and fast food							to write and justify opinion of smoking	Social Building communicati on through role play style interactions e.g. doctor / patient or waiter / customer. Students will be encouraged to consider proper etiquette and manners in these scenarios. Moral Discussing good and bad choices surrounding wellbeing and health		
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