

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

### Year 8 Overview 2024-25 – French

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
7 weeks (17 Lessons) (33 Days)										
Tues 2-Sep	A	1	<b>Dynamo 2 module 1</b> <b>Unit 1</b> L1&2 Talking about school holidays Revising the verbs <i>avoir</i> and <i>être</i>	<b>Module 1</b>  <b>All five Skills:</b> reading, writing, listening, speaking and translating should be covered every 3 lessons. Culture links/ engaging tasks) <b>Key Focuses: Module 2</b> <b>GW:</b> Students can use and demonstrate an understanding of Opinions in the past tense, understanding more perfect tense phrases, more connectives and time phrases, understanding some basic questions. <b>BI:</b> Varied opinions in the past tense, using perfect tense of 'avoir' verbs accurately, more connectives and time phrases, constructing questions. Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics <b>EW:</b> Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts referring to present and future or past tense <b>GCSE Links: travel and tourism</b> <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules. <b>Grammar focus</b> – The past tense, describing a holiday <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating. <b>Historical Links:</b> Orthography – 26 letters from latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object. <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between Major capital cities in France/ England and other Francophone countries. Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebral palsy day						
9-Sep	B	2	<b>Unit 2</b> L3&4 Saying what you did during the holidays Using the perfect tense of regular <i>-er</i> verbs L5 Exam skill 40 word written task							
16-Sep*	A	3	<b>Unit 3</b> L6&7 Describing a visit to a theme park Using the perfect tense of irregular verbs Skills lesson Phonics and dictation							
23-Sep	B	4	<b>Unit 4</b> L8&9 <b>RECALL TASK</b> Saying where you went and how Using the perfect tense of verbs that take <i>être</i> L10 Exam skill photocard							
30-Sep	A	5	<b>Unit 5</b> L11&12 Listening for negatives in the perfect tense Reading to spot the perfect tense in a text EBI RECALL TASK							
7-Oct	B	6	<b>Unit 5</b> L13 & 14 Asking and answering questions Using the present and perfect tenses together L15 Exam skill – listening and reading tasks from the resource pack – appropriate to level of your group							
14-Oct	A	7	L16 Extended writing preparation and completion and revisit and consolidate the past tense. L17 Feedback and EBIs for writing Skills lesson speaking – role play GCSE style							
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Half-Term

7 weeks (17 lessons) (34 Days)

4-Nov	A	9	<p><b>Dynamo 2 module 2 les fêtes</b></p> <p><b>Unit 1 L1&amp;2</b> Talking about festivals and celebrations Saying what you like and dislike</p>	<p><b>J'adore les fêtes 17 lessons</b></p> <p><u>Unit Learning Outcomes:</u> <b>Key Focuses: Module 2</b> <b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. <b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. <b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts referring to present and future or past tense. <b>GCSE Links: Youth Culture, Lifestyle, French culture and festivals.</b> <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules. <b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with 'er' verbs. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating. <b>Historical Links:</b> Orthography – 26 letters from Latin script, French traditions and festivals. . Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object. <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between freetime in France/ England and other Francophone countries.  Foundational Concepts  Tier 2/3 Vocabulary  Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, cultural events  Careers links: Discussion of job opportunities through the tourism sector.  <b>Equality Diversity and Inclusion (EDI) links?</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between Major capital cities in France/ England and other Francophone countries.</p>
11-Nov	B	ST1	<p><b>Unit 2 L3&amp;4</b> Describing festivals and special days</p> <p>Using the present tense of regular <b>–ir and –re verbs</b> L5 ST1 revision <b>Skills lesson reading skills</b></p>	
18-Nov	A	ST1	<p><b>Unit 3 L6&amp;7</b> Buying food at a market</p> <p>Using transactional language Writing and speaking focus on festivals focus <b>RECALL TASK</b></p>	
25-Nov	B	12	L8&9 <b>Exam completion and EBIS</b>	
2-Dec	A	13	<p><b>Unit 4 L10 &amp;11</b> <u>Listening and Reading Skills</u> (pp. 38–39) Using prediction to help with challenging listening passages Giving answers in French for a reading task L12 Skills lesson <b>RECALL TASK EBIS</b></p>	
9-Dec	B	14	<p><b>Unit 5 L13 &amp;14</b> Talking about a future trip</p> <p>Using the near future tense (with questions) <b>Skills lesson writing</b></p>	
16-Dec	A	15	<p><b>Unit 6 L15&amp;16</b></p> <p>Writing about New Year</p> <p>Combining the present and near future tenses</p> <p><b>L17 Extended writing preparation and completion and revisit and consolidate the past tense.</b></p> <p>L18 Christmas in France</p>	

