



## Striving For Excellence Together

### Year 8 French Curriculum Map

|  |   |
|--|---|
| <b>Key Concepts:</b> <a href="#">(Threshold Concepts)</a><br><i>State the big ideas or skills that students will revisit throughout the curriculum</i> | To succeed in Year 8, I need to understand the main points from complex texts and produce sentences with opinions and justifications in more than one time frame. |
|--|---|

| 8      | Topics  | Assessment   | Key Concepts   | Key Vocabulary  | Our Pillars                                  | Knowledge tracking   |
|--------|---|--|--|---|--|--|
|        | The key topics taught in this term. (Change term to topic if appropriate) | Give the name, nature/content and date of the assessment in this term.   | Where are the key areas of this subject visited and revisited? | List the <a href="#">Tier 3</a> words that will be encountered.         | Does this unit address any of our 4 pillars? | What <b>prior learning</b> does this term's curriculum build on and what <b>future learning</b> does it link to? |
| Term 1 | Holidays  | End of Unit Knowledge Check<br>Knowledge based assessment testing listening, sound-spelling correspondences, vocabulary and translation into and from target language. | Describing where I went on holiday                             | Past tense<br>Imperfect tense<br>Nationality                            | Life beyond SWR<br>Literacy<br>Oracy         | Year 7 French – key phrases and vocabulary   |
| Term 2 | Food and Drink  | End of Unit Knowledge Check<br>Knowledge based assessment testing listening, sound-spelling correspondences, vocabulary and translation into and from target language. | Describing and buying food and drink.<br>Christmas in France.  | Negation<br>Articles<br>Conjugation<br>Conditional<br>Currency          | Life beyond SWR<br>Literacy<br>Oracy         | Year 7 French, Year 8 Unit 1   |
| Term 3 | Clothes   | End of Unit Knowledge Check<br>Knowledge based assessment testing listening, sound-spelling correspondences, vocabulary and translation into and from target language. | Describing clothes and using past and future tense in context  | Negation<br>Conjugation<br>Adjective agreement<br>Perfect and imperfect | Life beyond SWR<br>Literacy<br>Oracy         | Year 7 French, Year 8 Unit 1 and Unit 2  |
| Term 4 | Interests   | Reading, Listening, Writing Summative Assessment   | Describing interests   | Future tense genre  | Life beyond SWR<br>Literacy<br>Oracy         | Year 7 French, Year 8 Unit 1, Unit 2, and Unit 3   |



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|               |                                   |  |  |                      |  |   |
|---------------|-----------------------------------|--|--|----------------------|--|---|
| <b>Term 5</b> | Body and Illness                  | End of Unit Knowledge Check<br>Knowledge based assessment testing listening, sound-spelling correspondences, vocabulary and translation into and from target language. | Describing body parts and illnesses                  | Reflexive verbs      | Life beyond SWR<br>Literacy<br>Oracy                   | Year 7 French, Year 8 Unit 1, Unit 2, Unit 3, and Unit 4    |
| <b>Term 6</b> | Step Out – Les Choristes (School) | Speaking Role-Play and Read Aloud  | Describing a film and a school day in the past tense | Listening in context | Life beyond SWR<br>Life after SWR<br>Literacy<br>Oracy | Year 7 French – Unit 4, Year 8 French Unit 1, 2, 3, 4 and 5 |