

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 8 – Term 4 Accro a la technologie?

Intent - Rationale

To recall key vocabulary relating to new technology and explore the pros and cons of these technologies and social media. Students will learn how to structure an argument and to give contrasting opinions on a topic that is relevant to them. Students will also be able to recall and strengthen prior knowledge on use of adjectives and placements, especially when justifying opinions. They will also be introduced to impersonal structures, which are used as a tool to define what can happen on social media, and to justify arguments.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Y7 Unit 3: Leisure activities and personal possessions • Y7: use of present tense • Y7: Use of adjectives • Y7: Use of opinions and justifying these 	<ul style="list-style-type: none"> • Y8 Unit 4: le monde des medias • Y9 Unit 6: Structuring an argument • GCSE content: Unit 2 – new technology •
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Computing • Design and Technology • EP /English /History (structuring arguments) • Personal Development and PSHE – Online Safety 	<ul style="list-style-type: none"> • SP2, SP3, SP4 • SO1 • C1, C2, C4
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?

KESTEVEN AND SLEAFORD HIGH SCHOOL

- All reading activities read out loud
- Links between French and English vocabulary exploited to allow for links between languages that will strengthen vocabulary

- Dates

Intent – Concepts

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

Know

- How to describe old and new technology
- How to talk about using technology for leisure activities
- The risks of social networking sites.
- The pros and cons of new technologies
- How to talk about your favourite technology and gadgets
- How to use adjectives with the correct agreement and position
- How to use verb + preposition + infinitive structures
- How to use impersonal structures
- How to structure an argument
- How to pronounce 'eu' in French

Apply

- Knowledge is applied through a range of listening, reading, speaking and writing activities, alongside grammar practice, dictation, translation and appropriate phonics instruction

Extend

- To include higher level language structures
- To draw on prior knowledge to include perfect, future and conditional phrases

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> <p>Adjective agreement and position</p> <p>Verb + preposition + infinitive</p> <p>Impersonal structures</p> <p>Perfect tense with avoir – jouer/utiliser/faire/regarder/ecouter</p> <p>Structure an argument</p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> • Weekly vocabulary tests • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson • Summative assessment: listening, reading and translation into English

KESTEVEN AND SLEAFORD HIGH SCHOOL

Academic Language: Perfect tense

In French, the Perfect tense is used to talk about things you have done, and you use it to talk about completed actions in the past

To form the perfect tense in French, need to use the present tense of 'avoir' (or être for MRS VANDERTRAMP verbs) and a past participle. To form these you remove the -er/-ir/-re and add é/i/u

Partie 4:1—Old and new Technology

J'aime/J'adore/Je n'aime pas/Je déteste ...	I like/I love/I don't like/I hate ...
mon vieux portable	my old mobile phone
mon nouveau smartphone	my new smartphone
mon nouvel ordiphone	my new smartphone
mon nouvel/vieil ordinateur	my new/old computer
ma nouvelle tablette	my new tablet
ma vieille console (de jeux)	my old games console
Je préfère le vieux/la vieille.	I prefer the old one.
Je préfère le nouveau/la nouvelle.	I prefer the new one.
C'est/Il est/Elle est ...	It is ...
petit(e)/grand(e).	small/big.
léger/légère.	light.
moderne/démodé(e).	modern/old-fashioned.
Il y a ...	There is/are ...
un appareil photo.	a camera.
un écran tactile.	a touchscreen.
des applis.	apps.
des écouteurs.	headphones.
des touches.	buttons, keys.
J'adore ... parce que/car ...	I love ... because ...
Comme c'est/il est/elle est ... j'adore ...	As it is ..., I love ...

Partie 4.2—Using Technology

J'aime/J'adore ...	I like/I love ...
regarder des émissions en streaming.	watching streamed programmes.
écouter de la musique en ligne.	listening to music online.
jouer à des jeux en ligne.	playing games online.
surfer et trouver des sites intéressants.	surfing and finding interesting websites.
aller sur les réseaux sociaux.	going on social networking sites.
passer des appels vidéo.	making video calls.
C'est ...	It is ...
divertissant.	entertaining.
éducatif/informatif.	educational/informative.
facile/simple.	easy/simple.
pas cher.	cheap.
pratique/rapide.	practical/fast.
Je passe ... heure(s) par jour à jouer/surfer ...	I spend ... hour(s) per day playing/surfing ...
J'ai arrêté de jouer à ...	I've stopped playing ...

French Knowledge Organiser

Year 8– Unit 4

Accro a la technologie



Partie 4.3—Social Media

Quels risques présentent les réseaux sociaux?	What are the risks of social media?
la cyberdépendance	cyber-addiction
la cyberintimidation	cyber-bullying
la cyberpermanence	cyber-permanence
la cybersécurité	cyber-safety
Il est important/essentiel/nécessaire de/d' ...	It is important/essential/necessary to ...
se protéger en ligne.	protect oneself online.
en parler avec un adulte.	talk about it with an adult.
limiter l'utilisation des réseaux sociaux.	limit the use of social media.
ne jamais partager d'informations ...	never share information ...
Il est impossible d'effacer ...	It is impossible to delete ...
Il faut traiter les autres ...	You must treat others ...
Il ne faut pas donner ton nom complet.	You must not give your full name.

Partie 4.4—Pros and cons of new technologies

Les nouvelles technologies ... sont excellentes mais chères.	New technologies ... are excellent but expensive.	On risque de devenir antisocial.	You risk becoming antisocial.
rendent la vie plus simple.	make life easier.	Il y a un risque de/d' ...	There's a risk of ...
Cela décourage l'activité physique.	They discourage physical activity.	Il est facile de rester en contact ...	It is easy to stay in contact ...
On peut en devenir dépendant.	You can become dependent on them.	Internet est une source d'information très riche.	The Internet is a rich source of information.