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				<p><i>Mens health awareness month/disability confident month</i>  <i>1/11 Diwali</i>  <i>12/11 Remembrance Sunday</i>  <i>13/11-19/11 Transgender awareness week</i>  <i>14/11 World Diabetes Day</i>  <i>1/12 World AIDS day</i>  <i>25/12 Christmas Day</i></p> <p><b>Assessment</b> (extended writing / ST1tasks)</p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Saying what you do in free time and giving basic opinions</td> <td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td> <td>To be able to use and recognise 3 tenses in a text.</td> </tr> </tbody> </table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
<b>Christmas Holiday</b> 6 weeks (15 lessons) (30 Days)										
6-Jan	B	16	<p><b>Dynamo 2 module 3 le loisir</b>  <b>Unit 1 L1&amp;2</b>  Talking about digital technology  <b>End of Unit Writing EBI</b>  Forming and answering a range of qu</p>							
13-Jan	A	17	<p><b>Unit 2 L3&amp;4</b> Arranging to go to the cinema  Buying cinema tickets  L5 skill focus speaking – photocard / transactional conversations and spontaneous speaking  <b>Skills lesson Phonics and dictation</b></p>							
20-Jan	B	18	<p><b>Unit 3 L6&amp;7</b>  Talking about leisure activities  Using negatives  <b>RECALL TASK</b></p>							
27-Jan	A	19	<p><b>Unit 4 L8/9</b>  Spotting synonyms  Looking up perfect tense verbs when reading  <b>RECALL TASK EBI</b></p>							
3-Feb	B	20	<p><b>Unit 5 L10 &amp;11</b>  Using three tenses when speaking  Speaking from notes  L12 <b>Skills lesson writing 60 words in 3 tenses</b></p>							
10-Feb	A	21	<p><b>Unit 6 L13 &amp;14</b>  Revision of module 3  L15 <b>Extended writing preparation and completion and revisit and consolidate the past tense.</b></p>							
			<p><b>Unit 6 L15&amp;16</b></p> <p><i>LGBT+ History month</i>  <i>27/1 Holocaust memorial day</i>  <i>1/2 World Hijab Day</i>  <i>6/2-12/2 Children's mental health week.</i>  <i>7/2 Safer internet day</i>  <i>10/2 Chinese New Year</i></p>							

			Complete EN plus section – Research and present info on a French speaking diverse character such as Stromae or Omar Sy	<p>Foundational Concepts</p> <p>Tier 2/3 Vocabulary</p> <p>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, cultural events</p> <p>Careers links: Discussion of job opportunities through the tourism sector.</p> <p><b>Equality Diversity and Inclusion (EDI) links?</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between Major capital cities in France/ England and other Francophone countries.</p> <p><b>Assessment (extended writing / ST1tasks)</b></p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Saying what you do in free time and giving basic opinions</td> <td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td> <td>To be able to use and recognise 3 tenses in a text.</td> </tr> </tbody> </table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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Saying what you do in free time and giving basic opinions	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
<b>Half-Term</b>			5 weeks (12 lessons) (25 Days)							
25-Feb	B	22	<p><b>Dynamo 2 module 4 le Monde est petit</b></p> <p><b>Unit 1 L1&amp;2</b></p> <p>Talking about where you live</p> <p><b>End of Unit Writing EBI</b></p> <p>Discussing the weather</p>	<p>Module 4:</p> <p><b>Key Focuses: Module 4</b></p> <p><b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics.</p> <p><b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics.</p> <p><b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense.</p> <p><b>GCSE Links: me and my region.</b></p> <p><b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules.</p> <p><b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with ‘er’ verbs.</p> <p><b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating.</p> <p><b>Historical Links:</b> Orthography – 26 letters from Latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object.</p> <p><b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all</p>						
3-Mar	A	23	<p><b>Unit 2 L3&amp;4</b></p> <p>Describing where you live</p> <p><b>Skills lesson listening strategies</b></p> <p>Using <i>pouvoir</i> + infinitive</p> <p><b>L5</b> skill focus speaking – photocard / transactional conversations and spontaneous speaking</p>							
10-Mar	B	24	<p><b>Unit 3 L6&amp;7</b></p> <p>Listening for different persons of the verb</p> <p>Using different strategies to decode words while reading</p> <p><b>RECALL TASK</b></p>							
17-Mar	A	25	<p><b>Unit 4 L8/9</b></p> <p>Talking about daily routine</p> <p>Using reflexive verbs</p> <p><b>RECALL TASK EBI</b></p>							
24-Mar	B	ST2	<p><b>Unit 5 L10 &amp;11</b></p> <p>Talking about moving house</p> <p>Using irregular adjectives (<i>beau, nouveau</i> and <i>vieux</i>)</p>							

