



## Year 8 French – Spring Term 2 – KNOWLEDGE OVERVIEW

### UNIT OVERVIEW HT4

Unit Title: Town and Local Area		Guideline Time: 10 lessons
<b>Links to prior learning:</b>	Students will recap their knowledge of vocabulary encountered in Year 7 T4 & T6 – places in town and Year 7 T5 – weekend plans. They will also use the familiar structures of <i>il y a</i> and <i>il n'y a pas de</i> in different contexts.	<b>VIPs (Very Important Points):</b>  By the end of this unit, students should be able to:  Use a range of verbs to identify what leisure activities are available in their town.  Use <i>pouvoir + infinitive</i> to say what you can do in your town
<b>Link across units:</b>	The consolidation of the adjectival agreement rule will serve as the gateway for all future units of learning across KS3. Students will revisit this knowledge continuously. Similarly, students will be required to develop extended pieces of writing throughout KS3, increasing in complexity. The scaffold provided by the sentence builders will enable students to produce accurate work whilst encouraging independence in a more structured way. Students get more practice with manipulation of tenses and using different time frames.	Ask for directions to places in a town using the correct gender of nouns more confidently and contracting where applicable ( <i>au, aux</i> )  Understand and give directions in the target language using the imperative form of the verb and using prepositions to specify location.  Students will be able to name a range of modes of transport, giving and justifying opinions on these and identify advantages and disadvantages.
<b>Character/Wider Development:</b>	Through learning the transactional language of directions, students will equip themselves with problem solving skills that can be transferred to real life situations. Understand the Francophone world.	Listen to presentations about 3 French cities outside of France.
<b>Distance Learning (Covid-19)</b>	All lesson PowerPoints will be uploaded to MS teams for students to access the learning from home. Language is recorded to ensure good models of pronunciation. There is a dedicated channel for Distance learning for Year 8. The PowerPoints are to be tabbed to the top of the channel to make it easily accessible for students.	

## OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Homework
Week 1 Leisure activities	To be able to say what activities it is possible to do in a town  Qu'est-ce qu'on peut faire dans ta ville?	I can...  name a range of leisure activities in my local area  say what you can and can't do in my town	<i>Dans ma ville / mon village</i> <i>on peut/on ne peut pas</i> <i>aller au cinéma</i> <i>aller au centre commercial</i> <i>aller à la piscine</i> <i>faire du shopping</i> <i>manger aux restaurants</i> <i>boire aux bars/café</i> <i>visiter le château</i> <i>visiter le musée</i> <i>voir un match de foot/rugby</i> <i>il y a / il n'y a pas de</i>	HAPS will conjugate the full paradigm of <i>pouvoir</i> MAPS will use 1 <sup>st</sup> & 2 <sup>nd</sup> person singular plus impersonal form <i>on peut</i> Both will link two verbs using <i>pour</i> e.g. <i>on peut aller au centre commercial pour faire du shopping</i> LAPS will use <i>on peut</i>	Confusion of <i>on peut, je peux</i> resulting in incorrect spelling of verb form	Week 1: Seneca Learning 5.1.2 (Things to do)
Week 2 Places in town	to say what places there are and are not in a town  Qu'est-ce qu'il y a dans ta ville?	use <i>il y a</i> and <i>il n'y a pas de</i> to describe what there is / isn't in my town  use adjectives with accuracy to add detail to my description	<i>banque, café, centre commercial, centre de loisirs, cinéma</i> <i>château, église, gare (routière), hippodrome, hôpital (super)marché, magasin(s), mosquée, parc, piscine, plage, tabac grand(e), petit(e), joli(e), intéressant(e), vieux/vieille industriel(le), historique pittoresque, moche</i>	HAPS will use <i>il y avait</i> and <i>il y aura</i> to for descriptions in the past and future tense for complexity. They will also use the relative pronoun <i>qui</i> to give more detailed descriptions MAPS will use <i>il y avait</i> for descriptions of the town in the past LAPS will use <i>il y a</i>	That <i>il n'y a pas de</i> is followed by the indefinite article – students may need to be reminded of its omission after the negative structure  Position of adjectives – usual French word order of noun followed by adjective and exceptions such as <i>grand, petit, joli</i> which precede the noun or adjectives whose translation is dependent upon their position in the sentence e.g. 'propre'	Week 2: Seneca Learning 5.1.1 (My Town)

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Homework
Week 3 Directions	To understand and give directions to places in a town Pour aller à...? Où est/sont...?  To be able to use prepositions to give exact locations when giving directions	I can ... understand spoken and written directions to places in town  use command words to give directions  give directions and use prepositions to specify the locations of places	<i>allez, prenez, continuez, passez, tournez, traversez c'est à droite, à gauche, tout droit, première, deuxième, troisième rue, feux, pont, rond-point,</i>  <i>devant, entre, en face de, à droite de, à gauche de, à côté de, au coin, près de, loin de, de l'autre côté de la rue, au bout de (la rue)</i>	HAPS will use longer, more complex directions LAPS will use directions containing one or two instructions  HAPS and MAPS will use a wide variety of prepositions LAPS will use à droite de, à gauche de, en face de	à droite (on the right) can be confused with tout droit (straight on)  Use of cardinal numbers instead of the correct ordinal numbers	Week 3: Seneca Learning 5.1.3 (Directions)
Week 4 Transport	To express preferences for modes of transport and say how you travel to different locations	say how I travel to different places  give opinions on different modes of transport  state advantages and disadvantages of different modes of transport	<i>je vais en voiture, en bateau, en (auto)bus, en (auto)car, en avion, en vélo, à pied plus...que, moins...que, un avantage, un inconvénient c'est, cher, rapide, bon/mauvais pour l'environnement, (pas) cher, (in)confortable, lent, écologique</i>	Students will state how they travel to different places and express opinions, justifying these with a range of appropriate adjectives increasingly from memory HAPS/MAPS will compare modes of transport using <i>plus...que, moins...que, aussi...que</i> and use a range of adverbs to quantify	Vocabulary – confusion between <i>autocar</i> , meaning 'coach' and <i>voiture</i> meaning 'car' is likely  Students may tend to pronounce final consonant e.g. in the words <i>vais</i> and <i>pied</i> or tend towards an anglicized pronunciation of the latter	Week 4: Seneca Learning Revision from HT1 5.2.1 (Countries) 5.2.2 (Going on holiday) 5.2.3 (Holidays)
Week 5 Consolidation – case study of Francophone cities and Key Piece Assessment	Awareness of Francophone countries	Application of knowledge to talk about 3 Francophone countries		Students will learn about 3 Francophone countries and hear presentations about key cities.	Africa is a country. Only French is spoken in Europe	Revision of sentence builders

