

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Modern Foreign Languages

Year 8

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. Students come to the school from a variety of primary schools and MFL contexts – including bilingual students at native-speaker level, those who have studied significant amounts of French, those who have studied a language other than French and those who might have studied hardly any foreign language at all. We aim to create language learners who are: • enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not; • resilient, independent and intellectually curious; • confident enough to communicate in the Target Language; • aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own; • used to learning through the study of authentic materials; • confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English; • able to apply language in new contexts; • ready and able to progress to the next stage of their language learning; • proud of their linguistic achievements. / Key Stage 3 Curriculum Summary. During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage. Innovative teaching and a focus on authentic resources put real life at the heart of what we teach and shows students that there is an immediate and relevant purpose to their learning. It gives them a reason to communicate.

Autumn Term

Topic/Unit	Point de départ! - Greetings and foundations of transactional language	As-tu des frères ou des soeurs? - Siblings	Voici ma salle de classe! - Classroom & instructions	Tu aimes ça? - Interests	Tu es comment? - Descriptions	Qu'est-ce que tu fais? - Hobbies
Knowledge (Content covered)	<ul style="list-style-type: none"> • Learning to pronounce key French sounds • Saying your name and learning numbers 	<ul style="list-style-type: none"> • Talking about brothers, sisters and age • Using the verb <i>avoir</i> 	<ul style="list-style-type: none"> • Describing a classroom • Using the indefinite and definite articles 	<ul style="list-style-type: none"> • Talking about likes and dislikes • Using the verb <i>aimer</i> + the definite article 	<ul style="list-style-type: none"> • Describing yourself and others • Using adjective agreement 	<ul style="list-style-type: none"> • Saying what you do • Understanding infinitives and regular <i>-er</i> verbs
Skills	<ul style="list-style-type: none"> • Pupils become aware of key sounds in French • Pupils start to predict how new words will be pronounced 	<ul style="list-style-type: none"> • Pupils are able to have a short conversation about their siblings • Pupils are aware that consonants 	<ul style="list-style-type: none"> • Pupils are able to describe a classroom using the structure <i>il y a ...</i> • Pupils use <i>un/une/des</i> • Pupils are able to 	<ul style="list-style-type: none"> • Pupils become aware of nasal sounds in French • Pupils are able to have a short conversation 	<ul style="list-style-type: none"> • Pupils start to use cognates to work out meaning • Pupils are able to use adjectives with masculine and 	<ul style="list-style-type: none"> • Pupils are able to understand, use and translate infinitives of <i>-er</i> verbs • Pupils become aware of

	<ul style="list-style-type: none"> • Pupils are able to have a short conversation about their name and how they are • Pupils are able to count to 31 	<p>at the end of words are often not pronounced</p> <ul style="list-style-type: none"> • Pupils are aware of how to use <i>un/une</i> • Pupils are aware of different persons of the verb <i>avoir</i> 	<p>express simple opinions</p> <ul style="list-style-type: none"> • Pupils are aware of the pronunciation of <i>qu</i> 	<p>on about their likes and dislikes using <i>aimer</i> + definite article + noun</p> <ul style="list-style-type: none"> • Pupils are able to understand simple connectives (<i>et, mais, aussi</i>) • Pupils are aware of how to use intonation for asking questions 	<p>feminine singular nouns</p> <ul style="list-style-type: none"> • Pupils are able to understand qualifiers (<i>assez, très, trop, un peu</i>) • Pupils are able to have a short conversation about themselves • Pupils are able to understand the singular forms of <i>être</i> (including in negative sentences with <i>ne ... pas</i>) 	<p>how to read for gist</p> <ul style="list-style-type: none"> • Pupils are aware of how to use <i>mon/ma/me</i>s
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Spring Term

Topic/Unit	Point de départ - Colours & Time Talking about colours Telling the time	Qu'est-ce que tu penses de tes matières? - Opinions on School Subjects	Qu'est-ce que tu portes? - School Uniform	Ta journée scolaire est comment? - Interests	C'est comment un collège français? - French schools	Un collège super cool! - Your school
Knowledge (Content covered)	<ul style="list-style-type: none"> • Talking about colours • Telling the time 	<ul style="list-style-type: none"> • Saying what you think of your school subjects and why • Talking about likes and 	<ul style="list-style-type: none"> • Talking about what you wear to school • Using adjectives after nouns 	<ul style="list-style-type: none"> • Talking about your school day • Using new <i>-er</i> verbs 	<ul style="list-style-type: none"> • Learning about a typical French school • Reading and listening for gist 	<ul style="list-style-type: none"> • Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i>

