

SCHEME OF LEARNING

YEAR 8 FRENCH

YEAR 8 – TERM 1 – MY TOWN

CONTENT

- Importance of learning languages
- European Day of Languages (26th September)
- Places in town (e.g., cinema, library, supermarket, park)
- Shops (e.g., bakery, butcher, newsagent)
- Describing your town (size, location, amenities)
- Asking for and giving directions
- Advantages and disadvantages of your town
- Suggestions to improve your town

LEARNING OBJECTIVES

- Understand reasons for learning languages and their real-life applications
- Identify and describe places and shops in a town
- Use present, near future, and simple future tenses to describe towns
- Ask for and give directions confidently
- Express and justify opinions about your town
- Write a structured paragraph about your town using P.E.E. (Point, Evidence, Explain)

GRAMMAR

- Present tense: regular verbs, key irregular verbs (être, avoir, aller)
- Near future (aller + infinitive)
- Introduction to simple future with high-frequency verbs
- Imperative for giving directions
- Negatives (ne...pas)

- Opinion phrases with “parce que”
- Connectives (et, mais, cependant, aussi, puis)
- Structured paragraph writing (P.E.E style)

PHONICS

- Soft vs hard C (ce/ci vs ca/co/cu)
- Soft vs hard G (ge/gi vs ga/go/gu)
- qu / gu sounds
- Silent final consonants
- Liaison awareness
- Weekly read-aloud practice

EXAM SKILLS

- Role play: asking and giving directions
- Photo description: town scenes
- Listening for key details
- Translation short sentences (EN↔FR)
- Writing a 90-word structured paragraph

HOMEWORK

- Vocabulary learning using Knowledge Organiser
- Active practice on LanguagesOnline
- Quizlet vocabulary sets
- BBC Bitesize tasks
- Duolingo daily practice
- Structured writing task (90 words)

ASSESSMENT

- Vocabulary test (matching, spelling, recall)
- Listening and Reading assessment
- 90-word writing task with structure checklist
- Speaking role play
- Feedback and DIRT (Dedicated Improvement and Reflection Time)

COMMON MISCONCEPTIONS

- Confusion between future and conditional

- Forgetting verb endings
- Using English word order in French
- Mispronouncing silent letters
- Missing accents

CULTURAL AWARENESS

- European Day of Languages
- Comparing a French town with a British town
- Introduction to francophone cities (Paris, Lyon)

LINKS TO PRIOR LEARNING

- Year 7: present tense, basic opinions, classroom instructions, phonics foundations

LINKS TO FUTURE LEARNING

- GCSE Local Area theme
- Extended writing (150 words)
- Complex opinions and comparisons
- Authentic listening texts

YEAR 8 – TERM 2 – MY HOUSE

CONTENT

- Rooms in the house
- Furniture vocabulary
- Describing your bedroom
- Saying where things are (prepositions and placement)

LEARNING OBJECTIVES

- Describe rooms and furniture accurately
- Use prepositions to indicate position
- Express opinions about rooms and house
- Write structured descriptive paragraphs

GRAMMAR

- Present tense revision
- Near future tense
- Prepositions: dans, sur, sous, à côté de, en face de
- Adjective agreement
- Negatives (ne...pas)
- Connectives
- Time phrases (le matin, l'après-midi)

PHONICS

- Pure vowels (a, e, i, o, u)
- Nasal sounds (an, on)
- Silent "h"
- Linking sounds between words

EXAM SKILLS

- Speaking photo card: bedroom
- Listening for prepositions
- Reading longer texts for comprehension
- Translation practice
- Structured 90-word paragraph writing

HOMEWORK

- Knowledge organiser study
- Memrise vocabulary practice
- Quizlet sets
- BBC Bitesize exercises
- Written description task

ASSESSMENT

- Listening and Reading test
- Writing assessment (structured paragraph)
- Speaking task: describe bedroom/house
- Vocabulary recall test

COMMON MISCONCEPTIONS

- Incorrect adjective agreement
- Literal translation of “there is”
- Confusion between dans / à

CULTURAL AWARENESS

- Comparing French and UK homes
- Apartments in Paris vs rural homes in Marseille

LINKS TO PRIOR LEARNING

- Year 7: family and home vocabulary
- Basic adjective agreement

LINKS TO FUTURE LEARNING

- GCSE Home topic
- Descriptions using three time frames

YEAR 8 – TERM 3 – MY HOLIDAYS

CONTENT

- Holiday destinations in France and abroad
- Activities (sports, sightseeing, relaxing)
- Weather vocabulary
- Transport methods
- Accommodation types
- Describing ideal holiday

LEARNING OBJECTIVES

- Describe past, present, and future holidays
- Talk about holiday activities and preferences
- Give justified opinions using intensifiers
- Use conditional to describe ideal holidays

GRAMMAR

- Perfect tense introduction (past)
- Present tense revision
- Near future tense
- Introduction to conditional: “je voudrais”
- Opinion phrases + intensifiers
- Time markers (hier, demain, l’année prochaine)
- Negatives