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			<p>L12 Extended writing preparation and completion and revisit and consolidate the unit.</p> <p>Skills lesson speaking lesson reading out loud and answer questions spontaneously</p>	<p>communities within the Francophone world. Students look at the difference between free time in France/ England and other Francophone countries.</p> <p><i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i></p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Saying what there is in your town</td> <td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td> <td>To be able to use and recognise 3 tenses in a text.</td> </tr> </tbody> </table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what there is in your town	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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Saying what there is in your town	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.								
31-Mar	A	ST2	<p>Dynamo 2 module 5 le sport en direct</p> <p>Unit 1 L1&amp;2</p> <p>Talking about sports</p> <p>Using <i>jouer à</i> and <i>faire de</i></p>							
Easter Holiday <sup>6,7</sup> 5 weeks (13 lessons) (29 Days)										
22-Apr	B	28	<p>Unit 2 L3&amp;4</p> <p>Giving opinions about sports</p> <p>Using the comparative</p> <p>L5 skills lesson - speaking</p>	<p>Module 5: <b>Key Focuses: Module 5</b> <b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. <b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. <b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts referring to present and future or past tense. <b>GCSE Links: me and my region.</b> <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules. <b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with 'er' verbs. <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating. <b>Historical Links:</b> Orthography – 26 letters from Latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object. <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students</p>						
28-Apr	A	29	<p>Unit 3 L6&amp;7</p> <p>RECALL TASK</p> <p>Asking the way and giving directions</p> <p>Using the imperative</p>							
5-May	B	30	<p>L 8/9 RECALL TASK EBI</p> <p>ST2 Revision and preparation</p>							
12-May	A	31	<p>L10/11 ST2 completion and EBIs</p>							
19-May	B	32	<p>Unit 4 L12/13</p> <p>Using <i>il faut</i> to say 'you must'</p> <p>Translating from French into English</p> <p>Skills lesson Phonics and dictation</p>							

				<p>look at the difference between free time in France/ England and other Francophone countries.</p> <p><i>Good Friday 18/4</i>  <i>Easter Sunday 20/4</i>  <i>Autism and stress awareness month.</i>  <i>25/4 World Malaria Day</i>  <i>26/4 Lesbian visibility day</i>  <i>UK national walking month.</i>  <i>1/5-7/5 Deaf awareness week</i>  <i>23/05 Vesak</i></p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Saying what there is in your town</td> <td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td> <td>To be able to use and recognise 3 tenses in a text.</td> </tr> </tbody> </table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what there is in your town	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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**Half-Term** 7 weeks (17 lessons) (35 Days)

2-Jun	A	33	<p><b>Unit 5 L 1 &amp;2</b></p> <p>Talking about injuries and illness</p> <p>Taking part in a conversation with the doctor</p>	<p>As above</p> <p><b>Key Focuses: Module 4</b></p> <p><b>GW:</b> Students can use and demonstrate an understanding of present tense verbs (Je form); high frequency connectives; time phrases; opinion phrases; cognates and Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics.</p> <p><b>BI:</b> students can also use other subject pronouns (il, elle, nous); connectives and time phrases and Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics.</p> <p><b>EW:</b> students can use and understand opinions from different topics (e.g. sport), reasons, perfect tense and Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future or past tense.</p> <p><b>GCSE Links: Youth Culture, Lifestyle</b></p> <p><b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills and setting interleaving tasks for homework from across modules.</p> <p><b>Grammar focus</b> – The present tense, describing personality traits, expressing opinions on TV/film/music/clothing, the perfect tense with ‘er’ verbs.</p> <p><b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating.</p> <p><b>Historical Links:</b> Orthography – 26 letters from Latin script, French Literature – Victor Hugo, Jean-Paul Sartre. Non-finite mood – infinitives, present tense, Finite mood – indicative – the past tense with auxiliary verbs, subject verb-object.</p> <p><b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between free time in France/ England and other Francophone countries.</p> <p><i>LGBTQ+ pride month.</i>  <i>Gypsy, Roma and Traveller history month.</i></p>
9-Jun	B	34	L3&4 Extended writing preparation and completion and revisit and consolidate the unit.	
16-Jun	A	35	Film Module – Le petit Nicolas en vacances L5/6 watch film	
23-Jun	B	36	L7/8/9 character analysis	
30-Jun	A	37	L10/ 11 discuss film preferences and give opinions	
7-Jul	B	38	L11/12 Film review	
14-Jul	A	39	<p>Discuss and create a presentation on a sports personality – new GCSE style.</p> <p>Skills lesson writing tasks</p>	

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				<p>12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day</p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Saying what you like on TV</td> <td>To use the present tense with adverbs of frequency. Giving opinions in two tenses.</td> <td>To be able to use and recognise 3 tenses in a text.</td> </tr> </tbody> </table>	Prior (Y7)	Current (Y8)	Next (Y9)	Saying what you like on TV	To use the present tense with adverbs of frequency. Giving opinions in two tenses.	To be able to use and recognise 3 tenses in a text.
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(Total: 190 Days)										

\* Bank Holidays

Overview of Year 8	
<b>Based on your Flight Path</b> (E.g. Targets 1L – 4L)	<b>By the end of Year 8, students will have learned</b>
<b>GW:</b> (E.g. Grade 1)	Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. They can translate simple sentence to and from target language. (Grade 1)
<b>BI:</b> (E.g. Grades 2-3M)	Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. Additionally, they are beginning to use and recognise two tenses. They can translate simple sentences with some degree of accuracy.
<b>EW:</b> (E.g. Grades 3U-4L)	Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts referring to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. (Grades 3U-4L).

- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)