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
--------------	--------------------	------------------------	------------------------------------

KESTEVEN AND SLEAFORD HIGH SCHOOL

<p>Lesson 1. J'adore mon portable</p>	<p>To identify, understand and use new vocabulary for different types of new technology. To recognise and use a variety of adjectives to describe technology To complete listening activities to consolidate key vocabulary on descriptions To transcribe and translate using core vocabulary To speak and write producing language using new vocabulary</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p40 ex 2 Allez 2 – p40 ex 3 Interactive Activity 1 (plus) Interactive activity 2(plus) Grammar worksheet – ex1 Star</p> <p style="background-color: #FF00FF;">HW – Year 8 French Unit 3 – old and new technology</p>
<p>Lesson 2. Il y a un ecran tactile</p>	<p>To recall key vocabulary (adjectives) from previous lessons To complete listening and reading activities to consolidate vocabulary describing new technology To practice speaking in full sentences to describe things To use metacognitive skills to complete a delayed dictation, drawing upon phonics knowledge To write a paragraph using descriptive language</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Interactive Activity 2 (star) Allez 2 – p41 ex 5 Allez 2 – p53 ex 1 Writing worksheet ex 2</p>
<p>Lesson 3. je joue des jeux-videos</p>	<p>To talk about using technology for leisure activities To discuss what you use technology for</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p52 - ex 2 Allez 2 – p42 – ex 1 Allez 2 – p42 ex 3 Allez 2 – p 42 – ex 2</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

	<p>To give reasons and justifications for technology usage</p> <p>To transcribe and translate into and from the target language</p> <p>To use key vocabulary to speak in extended sentences</p>		<p>HW – Year 8 French Unit 3 – using technology</p>
<p>Lesson 4 – accro a la technologie?</p>	<p>To use verb + preposition + infinitive to describe what you do</p> <p>To recall key vocabulary relating to using new technology</p> <p>To construct sentences orally using new vocabulary</p> <p>To Complete reading and listening comprehension activities to consolidate new knowledge</p> <p>To practice using new grammatical concepts</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Writing worksheet ex 1</p> <p>Allez 2 – p51 ex 3</p> <p>Interactive activity 1 (Plus)</p> <p>Allez 2 – p43 ex 4</p> <p>Interactive activity 2(Star)</p> <p>Interactive activity 2 (plus)</p> <p>Grammar worksheet ex 2</p>
<p>Lesson 5 – les reseaux sociaux</p>	<p>To recall prior knowledge from last lesson, last topic and last year</p> <p>To recognise and use new vocabulary relating to social media</p> <p>To complete listening and reading activities to consolidate new vocabulary</p> <p>To improve translation skills by using inference to translate Fr -> English</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p44 ex 1</p> <p>Allez 2 – P 44 ex 2</p> <p>Allez 2 – P 44 ex3</p> <p>Interactive Activity 1 (plus)</p> <p>HW – Year 8 French Unit 3 – social media</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

<p>Lesson 6 – il faut limiter l'utilisation</p>	<p>To complete listening and reading activities to show comprehension of pros and cons of social media To identify and understand impersonal structures To complete deliberate practice of impersonal structures to aid consolidation</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Interactive Activity 1 Star Allez 2 p 45 ex 4 Allez 2 – p45 ex 6 Allez 2 – p50 ex 2 Grammar worksheet ex 3 plus</p>
<p>Lesson 7 – pour ou contre la technologie</p>	<p>To recall core knowledge from unit 4 To identify reasons for and against the use of new technology To use reading strategies to understand a complex text To use prior knowledge to read aloud using correct pronunciation</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p46 ex 1 Allez 2 – p46 ex 3 Allez 2 = p46 ex 4 Interactive activity 1 (Star) Interactive activity 2 (star) HW – Year 8 French Unit 3 – pros and cons of new technologies</p>
<p>Lesson 8 – je suis pour la technologie</p>	<p>To consider and practice how to structure arguments To listen to a debate and answer questions on content and structure of argument To see WAGOLL when debating a point To complete a spoken and written jigsaw activity to debate the pros and cons of social media</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p47 Grammaire Interactive activity 2 (plus) Allez 2 – p47 ex 5 Allez 2 p47 ex 6/7 transcription</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

<p>Lesson 9 – le meilleur gadget</p>	<p>To discuss technology and gadgets To use the preposition a to compare two items To recognise and use new vocabulary To complete listening activity to consolidate new vocabulary To complete deliberate practice of preposition use To construct sentences using new knowledge through both speaking and writing</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p48 ex1 Interactive activit 2 tar Allez 2 – p49 ex 3 Allez 2 – p48 ex 2 Interactive activity 1 (Star)</p> <p style="background-color: #FF00FF; color: black;">HW – Year 8 French Unit 3 – revision</p>
<p>Lesson 10 – je prefere....</p>	<p>To consolidate new vocabulary using reading and listening activities To improve sound spelling links by using listening gap-fill To complete speaking and writing activities to form extended sentences giving complex opinions</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Interactive activity 1 Plus Allez 2 – p49 ex 4 Interactiv Activity 2 plus Allez 2 – p49 ex 6</p>
<p>Lesson 11 – les revisions</p>	<p>To revise and recall core knowledge for an assessment To discuss WAGOLL for writing task To draft a piece of extended writing using support</p>	<p>To use higher level vocabulary, translation skills and a variety of more complex grammar</p>	<p>Allez 2 – p52 53, Allez 2 - p56</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

Lesson 12 - Assessment	To complete the assessment to the best of your ability To construct a paragraph relating to technology		
------------------------	---	--	--