

## Year 8 MFL Sequence

YEAR 8					
	Content Taught	NC Ref	Essential knowledge	Assessment	Rationale
<b>TERM 1:</b>  <b>Ma ville</b>	Students will be taught a sequence of lessons in this unit focusing on the following topics:  <b>Describe a town</b>  <b>Comparing &amp; Contrasting</b>  <b>Activities in a town/region</b>  <b>Next Weekend</b>	A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8           B6, B7	The essential knowledge developed includes:  Where you live Places in a town Description of a town Comparatives Opinion openers Using infinitives and modal verbs to say what you can do. Modal verbs/ infinitives Negative structures Using <i>aller</i> to form the future tense Infinitive phrases to express ideas in present and the near future tense   Literary text: Jacques Prévert – Déjeuner du matin	<b>FORMATIVE:</b> <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge  <b>FORMATIVE/CUMULATIVE:</b> <b>Writing</b> - Students will develop their writing skills by responding to questions in the target language. This assesses application of essential knowledge and production of language to express ideas on their town, giving opinions and using the comparative to compare. The focus is on content (what they communicate) and quality (how this is done)  <b>Translation</b> – students develop skills through the structured application of specific essential knowledge to show they remember essential knowledge clearly, understand it and can use it to translate a larger passage of text into French describing what's on offer in a town/region.	Further embeds use of infinitives with <i>on peut</i> which builds on the ability to refer to and apply future time frames.  Further opportunities provided to expands students' abilities to be creative in descriptions extending knowledge and application of adjectives.  Comparative introduced to enable students to incorporate contrast into their opinions and to provide additional opportunity to recall adjectives.  Assessments across year groups have shown that negative structures in French are a grammar point which requires additional opportunities for recall to ensure mastery, students are explicitly taught how to manipulate negative

				<p>SUMMATIVE/CUMULATIVE:  <b>Listening</b> – students demonstrate their understanding and comprehension of spoken French in the listening assessment which covers content from this unit and covers some free time vocabulary</p> <p><b>Reading</b> – students demonstrate their understanding and comprehension of written French, as well as their ability to infer, in the reading assessment which covers content from this unit, including translation from FRE to ENG</p>	<p>structures in this unit after being initially exposed to set negative phrases in Y7.</p> <p>Further embedding of using aller to form the future tense.</p>
<p><b>TERM 2:</b></p> <p><b>Paris</b></p>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>What to do and where to visit in Paris</b></p> <p><b>Past Tense Trip to Paris</b></p>	<p>A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8</p> <p>B6, B7</p>	<p>The essential knowledge developed includes:</p> <p>Paris Monuments  Opinions of cities using higher level reasons  Infinitive structures to describe Paris  Transport choices and the comparative.  Perfect tense of regular and irregular verbs using avoir  Je suis allé &amp; je suis resté  Nous form in the perfect tense  Giving an account of a trip using sequencers.  Weather phrases, past and present to discuss a past trip.</p> <p>Literary text: Maurice Carême – Le brouillard</p>	<p>FORMATIVE:  <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE:  <b>Translation</b> – students develop their writing &amp; translation skills through the structured application of specific essential knowledge to show they remember essential knowledge clearly, understand it and can use it to translate a larger passage of text into French describing Paris &amp; using the perfect tense</p> <p><b>Bring It Together Task</b> – students create a storyboard to describe a past tense trip to Paris in order to develop their use of sequencers to narrate events</p> <p>SUMMATIVE/CUMULATIVE:  <b>Speaking</b> – students will respond to questions and develop ideas using a variety of essential structures from this unit</p>	<p>Exposes students to culture of France, building awareness of history and importance of landmarks, people and historical events. (generating interest for Y10 cultural trip).</p> <p>Recycles structures from town for application in another context to build confidence. Reinforces comparative, adjectives with higher level, complex reasons. Introduces new vocab to discuss transport (feeding into travel topic at GCSE).</p> <p>Introduction of set past tense phrases and patterns as a prelude to grammatical explanations in Y9. Also introduced to sequencers to enable students to develop their literacy and writing skills.</p>

				<p><b>Writing</b> – students demonstrate their understanding and comprehension of written French.</p> <p>Photocard requires students to produce concise and accurate sentences relevant to the photo</p> <p>40-word task gives students the opportunity to develop their ideas and demonstrate their ability to use other tenses by recalling &amp; manipulating essential knowledge from U1 &amp; 2</p>	
<p><b>Half Term 6: Un projet de film : Adèle Blanc Sec</b></p>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>Review content on Town &amp; Paris</b></p> <p><b>Give &amp; justify opinions</b></p> <p><b>The importance of cinema in France</b></p> <p><b>Review a French film in French</b></p>	<p>A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B7, B8</p> <p>B6, B7</p>	<p>The essential knowledge developed includes:</p> <p>Use of il y a/n’y a pas, on peut, il faut from U1&amp;2</p> <p>Opinion openers</p> <p>Adjectives for Personality &amp; Physical descriptions</p> <p>Description of Paris</p> <p>Film vocabulary (genre, characters, setting etc.)</p> <p>Sequencers to sequence events</p> <p>Importance of cinema in France (le cinquième art)</p> <p>Literary text: Poème à mon frère blanc – Léopold Sédar Senghor</p>	<p>FORMATIVE:</p> <p><b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE:</p> <p><b>Bring It Together Task</b> – students answer a photocard task to develop their writing skills and demonstrate their use of essential knowledge from the unit. The photo is a still from the film with the follow up questions asking students to develop their opinions and ideas with justifications</p> <p>SUMMATIVE/CUMULATIVE:</p> <p><b>Writing</b> – students develop their writing skills using essential knowledge from this unit and prior essential knowledge from U1&amp;2 to write a film review of Adèle Blanc Sec</p>	<p>Recall work on town and Paris due to nature of where film is set and monuments in film.</p> <p>Female protagonist in an action film challenges gender stereotypes and the content of the film engages male learners.</p> <p>Cultural link to cinema in France (cinquième art).</p> <p>Creativity of film analysis enables students to be more creative with their language and manipulate structures from Y8 (il faut, on peut) etc.</p>