

EMMANUEL COLLEGE
THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 8



Year 8 – lower sets	Autumn, Half-Term 1	Autumn, Half-Term 2
Unit Title	Talking about TV, Films, Reading, and the Internet.	A Visit To Paris.
Key Question(s)?	How do we express preferences regarding the media in French, and talk about what to do in certain weather conditions?	How can French be used to talk about holidays, and to find out about tourist attractions?
Threshold Concepts	<ul style="list-style-type: none"> • Key regular –er verbs in the present tense. • Irregular verbs do not fit established rules (Faire, Aller) • Negative (ne...pas). • Interrogative forms (Qu’est-ce que and Est-ce que). • Using intensifiers and connectives to increase complexity in speech and writing (assez, aussi, mais). 	<ul style="list-style-type: none"> • Modal verbs with the infinitive (on peut). • Extension of interrogative forms. • The perfect tense (regular verbs with avoir auxiliary). • Using the negative with the perfect tense. • Expressing opinions in the perfect tense. • Using sequencing words to link statements.
Link to Prior Learning	<ul style="list-style-type: none"> • Present tense conjugation of -er verbs. • Familiarity with <i>avoir</i> and <i>être</i>. • That the definite article is used when expressing opinions in French, where it is not needed in English. • Weather phrases. 	<ul style="list-style-type: none"> • Use of the verb <i>aimer</i> including in the negative. • Use of <i>il y a</i>. • Asking questions.
	Spring, Half-Term 1	Spring, Half-Term 2
Unit Title	Talking About Identity	Talking About Where I Live
Key Question(s)?	How can we use French to give more details about personality, relationships and interests?	How can French be used to describe our home and mealtimes, and talk about special events?
Threshold Concepts	<ul style="list-style-type: none"> • Adjectival agreement using a range of different adjectival endings. • Using <i>quand</i> and <i>si</i>. • Perfect tense with <i>être</i> and agreement of the past participle. • Tenses can be combined using time phrases to create more interesting sentences. 	<ul style="list-style-type: none"> • Common irregular adjectives (vieux). • Expressing intent with <i>je voudrais</i>. • Prepositions to describe location. • Partitive article. • The structure <i>il faut</i> + infinitive. • Using three tenses to produce a detailed and more complex piece of writing.
Link to Prior Learning	<ul style="list-style-type: none"> • Adjectival agreement. • Use of the pronoun <i>on</i>. • Near future and perfect tense constructions. 	<ul style="list-style-type: none"> • Placement of adjectives. • Noun gender. • Use of <i>il y a</i> and <i>il n’y a pas de</i>. • Prepositions. • Rule that <i>de + le = du</i>.

		<ul style="list-style-type: none"> Near future and perfect tense constructions.
	Summer, Half-Term 1	Summer, Half-Term 2
Unit Title	Talking about talents and competitions.	The French-speaking world.
Key Question(s)?	How can we use French to talk about our talents and future ambitions, and give instructions?	How widely is French spoken across the world?
Threshold Concepts	<ul style="list-style-type: none"> Modal verbs and use with the infinitive. The imperative. Qualifying adjectives with intensifiers. 	<ul style="list-style-type: none"> French is spoken in all continents except Antarctica. Different countries have different characteristics. The impact of historical events upon the present.
Link to Prior Learning	<ul style="list-style-type: none"> Modal verbs and infinitives. Adjectival agreement. Use of <i>je voudrais</i> + infinitive. 	<ul style="list-style-type: none"> Knowledge of geography, particularly Europe, Africa and North America.

Year 8 – upper sets	Autumn, Half-Term 1	Autumn, Half-Term 2
Unit Title	Talking About TV, Films, Reading, and the Internet.	A Visit to Paris.
Key Question(s)?	How do we express preferences regarding the media in French, and talk about activities in the past?	How can French be used to talk about holidays, and to find out about tourist attractions?
Threshold Concepts	<ul style="list-style-type: none"> • Present tense of regular –er, –ir and –re verbs. • Key irregular verbs in the present tense: (aller and faire). • Negatives: (ne ... pas and ne ... jamais). • Time phrases, to express how often something happens (d’habitude, quelquefois). • Sequencers: d’abord, ensuite). • The perfect tense: (avoir auxiliary with regular er verb past participles). 	<ul style="list-style-type: none"> • The past participle of regular –ir and –re verbs. • Forming the negative in the perfect tense. • Irregular past participles. • Expressing opinions in the past tense. • Perfect tense with <i>être</i>. • Asking questions in the perfect tense.
Link to Prior Learning	<ul style="list-style-type: none"> • Present tense conjugation of -er verbs. • Familiarity with <i>avoir</i> and <i>être</i>. • That the definite article is used when expressing opinions in French, where it is not needed in English. 	<ul style="list-style-type: none"> • Construction of the perfect tense with regular -er verbs. • Understanding of masculine, feminine and plural nouns. • Asking questions.
	Spring, Half-Term 1	Spring, Half-Term 2
Unit Title	Talking About Identity	Talking About Where I Live
Key Question(s)?	How can we use French to give more details about personality, relationships and interests?	How can French be used to describe our home and mealtimes, and talk about special events?
Threshold Concepts	<ul style="list-style-type: none"> • Reflexive verbs are often used to describe relationships with others. • Adjectival agreement. • Opinion phrases can be used to express agreement or disagreement. • Using tenses and time phrases to create more interesting sentences. 	<ul style="list-style-type: none"> • Common irregular adjectives. • Comparative adjectives. • Prepositions to describe location. • Partitive article. • Common irregular verbs such as <i>boire</i> and <i>prendre</i>. • The structure <i>il faut</i> + infinitive. • Using three tenses to produce a detailed and more complex piece of writing.
Link to Prior Learning	<ul style="list-style-type: none"> • Adjectival agreement. • Reflexive verbs. • Near future and perfect tense constructions. 	<ul style="list-style-type: none"> • Placement of adjectives. • Noun gender. • Use of <i>il y a</i> and <i>il n’y a pas de</i>. • Prepositions. • Rule that <i>de + le = du</i>. • Near future and perfect tense constructions.
	Summer, Half-Term 1	Summer, Half-Term 2
Unit Title	Talking About Talents and Competitions	The French-Speaking World
Key Question(s)?	How can we use French to talk about our talents and future ambitions, and give instructions?	How widely is French spoken across the world? What is the significance of the French Revolution?

Threshold Concepts	<ul style="list-style-type: none"> • Modal verbs and use with the infinitive. • The imperative. • Superlative adjectives. 	<ul style="list-style-type: none"> • French is spoken in all continents except Antarctica. • Different countries have different characteristics. • The impact of historical events upon the present.
Link to Prior Learning	<ul style="list-style-type: none"> • Modal verbs and infinitives. • Reflexive verbs. • Adjectival agreement. 	<ul style="list-style-type: none"> • Knowledge of geography, particularly Europe, Africa and North America.
Knowledge and Sequencing Rationale	<p>The content taught in Year 8 has been selected to both extend students' knowledge of the language and to stimulate curiosity of the French-speaking world, e.g. French food, Paris, talent shows and the French Revolution.</p> <p>Knowledge is carefully and sequentially built upon the Year 7 curriculum. For example, Year 7 students learn language to express basic opinions with regard to school subjects and this is consolidated and extended in Year 8 where students learn how to express more sophisticated ideas and opinions regarding music preferences. New concepts such as the perfect tense develop coherently from Year 7 students' introduction to regular present verbs and infinitives.</p> <p>The Year 8 curriculum is structured in such a way so as to link well with prior learning and prepare pupils for the next stage of their study, adding an increasing degree of complexity in what is taught. Students progress from using a single tense in isolation, to manipulating verbs and vocabulary across three tenses, essential for making effective progress in Year 9. Grammatical concepts such as the near future tense which were introduced in Year 7 are revisited in Year 8, allowing for effective retrieval practice and consolidation of knowledge in students' long-term memory.</p> <p>Knowledge and skills are inextricably linked, and the Year 8 curriculum is therefore designed to facilitate students' ability to apply their knowledge with an increasing degree of sophistication in speaking and writing. The vocabulary and structures taught also provide students with the tools to understand and respond to both spoken and written language. Translation skills, introduced in Year 7, are strengthened in Year 8, providing the means for pupils to manipulate language with an increasing degree of precision and accuracy.</p> <p>The cultural research task introduced following the annual examination promotes students' appreciation of the wider world, specifically "Le monde francophone". This is complemented by a study of literary texts which enhances an appreciation of language and culture and exposes students to a varied and increasingly complex vocabulary.</p>	