

French - YEAR 8 - Le monde est petit

Rationale and Context of Unit:		Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Pupils will use their KS2 knowledge of the perfect tense, adjectives, nouns, numeracy and the present tense to help them to build on the language already learned in year 7 The aim for this chapter is for the pupils to be able to talk about where they live and their daily lives. During this chapter, students will also learn about different areas of France and what life is like in different parts of the French speaking world. 		<ul style="list-style-type: none"> Elle est comment ta région? – Describing where you live. Using pouvoir + infinitive Qu'est-ce qu'on doit faire pour aider à la maison – Saying what you do to help at home, listening for different persons of the verb Ma routine, ta routine – Talking about daily routine, using reflexive verbs J'ai déménagé – talking about moving house, using irregular adjectives A la découverte d'une nouvelle région – Learning about different French regions. Combining tenses in writing. 	Etymological links are made to tier 2 and 3 English vocabulary
Challenge and Support:		Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>As well as the reinforcement and extension tasks below there will be numerous scaffolding and extension opportunities both on the board during lessons and on worksheets</p> <p><u>Elle est comment ta région?</u> Reinforcement:</p>		<ul style="list-style-type: none"> Learning about different French regions How housing has changed and is different in different countries 	<ul style="list-style-type: none"> Empathy with other cultures Different food types and eating habits
<p><u>J'ai déménagé!</u> Reinforcement: Workbook page 36 <i>A toi – pages 124 - 125</i> Worksheet - Reading and writing skills Extension: <i>En plus – page 80/81</i> <i>En focus - page 94/95</i></p>			

<p>Ex 4 – students read the text out loud and identify any cognates Workbook, page 39 Worksheet - Reading skills <i>A toi – pages 134 - 135</i> <i>Grammar page 98</i> <u>Extension:</u> <i>En plus – page 96/97</i> <i>En focus - page 94/95</i> <u>Qu'est-ce qu'on doit faire pour aider à la maison</u> <u>Reinforcement:</u> Workbook page 40 <i>A toi – pages 134 - 135</i> Worksheet - Grammar skills modal verbs <u>Extension:</u> Ex 1 – Students look up any household jobs that they do that are not in the text <i>En plus – page 96/97</i> <i>En focus - page 94/95</i> <u>Ma routine, ta routine</u> <u>Reinforcement:</u> Workbook page 41 <i>A toi – pages 134 - 135</i> Worksheet - translation skills <u>Extension:</u> Ex 5 - Students look up any unknown words in the extended text <i>En plus – page 96/97</i></p>	<p><u>Reinforcement:</u> <i>A toi – pages 134 - 135</i> Workbook page 42 <u>Extension:</u> <i>En plus – page 96/97</i> <i>En focus - page 94/95</i> Students create their own rap using ex. 4 as a frame. <i>HPAs are encouraged to read extra texts from the book to further their understanding of the language or to choose a book from off the shelf in the classroom and see whether they can understand the gist of the story.</i> <i>PP students will be sat near the front (where appropriate) and will be chosen first to answer questions and, with my support, will be encouraged to complete extension tasks.</i> <i>SEND students will be supported according to their SEN need.</i></p>		<ul style="list-style-type: none"> • Differences between housing in France and Great Britain
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<i>En focus - page 94/95</i>			
Historical, Social, Moral, Spiritual, Cultural context:		Cross curricular links/ literacy/numeracy:	Common misconceptions:
Looking at different housing style across France and Francophone countries What people do to help out at home Understanding the lifestyle of other people in other countries		Geography – Francophone countries Maths: times and dates, page numbers English: lots of links to grammatical terminology	<ul style="list-style-type: none"> • <i>Translation of On peut = You (one) can</i> • <i>Position of adjectives</i>
Assessment timeline:			
<ul style="list-style-type: none"> • Frequent AFL during lessons and formative feedback given • Every 2 weeks there will be a vocab test, there will also be an end of unit listening and writing test at approx. lessons 14 and 15 • There will be a pre-test revision lesson with formative feedback • There will be a WAGOLL and success criteria for the end of unit writing task • Common misconceptions from the test will be addressed before the start of the new chapter 			
Home learning			
<ul style="list-style-type: none"> • Key vocab learning for regular vocab tests. • Vocab tests in class with differentiated pass marks. Re-sits for pupils who do not meet their pass mark. Worksheets will be marked in class and any general misconceptions addressed 			
Feedback			
<ul style="list-style-type: none"> • There will be a listening test, which will be feedback 4 marked, with pupils responding in green pen to any next steps/literacy corrections. The pupils will prepare a spoken test on their daily life, which will also be feedback 4 marked. • The pupils' books will be marked according to the school marking policy and any common misconceptions will be addressed as a starter activity the following lesson. If it is felt that more work is needed in a certain area, this will be dealt with during the lesson. 			

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 X	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: Le monde est petit																													

Week 1 – Elle est comm ent ta région ?	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	What is it like where you live?	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 20211\Summer	
	Learning objectives		
	Key vocabulary		
	Home learning or knowledge tested by:		
	Resources:		

Week 2 – Qu’est -ce qu’on doit faire pour aider à la maison	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	What do you do to help at home?	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 20211\Summer	
	Learning objectives		
	Key vocabulary		Key learning skill to be developed <ul style="list-style-type: none">
	Home learning or knowledge tested by:		
	Resources		

Week 3 – Ma routin e, ta routin e	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	What time do you get up in the morning?	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 20211\Summer	
	Learning objectives		
	Key vocabulary		
	Home learning or knowledge tested by:		
	Resources:		

Week 4 – J’ai déménagé	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	Have you ever moved house?	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 2021\Summer	
	Learning objectives		
	Key vocabulary		Key learning skill to be developed
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	Home learning or knowledge tested by:		
	Resources:		

Week 5 – A la découverte d'une nouvelle région	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	Have you ever been to France?	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 2021\Summer	
	Learning objectives		
	Key vocabulary		Key learning skill to be developed
			•
	Home learning or knowledge tested by:		
	Resources:		

Week 6 – Module Revision	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	Can I talk about my daily life?	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 20211\Summer	
	Learning objectives		
	Key vocabulary		Key learning skill to be developed
			•
	Home learning or knowledge tested by:		
	Resources:		

Week 7 – Test week	Learning Question	Suggested activities	Core curriculum knowledge to be gained
	To complete a listening and speaking test	W:\Subjects\MFL\Y8 Dynamo\1 New Year 8 20211\Summer	
	Learning objectives		
	Key vocabulary		
	Home learning or knowledge tested by:		
	Resources:		