

St Cuthbert Mayne School Curriculum Map 2022-2023



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

Pearson Dynamo 1 Course - Module 4 (Ma vie de famille - Family Life) Pearson Dynamo 1 Course - Module 5 (En ville - In Town)						
Topic/Unit	<i>Point de départ!</i> - <i>Animals and Higher Numbers</i>	<i>Décris-moi ta famille</i> - <i>Describing your family</i>	<i>Où habites-tu?</i> - <i>Where do you live?</i>	<i>Point de départ</i> - <i>Places in Town</i>	<i>Où vas-tu le weekend?</i> - <i>Where you go at the weekend</i>	<i>Tu veux aller au café?</i> + <i>Vous désirez?</i> <i>Arrangements to go out and ordering</i>
Knowledge (Content covered)	<ul style="list-style-type: none"> Talking about animals Using higher numbers 	<ul style="list-style-type: none"> Describing your family Using the possessive adjectives 'my' and 'your' 	<ul style="list-style-type: none"> Describing where you live Using the <i>nous</i> form of -er verbs 	<ul style="list-style-type: none"> Talking about places in a town or village Understanding prices in French 	<ul style="list-style-type: none"> Saying where you go at the weekend Using the verb <i>aller</i> (to go) 	<ul style="list-style-type: none"> Inviting someone out Using the verb <i>vouloir</i> (to want) Ordering drinks and snacks in a café Using the <i>tu</i> and <i>vous</i> forms of the verb

Skills	<ul style="list-style-type: none"> Forming the plural of nouns (-s and -x) Writing complex numbers 	<ul style="list-style-type: none"> Describing your family Using the possessive adjectives 'my' and 'your' 	<ul style="list-style-type: none"> Checking written work for accuracy G: Using the pronoun <i>nous</i> with regular -er verbs 	<ul style="list-style-type: none"> Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i> Learning about the euro 	<ul style="list-style-type: none"> G: The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i> Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>) Understanding the difference between <i>ou</i> and <i>où</i> 	<ul style="list-style-type: none"> G: The conjugation of <i>vouloir</i> Pronouncing words correctly: the silent ending -x / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i>
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections	Formative: - Recall / recap starters - KO tests - student-led corrections

Spring Term

Pearson Dynamo 2 Course - Module 1 (Vive les vacances - Holidays)					
Topic/Unit	<i>Point de départ!</i> - Introduction	<i>Qu'est-ce que tu as visité?</i>	<i>Qu'est-ce que tu as fait pendant les vacances?</i>	<i>Qu'est-ce que tu as fait?</i>	<i>Tu es allé(e) où?</i>
Knowledge (Content covered)	<ul style="list-style-type: none"> • Talking about school holidays • Using the verbs <i>avoir</i> and <i>être</i> 	<ul style="list-style-type: none"> • Saying what you visited and what it was like • Using the perfect tense of <i>visiter</i> 	<ul style="list-style-type: none"> • Saying what you did during the holidays • Using the perfect tense of regular <i>-er</i> verbs 	<ul style="list-style-type: none"> • Understanding the perfect tense of irregular verbs • Listening and reading for negatives in the perfect tense 	<ul style="list-style-type: none"> • Taking part in an interview about a special holiday • Using the perfect tense of <i>aller</i> (to go)
Skills	<ul style="list-style-type: none"> • Pupils understand and talk about how much school holiday they have • Pupils talk about where 	<ul style="list-style-type: none"> • Pupils learn to understand and use the phrase <i>j'ai visité</i> with different attractions in a city • Pupils learn a 	<ul style="list-style-type: none"> • Pupils understand and use a set of <i>-er</i> verbs in the perfect tense with <i>avoir</i> • Pupils ask and respond to the 	<ul style="list-style-type: none"> • Pupils understand and use a short set of common irregular verbs in the perfect tense • Pupils identify and use 	<ul style="list-style-type: none"> • Pupils understand and produce dialogues about where, who with and how they travelled on holiday • Pupils understand

	<p>they are on holiday</p> <ul style="list-style-type: none"> • Pupils refresh their knowledge of the verbs <i>avoir</i> and <i>être</i> • Pupils use opinion adjectives and qualifiers to talk about their holiday • Pupils learn about liaisons in French pronunciation 	<p>simple 1-2-3 rule for forming the perfect tense</p> <ul style="list-style-type: none"> • Pupils recap how to pronounce <i>ai</i> and <i>é</i> sounds • Pupils listen/read and understand accounts of a visit to Geneva • Pupils produce a dialogue based on a visit to Geneva • Pupils write a short account of a visit using sequencers and qualifiers 	<p>question <i>Qu'est-ce que tu as fait pendant tes vacances?</i></p> <ul style="list-style-type: none"> • Pupils read/listen and decode a song in the perfect tense about activities with friends on different days of the week • Pupils understand that <i>on</i> can mean 'we' 	<p>sequencers in an account of a day out</p> <ul style="list-style-type: none"> • Pupils understand <i>ne ... pas</i> with the perfect tense for saying what someone didn't do • Pupils start to use TRAPS strategy (P = positive or negative) to recognise when verbs are used in the negative form 	<p>and use <i>aller</i> with <i>être</i> in the perfect tense</p>
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>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
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