

Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
T'es branché(e)? Free time activities	We start with the topic of Free Time, as this builds upon previous language acquisition taught in Year 7. Students like to talk about their interests and what they do in their free time. Furthermore, this is a topic which will be covered in the GCSE course, therefore it exposes students early on to key language.	Learn vocabulary to describe different types of TV shows and give complex opinions. Qu'est-ce que tu aimes regarder?	Je regarde, les émissions de sport/télé-réalité/ musicales, les infos, la météo, les séries, les documentaires, les jeux télévisés, les dessins animés, je me passionne pour, je ne supporte pas, je ne rate jamais, j'aime regarder, mon émission préférée.	<ul style="list-style-type: none"> - Students will develop a wide range of linguistic skills throughout this topic, with a particular focus of the present tense paradigms of common irregular verbs. All students will be able to recognise the perfect tense of regular ER verbs and some will be able to use this tense in speaking and writing. - By the end of this unit, students will have developed literacy and oracy skills. They will be able to: - Translate a challenging text on TV and films. - Understand complex opinions from a listening activity.
		Eliciting grammar rules to form ER verbs in the present tense, and negatives.	Ne...pas, ne...jamais, ne...que, ne...rien, ne...ni...ni... Regarder, aimer, adorer, rater (e, es, e, ons, ez, ent)	
		Learn vocabulary for different film genres and give 3 rd person opinions. Quel est ton film préféré?	Les films d'action/ d'aventure/ d'horreur/ d'amour/ science-fiction/ d'arts martiaux/ fantastiques, les comédies, je suis fan de, j'ai une passion pour, j'ai horreur de, il est fan de, elle a une passion pour, ils sont d'accords.	
		Learning to use the irregular verbs AVOIR and ETRE in the present tense.	AVOIR and ETRE – full paradigm in the present tense, Used alongside: Une passion, d'accord, fan de...	
		Using new vocabulary to talk about reading preferences. Qu'est-ce que tu lis en ce moment?	Je lis/tu lis... un magazine sur les célébrités, un livre sur les animaux, un livre d'épouvante, un roman fantastique, un roman d'amour, un manga, une BD, assez bien, nul, amusant, passionnant, intéressant, émouvant, barbant.	
		Forming ir and re verbs in the present tense.	Full paradigm of common ir/re verbs in the present tense e.g. finir/vendre.	
		Describing when and how you use technology. Que fais-tu quand tu es connecté?	Je fais beaucoup de choses, je fais des achats, je fais des recherches pour mes devoirs, je fais des quiz, je partage des photos, je tchatte avec mes amis, je vais sur mes sites préférés, j'utilise des réseaux/médias sociaux, j'envoie des e-mails, je mets à jour ma page	

			perso, je joue à des jeux en ligne, frequency phrases e.g. une fois par semaine, d'habitude, and adjectives e.g. chouette, pratique, génial.	<ul style="list-style-type: none"> - Express and justify their opinions on free time activities. - Write 40-60 words about the their 'Identity'.
		<i>Using the full paradigm of ALLER and FAIRE.</i>	<i>ALLER and FAIRE in the present tense alongside internet activities.</i>	
		Describing what you did yesterday evening. <i>Qu'est-ce que tu as fait hier soir?</i>	J'ai + regardé, écouté, discuté, surfé, joué, posté, envoyé, tchatté, téléchargé, Frequency phrases e.g. ensuite, d'abord, avant/après Negatives e.g. ne/pas ne/plus ne/que	
		<i>Forming the perfect tense with regular ER verbs.</i>	<i>AVOIR + PAST PARTICIPLE of regular ER verbs.</i>	

