



## French


### Key Stage 3 Framework for Learning

#### Year 8 2017-2018: Creative Foundations

## Autumn 1

<p><b>Knowledge</b></p>	<p>Week 1: Paris jet'adore An introduction to Paris &amp; France a top holiday destination</p> <p>Weeks 2 + 3 "Une semaine à Paris" Asking and Saying what you did in Paris Grammar: the perfect tense of regular verbs + negative as a challenge.</p> <p>Weeks 4 + 5 "Mon album photo" Saying when you did things Grammar: the perfect tense of irregular vbs</p> <p>Week 6 " C'était comment les catacombes?" Understanding information about tourist attractions + Giving opinions Reading &amp; writing</p> <p><u>PREPARE REVISION HANDOUT FOR AUTUMN TERM REVISION</u></p> <p>Week 7 Reading about what you do/ did (extend by adding going to do) in Paris.</p>
<p><b>Skills</b></p>	<p>READING Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past <u>and</u> the future.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past <u>or</u> future as well as the present.</p> <p>Demonstrate understanding of main point and opinions in short texts using familiar language. Reference to one tense only.</p> <p>Identify and note main point and extract some details from short, simple texts.</p>
<p><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Listening comprehension task: understanding the past tense - <u>Slide 11</u>.</p> <p>Marking Point 2 Writing task: a past visit (imaginary or real to Paris).</p> <p>Marking Point 3 Reading task. Questions in English/ Answers in English.</p>
<p><b>Cultural enrichment</b></p>	<p>Introduction to Paris and its attractions. France as a top 5 holiday destination.</p> <p>Week 6: After School French Film Club. "Les Choristes" (The Choir).</p>




<b>Character</b>	 <p>QoS – Optimism Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment.</p> <p>CV – Openness &amp; Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.</p>
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## Autumn 2

<b>Knowledge</b>	<p>Weeks 1 &amp; 2 "J'adore les sensations fortes" Imagining adventure Holidays Grammar: Using the conditional.</p> <p>Révision of key TOPIC VOCAB + 3 tenses</p> <p>Week 3 PROGRESS TEST 1. Reading Comprehension 2. Listening Comprehension</p> <p>Weeks 4 &amp; 5 Self-assessment = diagnostic PLC (what do I know / what can I do?) + Feedback loops</p> <p>"Mes vidéos de vacances". Describing what happened on holiday Grammar: combining different tenses.</p> <p>Week 7 Talking about what you are planning to do for x mas (using the same frequency vbs in their infinitive forms) - introduce JE VAIS/ IL VA / ELLE va...</p> <p>WEEK 8: Christmas IN FRANCE.</p>
<b>Skills</b>	<p>WRITING Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past <u>AND</u> the future.</p> <p>Write short texts giving and seeking information and opinions, referring to the past <u>OR</u> future as well the present.</p> <p>Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes.</p>
<b>Assessment</b>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Writing task. Use of 3 tenses - <a href="#">Slide 16</a></p> <p>Marking Points 2 &amp; 3 Listening Comprehension test. Reading Comprehension test.</p>
<b>Cultural enrichment</b>	<p>Christmas traditions in France and Quebec.</p> <p>Week 6: An afternoon of sampling French foods and delicacy.</p>



<p><b>Character</b></p>	 <p>QofS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/ groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self- manage in their own learning.</p>
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**Spring 1**

<p><b>Knowledge</b></p>	<p>Weeks 1 &amp; 2 Short intro about the ten most widely spoken languages in the world.</p> <p>“Mon caractère” Grammar: adjectival agreement</p> <p>Weeks 3 &amp; 4 “On se dit tout” Talking about Relationships: Grammar: Reflexive verbs.</p> <p><u>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST.</u></p> <p>Weeks 5 &amp; 6 “Quelle musique écoutes-tu? Pourquoi ?” Talking about music. Key skill: agreeing/ disagreeing &amp; giving reasons.</p>
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<p><b>Skills</b></p>	<p>LISTENING Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language</p> <p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, <u>OR</u> the present and the future spoken clearly.</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past <u>AND</u> the future, spoken clearly.</p>
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<p><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Writing task Based on Personality of famous fictional characters.</p> <p>Marking Point 2 Writing task - <u>Slide 9.</u></p> <p>Marking Point 3 Reading Comprehension task. La musique Questions in English &amp; French – Answer in both languages. + Translation into English.</p>
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<p><b>Cultural enrichment</b></p>	<p>French speaking countries in the world and countries where French is spoken as a second and third language.</p> <p>Week 6: An afternoon of sampling French foods and delicacy.</p>
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<p><b>Character</b></p>	
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QoS – Creativity & Motivation

Curious to try sports/ games that are popular in France (eg: handball) but not in the UK. Stimulation tasks may open desire to try new experiences.

