

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
<b>Year: 8</b> <b>Term: Summer</b>	<b>Topic: En Vacances (Holidays)</b>	<i>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b><u>Skill focus is WRITING</u></b></p> <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Describing a past holiday</li> <li>• Saying what you DID in Paris</li> <li>• When you did things</li> <li>• Where you went</li> <li>• How you travelled</li> <li>• Describing a photo</li> <li>• Understanding information about a tourist attraction</li> <li>• Completing a role play</li> <li>• How to TAILOR your work</li> <li>• <i>Describing a future holiday and your ideal holidays</i></li> </ul> <p><b><u>Culture:</u></b> Learning about French speaking countries</p> <p><b><u>Grammar</u></b></p> <p>On peut+ infinitive  J'aime + infinitive  Perfect tense of regular –er verbs  Perfect tense of irregular verbs  Perfect tense with être  Asking questions  Revision of past present and future tenses (GCSE verb tables)</p>		<p><i>Vocabulary includes key verbs in present, perfect, near future and conditional tenses, weather, forms of transport, free time activities and countries.</i></p> <p><i>Teachers will give students Vocabulary lists/Knowledge Organisers and Sentence builders at the start of each unit. Students should use these to help with their work and build their knowledge.</i></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students practised describing photos in Autumn Term of Year 8. They have covered present and near future tenses and key verbs in conditional tense. They completed a Writing Assessment in Summer Term in Year 7 and regularly practise this skill.</p>	<p><b>How does this content link to future learning?</b></p> <p>Key questions, grammar and vocabulary that will be revisited and built upon in future learning. Key Verbs and concept of how to TAILOR your work embedded across whole of KS3.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Students will complete a Writing assessment which includes a photo task, translation and a short essay in test conditions (with no support). They will prepare for this using scaffolds and model texts to support</p>	
<p><b>Key assessments: Writing Assessment</b></p> <p><b>How will feedback be received?</b></p> <p>WWW/Next Steps feedback sheets will be completed after the assessments and the students' current pathway will be identified using the MFL Personalised Learning Checklist.</p> <p><b>What will be seen in books?</b> 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress. Students will complete a Writing assessment at the end of the unit. Feedback will be given by teachers on the main Writing assessment (green feedback sheets used for this). Errors will be highlighted and students will be encouraged to use purple pen to correct these errors and improve the accuracy/content of their writing. Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential.</p>		