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<p>Une semaine à Paris.</p> <p>Holidays in Paris.</p>	<p>We teach this topic to build on students' ability to give complex opinions about free-time activities. Students are easily engaged by the cultural aspects of this unit, including the opportunities to learn about the main tourist attractions in Paris. It links closely to Theme 2 of the GCSE course, and deepens grammatical knowledge of the past tense.</p>	<p>Using the past tense to say what you did in Paris. Qu'est-ce que tu as fait à Paris?</p>	<p>L'année dernière, j'ai gagné un concours, j'ai visité la Joconde/la tour Eiffel/la cathédrale de Notre-Dame, j'ai mangé au restaurant, j'ai admiré la Pyramide du Louvre, j'ai rencontré un beau garçon, j'ai acheté des souvenirs, j'ai envoyé des cartes postales.</p>	<ul style="list-style-type: none"> - Students will learn to describe a visit to Paris in the past, through a deepened understanding of French culture and key grammar rules. - They will learn to describe and explain in detail, using a range of verbs. - Students will adapt language to form extended sentences and add detail to be descriptive. - They will translate challenging texts, improve listening skills, practice reading comprehension and - Students will also present a group project about Paris, as part of their speaking assessment on this topic.
		<p><i>Eliciting grammar rules to form ER verbs in the past tense with any subjects (including negative constructions).</i></p>	<p>AVOIR + past participle- all subjects <i>Je n'ai pas visité etc</i></p>	
		<p>Saying when you did certain activities, using irregular verbs. Qu'est-ce que tu as fait lundi/ le weekend dernier/ la semaine dernière?</p>	<p>J'ai, tu as, il/elle a, on a, nous avons, vous avez, ils/elles ont... bu/ fait/ pris/ vu. Hier, avant-hier, aujourd'hui, lundi-dimanche (dernier)</p>	
		<p><i>Adapting grammar rules to use irregular past participles.</i></p>	<p><i>Common irregular past participles e.g. bu/vu/fait/pris.</i></p>	
		<p>Knowing how to describe what a tourist attraction was like. C'était comment?</p>	<p>C'était/ce n'était pas/ je l'ai trouvé/ j'ai trouvé ça... bien/ génial/ fabuleux/ cool/ marrant/ intéressant/ ennuyeux/ horrible/ nul/ effrayant/ bizarre/ cher.</p>	
		<p><i>Adding intensifiers, complex opinion phrases and negative constructions.</i></p>	<p><i>Tres, un peu, assez, vraiment, extrêmement.</i> <i>Ce n'était pas, je n'ai pas trouvé ça</i></p>	
		<p>Learning to describe transport methods. Comment as-tu voyagé ?</p>	<p>Je suis allé(e)/ on est allé(e).. en avion/ train/ voiture/ métro/ bus/ car, à vélo, à pied. Je suis arrivé/ resté/ sorti, j'ai passé... chez moi/ à Paris/ en France.</p>	
		<p><i>Understanding when to use ETRE to form the past tense.</i></p>	<p><i>Full paradigm of ETRE- with MRSVANDERTAMP verbs. Past participle agreement.</i></p>	
		<p>Learning presentation skills to present a project about Paris. Décris tes vacances la semaine dernière.</p>	<p>A culmination of vocabulary and grammar studied throughout the topic so far, in the form of a group presentation (speaking assessment).</p>	