		dislikes using <i>-er</i> verbs				<ul style="list-style-type: none"> • Agreeing and disagreeing
Skills	<ul style="list-style-type: none"> • Pupils extend their knowledge of key sounds • Pupils start to use context and cognates to decode words (e.g. hearing a description of shapes on a painting) • Pupils become aware of how to use a 	<ul style="list-style-type: none"> • Pupils use a range of verbs to express opinions: <i>aimer, adorer, détester</i> (including negatives) • Pupils become aware of the pronunciation of <i>j'aime</i> and <i>tu aimes</i> • Pupils use a variety of adjectives to 	<ul style="list-style-type: none"> • Pupils become aware of the use of the pronoun <i>on</i> to mean 'we' • Pupils are able to use adjectives of colour with nouns when translating into French • Pupils are able to describe photos of 	<ul style="list-style-type: none"> • Pupils are able to have a short conversation about their school day, using a variety of regular <i>-er</i> verbs • Pupils are able to work out verb infinitives • Pupils become aware of the conjugation of <i>-er</i> verbs (all persons) • Pupils start to 	<ul style="list-style-type: none"> • Pupils are able to read and listen for gist • Pupils start to read and listen for detail • Pupils become aware of word order when translating into English • Pupils become aware that cognates often sound different in 	<ul style="list-style-type: none"> • Pupils are able to understand, use and translate infinitives of <i>-er</i> verbs • Pupils become aware of how to read for gist • Pupils are aware of how to use <i>mon/ma/me</i>s

	Reading (inductive skills) & Speaking & Writing (productive skills)	Reading (inductive skills) & Speaking & Writing (productive skills)	Reading (inductive skills) & Speaking & Writing (productive skills)	Reading (inductive skills) & Speaking & Writing (productive skills)	Reading (inductive skills) & Speaking & Writing (productive skills)	Reading (inductive skills) & Speaking & Writing (productive skills)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists Make clear how language study now can benefit all no matter what their future pathway

Summer Term

Topic/Unit	Point de départ - The weather and seasons	Tu es sportif / sportive? - Sports	Qu'est-ce que tu fais? - Hobby Activities	Le sports dans les pays francophones - Sport in French-speaking countries	Tu aimes ça? - Hobbies and interests	Questions, questions, questions
Knowledge (Content covered)	<ul style="list-style-type: none"> • Talking about weather and seasons • Learning more key French sounds 	<ul style="list-style-type: none"> • Saying what you think of your school subjects and why • Talking about likes and dislikes using <i>-er</i> verbs 	<ul style="list-style-type: none"> • Talking about activities you do • Using the verb <i>faire</i> 	<ul style="list-style-type: none"> • Discovering sport in French-speaking countries • Using cognates and context 	<ul style="list-style-type: none"> • Talking about what you like doing • Using <i>aimer</i> + the infinitive 	<ul style="list-style-type: none"> • Creating an interview with a celebrity • Forming and answering questions
Skills	<ul style="list-style-type: none"> • Pupils become aware of further key sounds in French • Pupils refresh phrases for weather and seasons 	<ul style="list-style-type: none"> • Pupils ask and give their opinions on sport and say which sports they play • Pupils understand 	<ul style="list-style-type: none"> • Pupils complete texts about leisure activities • Pupils play a miming game and say 	<ul style="list-style-type: none"> • Pupils use cognates and context to help work through listening extracts and texts about 	<ul style="list-style-type: none"> • Pupils decode phrases using infinitives • Pupils understand and use a range of opinion 	<ul style="list-style-type: none"> • Pupils understand and start to build questions using <i>Est-ce que ...</i> and <i>Qu'est-ce que ...</i>

		<p>nd that even though cognate s look similar, they will sound different</p> <ul style="list-style-type: none"> • Pupils start to spot negative s (<i>ne ... pas</i>) in listening and reading • Pupils describe a photo of a person doing sport, including referenc es to the weather and what they are wearing 	<p>which activity they think is being mimed</p> <ul style="list-style-type: none"> • Pupils underst and and use the verb <i>faire</i> (to do) • Pupils listen/re ad and underst and extracts which include some adverbs of frequen cy 	<p>sport in the French-s peaking world</p>	<p>phrases to express what they like doing on their phone or tablet (using opinions with an infinitive)</p>	
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Assessment	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>
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