PHONICS

- Revision of c / g rules
- Stress patterns in words
- Intonation in questions

EXAM SKILLS

- Translation paragraph
- Speaking role play: booking holidays
- Listening for past tense cues
- Reading authentic-style texts
- structured writing

HOMEWORK

- LanguagesOnline exercises
- Quizlet vocabulary sets
- Duolingo daily practice
- Research task on holiday destinations

ASSESSMENT

- Two-skill assessment (Reading & Listening)
- Speaking role play
- Vocabulary recall check
- Feedback and progress review

COMMON MISCONCEPTIONS

- Mixing present and past tenses

- Forgetting auxiliary verbs in perfect tense
- Incorrect past participle agreement

CULTURAL AWARENESS

- French holiday destinations (Nice, Bordeaux)
- Overseas territories (Guadeloupe, Martinique)

LINKS TO PRIOR LEARNING

- Year 7: weather, present tense verbs

LINKS TO FUTURE LEARNING

- GCSE Holidays theme
- Extended narrative writing

YEAR 8 – TERM 4 – FOOD AND DRINK

CONTENT

- Food and drinks vocabulary
- Ordering in a restaurant
- Traditional French dishes
- Expressing likes and dislikes

LEARNING OBJECTIVES

- Identify and describe food and drinks
- Express opinions with reasons
- Order food in a restaurant
- Write a restaurant review

GRAMMAR

- Present tense
- Partitive articles (du, de la, des)
- Opinions + parce que

- Pronouns (il y a)
- Negatives with partitive (de)
- Connectives

PHONICS

- Silent consonants
- “r” pronunciation
- Nasal vowels
- Intonation in questions

EXAM SKILLS

- Restaurant role play
- Translation tasks
- Listening for prices/details
- writing task

HOMEWORK

- Knowledge organiser
- BBC Bitesize exercises
- Quizlet sets
- Duolingo
- Menu design project

ASSESSMENT

- Listening & Reading assessment
- Speaking role play: restaurant
- Writing task: review of food
- Vocabulary test

COMMON MISCONCEPTIONS

- Confusing du/de
- Forgetting articles
- Using English word order

CULTURAL AWARENESS

- Traditional French dishes: Ratatouille, Crêpes, Bouillabaisse
- Lyon: gastronomic capital of France

LINKS TO PRIOR LEARNING

- Year 7: opinions, basic present tense

LINKS TO FUTURE LEARNING

- GCSE Food & Eating Out
- Cultural comparisons

YEAR 8 – TERM 5 – DAILY ROUTINE

CONTENT

- Daily routine verbs
- Telling the time
- After-school activities
- Weekend plans

LEARNING OBJECTIVES

- Describe daily routines using three time frames
- Tell the time accurately
- Express opinions with justification
- Write structured paragraph with sequencing

GRAMMAR

- Reflexive verbs (se lever, se coucher)
- Present tense
- Perfect tense introduction
- Near future tense
- Sequencers (d'abord, ensuite, puis, enfin)
- Negatives

PHONICS

- Vowel revision
- Silent endings
- Intonation for time expressions

EXAM SKILLS

- Translation tasks
- Role play: daily routine
- Listening for time expressions
- Structured writing

HOMEWORK

- LanguagesOnline exercises
- Quizlet vocabulary practice
- Duolingo daily practice
- Written routine paragraph

ASSESSMENT

- Two-skill assessment (Reading/Listening)
- Speaking: daily routine
- Vocabulary test
- Feedback cycle

COMMON MISCONCEPTIONS

- Forgetting reflexive pronouns
- Word order errors
- Confusing AM/PM time

CULTURAL AWARENESS

- French school day vs UK school day
- Life in Toulouse

LINKS TO PRIOR LEARNING

- Year 7: school topic, present tense

LINKS TO FUTURE LEARNING

- GCSE Free Time
- Complex time expressions

YEAR 8 – TERM 6 – CULTURAL AWARENESS

CONTENT

- French-speaking countries worldwide
- Key festivals
- Cultural research project

LEARNING OBJECTIVES

- Identify French-speaking countries
- Understand global influence of French culture
- Research and present a festival
- Use multiple time frames in cultural writing

GRAMMAR

- Revision of three time frames
- Pronouns
- Opinions + justifications
- Connectives
- Structured extended paragraph

PHONICS

- Revision of key sound patterns
- Fluency reading practice

EXAM SKILLS

- Presentation skills
- Reading authentic texts
- Listening for gist

- Extended writing

HOMEWORK

- Research project
- Quizlet vocabulary sets
- BBC Bitesize exercises
- Duolingo practice

ASSESSMENT

- End of Year assessment (two skills)
- Speaking presentation
- Vocabulary test
- Progress review

COMMON MISCONCEPTIONS

- Confusing country and language names
- Overusing present tense
- Lack of paragraph structure

CULTURAL AWARENESS

- Francophone countries: Canada, Senegal, Belgium
- Festivals: Bastille Day (La Fête Nationale)
- Landmarks: Eiffel Tower

LINKS TO PRIOR LEARNING

- Year 7 cultural introduction
- Basic geography vocabulary

LINKS TO FUTURE LEARNING

- GCSE International & Global Dimension
- Extended speaking presentations
- Cultural comparison essays