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Mon Identité Personality and music/fashion preferences.	Building on the 'Personality' topic studied in Y7, this unit allows students to develop more detailed and complex descriptions of their own identity. Students enjoy talking about their relationships with others, and this unit gives them the opportunity to discuss things that they are passionate about.	Learning to give detailed descriptions of personality. Décris ta personnalité.	Je m'appelle, je suis, j'ai, j'habite, je parle, je passe, mon meilleur ami(e), il/elle/on with all of the above. (and negatives). Adorable, arrogant, amusant, casse-pieds, curieux, débrouillard, drôle, égoïste, gentil, intelligent, optimiste, paresseux, patient, pénible, pessimiste, rigolo, sociable, sympa.	<ul style="list-style-type: none"> - Students will learn to describe a visit to Paris in the past, through a deepened understanding of French culture and key grammar rules. - They will learn to describe and explain in detail, using a range of verbs. - Students will adapt language to form extended sentences and add detail to be descriptive. - They will translate challenging texts, improve listening skills, practice reading comprehension and - Students will also present a group project about Paris, as part of their speaking assessment on this topic.
		<i>Eliciting and applying adjectival agreement rules.</i>	<i>Masc/fem/plural versions of the adjectives above. Ensure students elicit patterns themselves where possible, before applying these rules.</i>	
		Learning to use reflexive verbs to talk about relationships with family and friends. Tu t'entends bien avec ta famille?	S'entendre, se disputer, se fâcher, s'amuser, se confier, se chamailler... avec... mes amis/ ma famille/ mes copains/ mes parents. Adjectives from previous topic to justify/develop.	
		<i>Using reflexive verbs with all subject pronouns.</i>	<i>All reflexive pronouns and reflexive verb formation. Possessive pronouns- mon/ma/mes, ton/ta tes, son/sa/ses, votre/votre/vos, notre/notre/ nos.</i>	
		Learning to describe musical preferences and to show agreement/disagreement. Quelle musique écoutes-tu?	Mon chanteur préféré, mon groupe préféré, j'adore/je déteste la musique de.., la chanson, ça me donne envie de danser/ chanter/ pleurer/ dormir, ça me rend joyeux/ triste. Le hard rock, le jazz, la musique classique, le pop-rock, le rap, le R'n'B, un peu de tout, les chorégraphies, les mélodies, les paroles.	
		<i>Using ETRE to show agreement/disagreement.</i>	<i>Je suis d'accord, je ne suis pas d'accord, totalement, absolument, vachement.</i>	
		Knowing how to describe clothing and to say what you are <u>going</u> to wear.	Je porte, je vais porter, un jean, un tee-shirt, un chapeau, un sweat à capuche, un pantalon, des bottes, un pull, une jupe, une veste, une chemise, des baskets, des chaussures de skate.	

		Qu'est-ce que tu portes normalement ?	Vert, bleu, orange, marron, jaune, blanc, noir, turquoise, gris, beige. J'ai un style plutôt classique/ décontracté/ skateur/ sportif.	
		<i>Eliciting and applying rules to form the immediate future tense.</i>	<i>Full paradigm of ALLER- then adding infinitives of common verbs to form the future tense.</i> <i>Adjectival agreement with colours.</i>	
		Learning to talk about your passions. De quoi es-tu fan ?	Je suis fan de, je ne suis pas fan de, je me passionne pour, j'ai un passion pour, Je m'entends, je lis, je regarde, je suis, il y a , ce weekend, la semaine derniere, la semaine prochaine.	
		<i>Using 'keys' to the tenses to be able to talk in the past, present and future.</i>	Le passé- hier, la semaine derniere, l'année derniere, c'était, j'ai regarde/ écouté/ lu etc. Le present- normalement, generalement, aujourd'hui Le futur- demain, la semaine pochaine, ce weekend, l'annee prochaine, ce sera, je vais _____.	