CV – Openness

Open tools for students’ collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.



## Spring 2

<p><b>Knowledge</b></p>	<p>Weeks 1 &amp; 2 De quoi es-tu fan? Grammar: Past, present and future tense.</p> <p>Week 2 PROGRESS TEST 1. Listening Comprehension 2. Writing</p> <p>Weeks 3 &amp; 4 Exam Reflection (PLC) + Feedback Loops “Mon style” - Talking about clothes. Grammar: the near future</p> <p>Week 5 Easter in Quebec.</p>
<p><b>Skills</b></p>	<p><b>SPEAKING</b> Begin to initiate and develop conversations and narrate event. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail <u>AND</u> referring to the present, the past and future.</p> <p>Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past OR the future as well as the present.</p> <p>Take part in simple conversations, referring to the present <u>OR</u> the future. Exchange opinions and give simple reasons.</p>
<p><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Listening comprehension task. <u>Slide 42</u> C’est quoi ton syle?</p> <p>Marking Points 2 &amp; 3 Listening Comprehension test. Writing test.</p>
<p><b>Cultural enrichment</b></p>	<p>Easter traditions in Quebec.</p> <p>Week 6: After School French Film Club. “Asterix aux Jeux Olympiques”.</p>
<p><b>Character</b></p>	



	<p>QoS – Responsibility &amp; Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty &amp; Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>
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## Summer 1

<b>Knowledge</b>	<p>Weeks 1 + 2 A short intro about French TV - "La télé" Talking about TV programmes. Grammar: The present tense of ER VERBS. + NEG (X3).</p> <p>Week 3 &amp; 4 "J'ai une passion" - Talking about films. Grammar: The present tense of avoir and etre.</p> <p><u>PREPARE REVISION HANDOUT FOR SUMMER TERM PROGRESS TEST.</u></p> <p>Weeks 5 &amp; 6 "Que fais -tu quand tu es connecté(e) ? Talking about the internet.</p>
<b>Skills</b>	<p><b>READING</b> Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least 3 tenses, opinions and some less familiar vocabulary and more complex grammatical structures.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p>
<b>Assessment</b>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Reading comprehension task on TV.</p> <p>Marking Point 2 Writing task. <u>Slide 21</u> Write a paragraph about your opinions on Films.</p> <p>Marking Point 3 Writing task on Technology.</p>
<b>Cultural enrichment</b>	<p>French TV channels and popular programmes in France.</p> <p>Week 6: After School French Film Club "Les Triplettes de Belleville" National sport in France.</p>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Practice &amp; Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when need be.</p>



## Summer 2

<p><b>Knowledge</b></p>	<p>Week 1 Preparation of Speaking test.</p> <p>Week 2 "Fou de musique".</p> <p>Weeks 3 End of year EXAMS  <ol style="list-style-type: none"> <li>1. Speaking</li> <li>2. Listening Comprehension</li> <li>3. Reading Comprehension</li> </ol> </p> <p>Week 4 Self-assessment of Summer Exams + Checklists + Feedback loops.</p> <p>Week 5 &amp; 6 ELE "Fou de musique" finish chapter 21<sup>st</sup> Juin Les Fêtes de la musique" in France.</p> <p>Week 7 Le tour de France Explain different stages, coloured shirts, different races. OR La fête nationale (Bastille Day) and a short introduction to French revolution.</p>
<p><b>Skills</b></p>	<p>WRITING Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past <u>AND</u> the future.</p> <p>Write short texts giving and seeking information and opinions, referring to the past <u>OR</u> future as well the present.</p> <p>Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes.</p>
<p><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Points 1,2,3</p> <p>Speaking assessment. Reading comprehension test. Listening comprehension test.</p>
<p><b>Cultural enrichment</b></p>	<p>10 best music festivals in France.</p>
<p><b>Character</b></p>	<div data-bbox="443 1711 520 1794" data-label="Image"></div> <p>QoFS – Motivation Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them.</p> <p>CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.</p>

