



This all-inclusive part of the curriculum has been designed to build on the firm foundations established in Year 7. It will enable students to broaden their appreciation of topic-specific vocabulary on a range of cross-curricular themes and develop a more refined linguistic knowledge. As they widen their cultural awareness they will build confidence in their capacity to manipulate the language into the three main tenses. They will develop their skills in analysis, comprehension, evaluation and communication whilst demonstrating a higher level of precision and detail. They will continue to improve their ability to critically appraise their own performance and the work of others in a respectful manner and identify strategies to move their learning forwards. This will continue to foster a love of language learning and a greater appreciation of their importance across the wider curriculum and the world at large.

<p><b>HALF TERM 1 T'es branché? – Are you connected? (Studio 2 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• TV programme types, film and book genres</li> <li>• Use of negatives and interrogatives</li> <li>• Opinion phrases with justifications, intensifiers and connectives</li> <li>• The definite and indefinite articles</li> <li>• How to talk about use of social media</li> <li>• How to discuss weather dependent activities using 'on'</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>	<p><b>HALF TERM 2 Paris je t'adore! – Paris I love you! (Studio 2 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Cultural visits to make in Paris (Using 'pouvoir')</li> <li>• How to say what you like/dislike doing</li> <li>• Transactional vocabulary for requesting information</li> <li>• How to say where you visited and what it was like</li> <li>• The perfect and imperfect tenses</li> <li>• How to use the perfect tense to describe a cultural event</li> <li>• The negative in the perfect tense</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments</p>	<p><b>HALF TERM 3 Bien dans sa peau (Studio 3 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• À plus the definite article</li> <li>• Il faut with the infinitive</li> <li>• Opinions about sport</li> <li>• About healthy eating (&amp; use of du, de la, des)</li> <li>• Giving fitness plans &amp; fitness levels (Near future tense)</li> <li>• Using present and future in extended sentences</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>
<p><b>HALF TERM 4 Chez moi, chez toi – At yours and mine (Studio 2 V.)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to say where you would like to live</li> <li>• How to describe your home</li> <li>• Prepositions of place</li> <li>• Describe diet in detail (with the partitive article)</li> <li>• How to describe plans for a forthcoming event</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>	<p><b>HALF TERM 5 Ma Vie Sociale d'Ado (Studio 3 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• To describe themselves</li> <li>• Understand other people describing themselves and others</li> <li>• Use of 'a', 'some' and 'many'</li> <li>• Using 'avoir' and 'être'</li> <li>• To talk about using facebook</li> <li>• Regular vers in present tense</li> <li>• Inviting someone out</li> <li>• To say what they did during an outing using perfect tense</li> <li>• To describe a music event</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments</p>	<p><b>HALF TERM 6 Mon identité – My identity (Studio 2 Vert)</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• More advanced personality traits and adjectival agreements</li> <li>• Possessive adjectives</li> <li>• How to talk about friendships</li> <li>• How to discuss musical preferences and reasons</li> <li>• How to describe clothes</li> <li>• The near immediate/near future</li> <li>• How to describe past events (with 'avoir' and 'être')</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>

**Embedding this knowledge can be supported at home by** encouraging students to watch/ listen to French video clips or TV programmes and music, asking the student to teach you the language as they are learning it, using websites recommended by your MFL Teacher (e.g. Quizlet, Memrise, Bon Patron, Forvo, Acapela, Languages on line, Kahoot etc.)