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Chez moi, chez toi. Describing homes, the local area and mealtimes.	This unit is put together as an introduction to one of the most complex GCSE topics. It aims to provide students with a solid foundation of knowledge, which enables them to talk about their familiar surroundings, as well as nudge them towards some GCSE style content. Students will easily engage with the more challenging content, which encourages them compare regions.	Understanding how to describe the local area. <i>Ou habites-tu ?</i>		<ul style="list-style-type: none"> - Students will learn to describe a visit to Paris in the past, through a deepened understanding of French culture and key grammar rules. - They will learn to describe and explain in detail, using a range of verbs. - Students will adapt language to form extended sentences and add detail to be descriptive. - They will translate challenging texts, improve listening skills, practice reading comprehension and - Students will also present a group project about Paris, as part of their speaking assessment on this topic.
		<i>Eliciting and applying rules to know which adjectives come before/after the noun, and how they agree in number/gender. Comparing things.</i>	<i>Beau/belle, vieux/vielle, nouveau/nouvelle, joil/jolie, grand/grande, petit/petite., confortable, cool, gros/grosse.</i> <i>Plus ___ que/ moins ___ que/ aussi _____ que.</i>	
		Learning key vocabulary to describe a home. Comment est ta maison ?	Le salon, le jardin, la salle de bains, la cuisine, la salle à manger, la chambre de mon frère/ma sœur, ma chambre, __ pieces, il y a, il n’y a pas. Chez moi/toi. Dans, devant, derrière, entre, sous, sur, a cote de, a droite de, a gauche de, en face de.	
		<i>Using prepositions to describe where things are located.</i>	<i>See list of prepositions above.</i>	
		Learning about a typical French breakfast and describing what you eat at home. Qu’est-ce que tu manges chez toi, pour le petit déjeuner?	Pour mon petit déjeuner, je bois, je mange, je prends (plus past and future, as well as negative varieties)... Du beurre, du café, du chocolat chaud, du lait, du jus d’orange, du pain, une baguette, du thé, de la confiture, des céréales, un croissant, un pain au chocolat, une brioche, une tartine.	
		<i>Using the irregular verbs Boire and Prendre, as well as the past, present and future forms of manger/ boire/ prendre.</i>	<i>Full paradigm of boire/prendre</i> <i>Hier/ce matin : J’ai pris, j’ai bu, j’ai mangé</i> <i>Demain : Je vais prendre, je vais boire, je vais manger</i> <i>Normalement : Je prends, je mange, je bois.</i>	

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<p>Ma ville, mon environnement.</p> <p>Describing local environmental issues.</p>	<p>This unit is put together as an introduction to another of the most complex GCSE topics. It aims to provide students with a solid foundation of knowledge, which enables them to talk about local environmental issues, as well as extending their ability to describe the local area. Students are keen to give suggestions to help their region and reduce environmental problems for themselves and others.</p>	<p>Learning to describe environmental problems in the local area.</p> <p>Quels sont les problèmes environnementaux dans ta région ?</p>	<p>Dans ma ville, il y a, il existe, des problèmes, les déchets, la poubelle, les centres de recyclage, recycler, utiliser, réutiliser, les transports en commun, le bus, le covoiturage, salé, bruyant, propre, l'eau, une manque de, les glaciers sont en train de fondre, il n'y a pas assez de, la circulation, les voitures.</p>	<ul style="list-style-type: none"> - Students will learn to describe environmental problems and offer suggestions to help. - They will learn to describe and explain in detail, using a range of verbs. - Students will adapt language to form extended sentences and add detail to be descriptive. - They will be challenged through the use of GCSE text, and will be expected to manipulate language through the elicitation of key grammar rules.
		<p><i>Adapting key adjectives to form correctly agreed sentences</i></p>	<p><i>Beau/belle, vieux/vielle, nouveau/nouvelle, joil/jolie, grand/grande, petit/petite, confortable, cool, gros/grosse.</i></p> <p><i>Plus ___ que/ moins ___ que/ aussi ___ que.</i></p>	
		<p>Understanding how to read complex GCSE style texts for gist.</p> <p>Lequel est le plus inquiétant à ton avis?</p>	<p>On doit aider..., les déchets, réutiliser, recycler, sacs en plastiques, disparaître, la destruction de leur habitat, une manque d'eau, une augmentation, les glaciers sont en train de fondre.</p>	
		<p><i>Adapting key adjectives to form correctly agreed sentences</i></p>	<p><i>Using 'on doit/il faut' plus a range of infinitives to say what we must do to help the environment.</i></p>	
		<p>Describing what you 'would like' to do to help the environment.</p> <p>Qu'est-ce que tu voudrais faire pour aider?</p>	<p>Je voudrais ____, aider, recycler, réutiliser, réduire, donner, travailler, voyager, protéger, utiliser.</p>	
		<p><i>Using 'je voudrais' plus a range of infinitives.</i></p>	<p><i>With H/A classes, elicit rules to form the conditional mood and adapt the infinitives above.</i></p>	