

BIG IDEAS:

1. Express their ideas and thoughts in another language and respond to speakers of that language, both in speech and writing.
2. Develop the habits of a good linguist; to step outside their comfort zone, demonstrate a “have a go” attitude and equip themselves with linguistic strategies to deal with the unpredictable.
3. Manipulate grammatical structures and apply patterns and rules in order to express themselves and decode what they read or hear.
4. Broaden their horizons by learning about the culture of the countries where the language they are learning is spoken; music, dance, film, literature, fashion, gastronomy, geography and history.
5. Recognise the cultural and linguistic differences between countries and their languages, and adopt a tolerant attitude towards this diversity.
6. Take a pride in possessing a skill that is valued by universities and future employers and is increasingly unique in today’s society and will allow them to participate effectively in the multi-cultural world.

YEAR 8

LA MODE DES TUDORS 1 2 3 4

Nouns, articles and adjective agreements are used to help pupils manipulate the language. Past and future tense introduced. Pupils then add in time phrases, opinions, negatives to improve their writing and speaking skills. Pupils build in confidence. **CULTURE DIFFERENCE**

QUEL TEMPS FAIT –IL? 1 2 3 4 5 6

Use of present, past and future tense phrases to learn the weather. Learning countries and nationalities. Confidence to manipulate language and apply patterns. Present their own forecast, stepping out of comfort zone to do so and understanding this is required in many professions in a multicultural world. **CULTURE ENVIRONMENT TOLERANCE**

JE SUIS TOURISTE 1 2 3 4 5 6

Shops, direction vocabulary to help use se trouve, ou and il y a. Use of churches to link to reformation topic. Pupils to use outdoors to practise directions and team work. **CULTURE RIGHTS TOLERANCE ENVIRONMENT**

LE CORPS ET LES MALADIES 1 2 3 4 5 6

Body parts, illnesses and complex grammatical structures to learn. Past tense to describe problems and doctor visits to relate to everyday life and show all cultures are the same. Understanding the importance of this topic. **DIFFERENCE RESPECT UNDERSTANDING**

MANGER ET BOUGER 1 2 3 4 5

New food vocabulary, introduction of various cuisines to inspire pupils. Past, present and future tense to discuss varying cultures and understand diversity. Speaking to push pupils out of their comfort zone and build confidence. **CULTURE DIFFERENCE DIVERSITY TOLERANCE TOURISM**

LES VACANCES DE PETIT NICOLAS 1 2 3 4 5

Film to help pupils to practise and build on their listening skills. A young boy who pupils can relate to and a story that will be close to pupils hearts are they are about to embark on their summer holidays. Use of past vocabulary and complex structures to show off their skills learned across the four years. **TOURISM DIVERSITY CULTURE ENVIRONMENT HONESTY**