

Curriculum Map: French Year 8

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	THEME: Family and friends Vocab: revision of y7 (meeting and greeting, introductions, descriptions, activities), family members, personality adjectives, intensifiers, positions, time phrases Grammar: present tense verbs, use of third person singular and plural to describe others, possessive adjectives (all), use of 'qui', adjectival agreements, comparatives, superlatives	THEME: Food and drink Vocab: typical French foods, breakfast, lunch, dinner food/drink, food opinions, shops, quantities Grammar: opinions verbs + le/la/les, eating/drinking verbs + du/de la/des, negatives with food, je voudrais, il faut aller au/à la..., use of 'de' with quantities, past (perfect) tense singular of manger/boire/prendre	THEME: A trip to Paris Vocab: transport + opinions, activity (infinitive) phrases, accommodation, places in town, directions, positions, parts of the body + j'ai mal, advice, souvenirs Grammar: use of different tenses to talk about transport, à/en + transport, near future tense, asking questions, pour aller + au/à la/aux, imperatives (directions), j'ai mal + au/à la/aux, il faut + infinitive	THEME: My life: house, routine and leisure time Vocab: house description, rooms, floors, prepositions, activities in the rooms of the house, daily routine, clubs Grammar: use of il y a / il n'y a pas de..., reinforcement of adjectival agreement, word order: la chambre de mes parents, prepositions + du/de la/des, on peut + infinitive, reflexive verbs, faire + du/de la/des, revision of the near future tense	THEME: Free time: past and present Vocab: after school activities, time phrases, opinions, accepting/refusing invitations, types of film, past time phrases, activities in the past, past tense opinions Grammar: revision and extension of present tense leisure verbs, use of 'on pourrait' + infinitive, perfect tense with avoir, perfect tense with être, opinions in the past
Skills Procedural Knowledge 'I know how to'	introduce myself in French; use connectives, time phrases, negatives, intensifiers, other parts of the verb to extend my paragraphs; describe a photo of my family; compare myself to others; describe and compare my friends	give extended opinions about food/drink; talk about what I eat/drink/have at different mealtimes; use other parts of the verb in the present tense; buy food in a shop; say how much of something I would like; talk about what I have eaten and drunk in the past	give my opinion about different forms of transport; explain how I will travel / how I like to travel + why; use a range of adjectives to qualify my opinions; talk about what I'm going to do using the near future; book accommodation; ask for and give directions; explain what is wrong with me and understand advice at the pharmacy; buy souvenirs	describe my house, including the type, rooms, positions of rooms; talk about what you (one) can do in each room; talk about my daily routine including what time I do things; explain which clubs I do, when and where, as well as using the near future tense to say which clubs I will be doing tomorrow / next week etc.	talk about what I do after school using a wide range of present tense verbs; I may be able to talk about what other people do too; make arrangements to go out, suggest activities and accept and refuse invitations; discuss my opinions on different types of film; explain what I did yesterday / last weekend using the perfect tense (verbs with avoir); explain where I went yesterday / last weekend using the perfect tense (verbs with être); give my opinion about what I have done

Strategies Conditional Knowledge 'I know when to'	use a singular or a plural verb to describe others; use a comparative or a superlative; use 'qui' to link two ideas	use le/la/les and du/de la/des when talking about food/drink;	use an infinitive in a sentence	use descriptions to improve my writing/speaking; use the present and the near future tenses (with appropriate time phrases)	use the past tense with appropriate time phrases; add an agreement to a past participle for certain verbs only
Key Questions	Tu peux te présenter ? Parle-moi de ta famille. Décris une photo de ta famille. Tu mesures combien ? Comment es-tu ? Tu peux te comparer à (ton père) ? Qui est le/la plus grand(e) dans ta famille / de la classe ? Parle-moi de ta bande.	Tu aimes (les croissants) ? Tu as déjà goûté (le cassoulet) ? Qu'est-ce que tu aimes manger au petit déjeuner ? Qu'est-ce que tu manges/bois/prends au petit déjeuner / déjeuner / dîner ? Qu'est-ce que tu aimes manger et boire ? Qu'est-ce que tu voudrais acheter ? Combien en voulez-vous ? Qu'est-ce que tu as mangé/bu hier ?	Comment vas-tu voyager à Paris ? Comment préfères-tu voyager ? Qu'est-ce que tu vas faire/visiter ? Je peux vous aider ? Quelle sorte de chambre voulez-vous ? Où est/sont... ? Pour aller... ? Où as-tu mal ? Qu'est-ce qui ne va pas ? Vous désirez ? C'est combien ?	Dans quelle sorte de maison habites-tu ? Qu'est-ce qu'il y a dans ta maison ? Où est/sont... ? Qu'est-ce qu'on peut faire dans (le salon) ? Que fais-tu le matin ? Parle-moi de ta routine. Tu te lèves/couches à quelle heure (pendant la semaine / le week-end) ? Que fais-tu comme clubs ? Qu'est-ce que tu vas faire comme club demain ?	Que fais-tu après le collège / le soir ? Qu'est-ce qu'on pourrait faire ? Tu as envie de... ? Tu veux venir ? Quel genre de film aimes-tu ? Qu'est-ce que tu as fait hier / le week-end dernier ? Où es-tu allé(e) hier / le week-end dernier ? C'était comment ?
Assessment topics	30 words test Assessed written task Listening, reading and translation assessment	30 words test Assessed written task Listening, reading and translation assessment	30 words test Listening, reading and translation assessment	30 words test Assessed written task Assessed oral task Listening, reading and translation assessment	30 words test Assessed written task Listening, reading and translation assessment
Cross curricular links/Character Education	Literacy: General communication strategies, spellings – phonic links, cultural awareness of another country; geographical awareness of French-speaking countries – all units; Use of metres rather than feet/inches in French - Resilience, independence, learning how to learn, revise, fail and improve - Curiosity and openness towards French and Francophone cultures - Understanding of the differences in the structure of French and English (e.g. feminine/plural agreements, word order) - Awareness of links and interconnection between different languages (e.g. derivations from Latin, Greek)				