

St Cuthbert Mayne School Curriculum Map



Department: Modern Foreign Languages

Year 8 (French)

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. Students come to the school from a variety of primary schools and MFL contexts – including bilingual students at native-speaker level, those who have studied significant amounts of French, those who have studied a language other than French and those who might have studied hardly any foreign language at all. We aim to create language learners who are: ● enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not; ● resilient, independent and intellectually curious; ● confident enough to communicate in the Target Language; ● aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own; ● used to learning through the study of authentic materials; ● confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English; ● able to apply language in new contexts; ● ready and able to progress to the next stage of their language learning; ● proud of their linguistic achievements. / Key Stage 3 Curriculum Summary. During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage. Innovative teaching and a focus on authentic resources put real life at the heart of what we teach and shows students that there is an immediate and relevant purpose to their learning. It gives them a reason to communicate.

Autumn Term

Pearson Dynamo 1 Course - Module 4 (Ma vie de famille - Family Life) Pearson Dynamo 1 Course - Module 5 (En ville - In Town)						
Topic/Unit	<i>Point de départ! - Animals and Higher Numbers</i>	<i>Décris-moi ta famille - Describing your family</i>	<i>Où habites-tu? - Where do you live?</i>	<i>Point de départ - Places in Town</i>	<i>Où vas-tu le weekend? - Where you go at the weekend</i>	<i>Tu veux aller au café? + Vous désirez? Arrangements to go out and ordering</i>
Knowledge (Content covered)	- Talking about animals - Using higher numbers	- Describing your family - Using the possessive adjectives 'my' and 'your'	- Describing where you live - Using the <i>nous</i> form of -er verbs	- Talking about places in a town or village - Understanding prices in French	- Saying where you go at the weekend - Using the verb <i>aller</i> (to go)	- Inviting someone out - Using the verb <i>vouloir</i> (to want) - Ordering drinks and snacks in a café - Using the <i>tu</i> and <i>vous</i> forms of the verb
Skills	- Forming the plural of nouns (-s and -x) - Writing complex numbers	- Describing your family - Using the possessive adjectives 'my' and 'your'	- Checking written work for accuracy G: Using the pronoun	Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i>	G: The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say	G: The conjugation of <i>vouloir</i> - Pronouncing words correctly: the silent ending

			nous with regular -er verbs	Learning about the euro	where you go with friends - Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i> - Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>) - Understanding the difference between <i>ou</i> and <i>où</i>	-x / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions - Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite - Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i>
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)					
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway					

Spring Term

Pearson Dynamo 1 Module 5 (En ville - In town) Pearson Dynamo 2 Course - Module 1 (Vive les vacances - Holidays)				
Topic/Unit	<i>Où vas-tu le weekend? - Where you go at the weekend</i>	<i>Tu veux aller au café? + Vous désirez?</i> <i>Arrangements to go out and ordering</i>	<i>Qu'est-ce que tu vas faire? (future tense)</i>	<i>Point de départ! - Introduction</i>
Knowledge (Content covered)	Saying where you go at the weekend Using the verb <i>aller</i> (to go)	Inviting someone out Using the verb <i>vouloir</i> (to want) Ordering drinks and snacks in a café Using the <i>tu</i> and <i>vous</i> forms of the verb	Using the near future tense to talk about what you are going to do Using two tenses together	Talking about school holidays Using the verbs <i>avoir</i> and <i>être</i>
Skills	G: The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i> Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>)	G: The conjugation of <i>vouloir</i> Pronouncing words correctly: the silent ending -x / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite Paying attention to pronouns and verb	Using sequencers: <i>d'abord, puis, ensuite, après</i> G: Using the near future tense (present tense of the verb <i>aller</i> + an infinitive) Using logic to predict what you might hear in a listening passage Reading the questions to help predict the	• Pupils understand and talk about how much school holiday they have • Pupils talk about where they are on holiday • Pupils refresh their knowledge of the verbs <i>avoir</i> and <i>être</i> • Pupils use opinion adjectives and qualifiers to talk about their holiday

	Understanding the difference between <i>ou</i> and <i>où</i>	endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i>	answers before reading a text	Pupils learn about liaisons in French pronunciation
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)			
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway			

Summer Term

Pearson Dynamo 2 Course - Module 1 (Vive les vacances - Holidays)					
Topic/Unit	<i>Qu'est-ce que tu as visité? (what did you visit?)</i>	<i>Qu'est-ce que tu as fait pendant les vacances? (what did you do?)</i>	<i>Qu'est-ce que tu as fait? (what did you do?)</i>	<i>Tu es allé(e) où? (where did you go?)</i>	<i>Enrichment film project - Asterix and Obelix at the Olympic games</i>
Knowledge (Content covered)	Saying what you visited and what it was like	Saying what you did during the holidays Using the perfect tense of regular -er verbs	Understanding the perfect tense of irregular verbs	Taking part in an interview about a special holiday Using the perfect tense of <i>aller</i> (to go)	Watching an authentic French film

	Using the perfect tense of <i>visiter</i>		Listening and reading for negatives in the perfect tense		
Skills	Pupils learn to understand and use the phrase <i>j'ai visité</i> with different attractions in a city Pupils learn a simple 1-2-3 rule for forming the perfect tense Pupils recap how to pronounce <i>ai</i> and <i>é</i> sounds Pupils listen/read and understand accounts of a visit to Geneva Pupils produce a dialogue based on a visit to Geneva	Pupils understand and use a set of <i>-er</i> verbs in the perfect tense with <i>avoir</i> Pupils ask and respond to the question <i>Qu'est-ce que tu as fait pendant tes vacances?</i> Pupils read/listen and decode a song in the perfect tense about activities with friends on different days of the week Pupils understand that <i>on</i> can mean 'we'	Pupils understand and use a short set of common irregular verbs in the perfect tense Pupils identify and use sequencers in an account of a day out Pupils understand <i>ne ... pas</i> with the perfect tense for saying what someone didn't do Pupils start to use TRAPS strategy (P = positive or negative) to recognise when verbs are used in the negative form	Pupils understand and produce dialogues about where, who with and how they travelled on holiday Pupils understand and use <i>aller</i> with <i>être</i> in the perfect tense	Listening skills and exposure to a variety of native French accents Cultural context - popularity of Les Bandes Dessinees in French-speaking countries Reading and summarising skills in French Revision of sports vocabulary

	Pupils write a short account of a visit using sequencers and qualifiers				
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway				