



**St George's School**  
**MFL Department**  
**Year 8 Curriculum Map for FRENCH**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>THE BIG IDEAS &amp; KNOWLEDGE</b>  <i>Overview of topics or key questions</i></p>	<p><b>TV &amp; film preferences &amp; Reading Habits</b></p> <p>Talking about television programmes</p> <p>Talking about films</p> <p>Talking about reading</p> <p>Talking about the internet</p> <p>Talking about what you did yesterday evening</p>	<p><b>Talking about a past trip &amp; Learning about Paris</b></p> <p>Saying what you can do in Paris</p> <p>Saying when you did things</p> <p>Understanding information about a tourist attraction</p> <p>Saying where you went and how</p> <p>Interviewing a suspect</p>	<p><b>Family relationships &amp; Friends, Fashion</b></p> <p>Talking about personality</p> <p>Talking about relationships</p> <p>Talking about music</p> <p>Talking about clothes</p> <p>Talking about your passion</p>	<p><b>Talking about my place &amp; about your place</b></p> <p>Describing where you live</p> <p>Describing your home</p> <p>Talking about meals</p> <p>Discussing what food to buy</p> <p>Talking about an event</p>	<p><b>Talking about talent &amp; about ambitions</b></p> <p>Encouraging or persuading someone</p> <p>Rehearsing for the contest</p> <p>Saying who is the best, the most, the least</p> <p>Showing how much you can do with the French language</p>	<p><b>Studio French Culture &amp; Discoveries</b></p> <p>World Geography: French-speaking countries</p> <p>Science: How to plant a garden!</p> <p>History: The French Revolution</p>
<p><b>SKILLS &amp; STRATEGIES</b>  <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>TV, Film &amp; Book genres</p> <p>Adjectives of opinion</p> <p>Negatives: <b>ne..pas / ne..jamais</b></p> <p><b>lire : je lis / tu lis</b> only</p> <p>“re” verb conjugation, using <b>répondre: Explicit Teaching</b></p> <p>“ir” verb conjugation, using <b>finir: Explicit Teaching</b></p> <p><u>Consolidation of Year 7:</u> Full <b>avoir/ être/ aller/ faire</b> paradigms</p> <p>Justified opinions &amp; opinion verbs</p> <p>Time phrases</p>	<p>Revision of Perfect Tense with <b>avoir</b></p> <p><u>Perfect Tense</u> with <b>être</b> &amp; past participle agreement : <b>Explicit Teaching</b></p> <p>Modes of transport using “en” or “à”</p> <p>Paris Highlights</p> <p>Numbers for prices &amp; times</p> <p>Imperfect tense to give opinions: <b>c’était</b></p> <p>Questions &amp; question words: <b>Explicit Teaching</b></p> <p>Using “on” for we</p>	<p>Possessive Adjectives</p> <p>Revision: <b>mon/ma/mes /ton/ ta/tes</b></p> <p>Reflexive verbs to describe relationships</p> <p>Types of clothes</p> <p>Revision of adjective agreement &amp; colours</p> <p><u>Near future tense</u> using full paradigm of “aller”: <b>Explicit Teaching</b></p> <p>Personality Adjectives</p>	<p>Comparatives: “<b>plus/moins</b>”</p> <p>Revision of adjective agreement</p> <p>Prepositions to describe layout of home</p> <p>Rooms of house</p> <p><u>Using 3 Tenses Together:</u> present, perfect &amp; near future</p>	<p>Infinitives and the verb <i>vouloir</i></p> <p>using infinitives <b>vouloir + infinitive</b></p> <p><i>pouvoir</i> and <i>devoir</i></p> <p>The imperative</p> <p>Superlative adjectives</p> <p>Using a variety of structures and tenses</p>	<p><b>il faut + infinitive</b> the perfect tense</p> <p>using a range of tenses</p> <p>Weather vocabulary</p> <p>Points on a compass</p> <p>Types of clothes</p> <p>Revision of adjective agreement &amp; colours</p>

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<b>FEEDBACK</b> <i>Noteworthy tasks and assessments</i>	Regular vocabulary tests on meaning and spelling of new words.  Encouragement to participate orally to develop confident pronunciation.  Big Technique: Speaking/Writing	More frequent opportunities to practise speaking.  Increased in-class written work with extended sentences.  Assessment: Reading/Listening	More regular small-stakes vocabulary testing in preparation for reading & speaking tasks.  Big Technique: Speaking/Writing	Increased focus on comprehension of vocabulary and grammar.  Assessment: Reading/Listening	Regular small-stakes vocabulary testing in preparation for End of year exams.  Big Technique: Speaking/Writing	End of Year speaking, listening & writing assessment
<b>BREADTH</b> <i>Opportunities, trips, wider reading, cultural capital</i>	<u>Wider Reading:</u> <b>Asterix Le Gaulois</b> <i>The first comic in the Asterix series, which follows the adventures of a village of Gauls as they resist Roman occupation in 50 BC. They do so using a magic potion, brewed by their druid Getafix (Panoramix in the French version), which temporarily gives the recipient superhuman strength.</i>	<u>Wider Reading:</u> <b>Kiki &amp; Coco in Paris</b> <i>Kiki loves Coco, her doll. Coco loves Kiki, her girl. The two are never apart. Together they travel to Paris and delight in the city of lights. But then Coco is separated from Kiki. Will she ever see her girl again? This sweet story about a doll and her girl, inspired by a real hand-made doll, will charm readers of all ages.</i>	<u>Cultural Capital:</u> <i>Discuss the region that you live in and comparisons to French speaking countries regions.</i>  <i>En plus pp. 60–61 L'identité régionale</i>	<u>Cultural Capital:</u> Learning about traditional French homes/food and other French speaking countries & their traditional houses	<u>Cultural Capital:</u> Learning about popular Belgian musician and songwriter Stromae and listening to some of his famous songs: Papaoutai / Alors on Danse / Formidable	<u>Cultural Capital:</u> Discuss opportunities to use French language during Summer. Talk about the weather. Discuss traveling to French speaking destinations. Discuss historic events & the culture of the time in France.
<b>KEY VOCABULARY</b> <i>Important words and phrases</i>	Je regarde Mon émission préférée Mon film préféré c'est Je suis fan de J'ai une passion pour J'ai horreur de A mon avis c'est Je lis Un roman / un livre	Je suis allé(e) J'ai passé une semaine Avant-hier J'ai trouvé ça / c'était	Mon chanteur préféré / ma chanteuse préférée Ça me donne envie de Ça me rend Je me chamaille avec Je me fâche contre Je m'amuse avec Je porte / je vais porter J'ai un style..	Chez moi / chez toi Il y a Plus + <i>adjective</i> + que Moins + <i>adjective</i> + que Aussi + <i>adjective</i> + que À côté de / en face de	<i>Mon/Notre talent, c'est ...</i>  <i>Je veux être ...</i> <i>J'ai déjà gagné un concours.</i>  <i>Je/Tu dois ...</i>  <i>Je ne peux pas ...</i>  <i>Tu peux répéter chez moi.</i>  <i>Tu peux .../On peut ...</i>  <i>Je dois faire mes devoirs</i>	<i>Si vous allez visiter ...</i>  <i>Qu'est-ce qu'il faut faire pour créer un jardin potager?</i>  <i>Pour créer ton/ta ...</i>  <i>Il (te) faut ...</i> <i>D'abord, il faut ...</i>  <i>Ensuite,/Puis ...</i>  <i>C'est le jour où ...</i>