

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## French Scheme of Learning Year 8 – Term 3 C'est quoi la France ?

### Intent – Rationale

To build confidence in speaking, writing, reading and listening around a study on aspects of French literary culture . Pupils will study authentic French literary sources including Tintin; Asterix and the work of Charles Perrault and look at key points of grammar through the medium of literature.

<b>Sequencing – what prior learning does this topic build upon?</b>	<b>Sequencing – what subsequent learning does this topic feed into?</b>
<ul style="list-style-type: none"> <li>• Y7 Term 2: Adjectives of character</li> <li>• Y7 Term 3: 2.3- opinion verbs/phrases and adjectives</li> <li>• Y7 Term 3: Comparatives</li> <li>• Y8 Term 1: Use of perfect tense with <i>avoir</i></li> <li>• Y8 Term 2: Use of perfect tense with <i>être</i></li> <li>• Use of present tense in all previous topics</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 T4 – Reading preferences</li> <li>• Y10 T3 – Free time</li> <li>• Y13 – Study of literary works (e.g. <i>L'étranger</i>)</li> </ul>
<b>What are the links with other subjects in the curriculum?</b>	<b>What are the links to SMSC, British Values and Careers?</b>
<ul style="list-style-type: none"> <li>• English Literature</li> </ul>	<ul style="list-style-type: none"> <li>• SP1; SP2; SP4</li> <li>• SO1</li> <li>• C2; C4</li> <li>• BV4; BV5</li> </ul>
<b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b>	<b>What are the opportunities for developing mathematical skills?</b>
<ul style="list-style-type: none"> <li>• Mini readers on Kerboodle- Allez 2 Unit 1</li> <li>• Assorted fairy tales of Charles Perrault</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange rates (between UK &amp; France)</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## French Scheme of Learning Year 8 – Term 3 La culture littéraire

### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

#### Know

- Understand key differences between the UK & France
- A number of key francophone literary figures (Hergé, Uderzo, Goscinny et Perrault)
- Understand how French fiction can narrate past events

#### Apply

- Talk and write about key cultural differences between France & the UK
- Talk and write about whether we prefer the British or the French way of life using comparative sentences
- Talk and write about Francophone animated characters (e.g. *Les Schtroumpfs*; *Tintin etc*)
- Identify a range of tenses in literary texts and explain their function
- Use knowledge of French speech sounds to read authentic literary texts with correct pronunciation

#### Extend

- To adapt the fairy tale traditions to write character descriptions
- To adapt model sentences from the fairy tales to recount a past event

# KESTEVEN AND SLEAFORD HIGH SCHOOL

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Revision of the present tense (including use of pronoun <i>on</i>)</li> <li>• Use of <i>qui</i> to link sentences</li> <li>• The imperfect tense</li> <li>• The perfect tense</li> <li>• Use of adjectives to build complex descriptions of characters in a story</li> </ul> <p>Vocabulary:</p> <p><b>1.1</b> <i>En France/En Grande-Bretagne ...</i>  <i>on a un président de la république/une monarchie, on utilise l'euro/la livre sterling, on porte un uniforme (à l'école), il y a le tournoi de tennis de Roland-Garros, il y a des volets aux fenêtres, les gendarmes portent un képi, c'est une île, on roule à droite/gauche</i>  <i>C'est super/intéressant/top/une bonne idée/une mauvaise idée/différent/bizarre.</i></p> <p><b>1.5</b> <i>C'est un personnage historique/imaginaire qui est journaliste/détective.</i>  <i>Il/Elle est très/assez/un peu ...</i>  <i>malin(e), déterminé(e), téméraire, paresseux(-euse), gourmand(e),</i>  <i>courageux(-euse), intelligent(e), astucieux(-euse), jaloux(-euse), amoureux(-euse), intelligent(e), nul(le),</i>  <i>populaire, tenace, bête</i>  <i>Il/Elle a un chien/des copains/des copines/beaucoup de/d'...</i>  <i>Il/Elle aime/n'aime pas le collège/les filles/les vêtements/le sport.</i>  <i>Sa passion, c'est sortir avec ses copains/manger.</i></p>	<ul style="list-style-type: none"> <li>• Weekly vocabulary tests</li> <li>• Self and peer assessment in lesson</li> <li>• Formative assessment based on retrieval at start of each lesson and ongoing through Teams</li> <li>• Summative assessment: reading &amp; translation from French fairy tales</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1.1 – On est différents?	To express key differences between the UK & France	To add depth to our work by including preferences	Allez 2, page 4
1.1 – Quelles sont les différences principales entre la vie en France et en GB?	To answer the question with development of response to include statement of preference	To introduce additional tenses (e.g. perfect tense) to add depth & range of language to our work	Allez 2, page 5
1.5 – La BD, culture française?	To use <i>qui</i> effectively to link sentences		Allez 2, pages 12-13
Les Trois Petits Cochons	To read an authentic French story and understand key developments in narrative structure	To identify & explain the rationale behind the use of different tenses	
Boucle d’Or	To read an authentic French story and understand key developments in narrative structure		
Le Petit Chaperon Rouge	To read an authentic French story and understand key developments in narrative structure		
La Belle au bois dormant	To read an authentic French story and understand key developments in narrative structure		
Le Chat botté	To read an authentic French story and understand key developments in narrative structure		
Assessment	To complete the reading & translation assessment to full potential		