

Curriculum Map 2023-24

Year 8

| Half term | Unit title with hyperlink to scheme of work | Unit summary | Skills & content covered | Skills & content revisited | Links to GCSE skills and content | Summary of formative marking, feedback and student response | Summative assessment schedule, including assessment criteria |
|-----------|---|---|--|--|--|--|---|
| Autumn 1 | Talking about jobs Talking about what, when, where and why you celebrate | feminine adjective agreement rules -l → -lle and -n → -nne comparative forms of adjectives | knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem). | Essential verbs are revisited in new contexts (ÊTRE, AVOIR) Number construction | My personal world Paper 1: Speaking Paper 2: Lis/Rea and understanding | in class assessments and evaluations. Weekly homework (NCELP)/Gaming grammar | End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE |
| Autumn 2 | Talking about what you are doing today vs what you did yesterday Sharing past experiences People and places in the past | present vs perfect (with past simple and present perfect equivalent in English) | Building the verb lexicon; plus oen eu/œu closed o/ô open o -s -th | <i>Regular revisiting of Y7 vocabulary for consolidation Words with multiple meanings are taught cumulatively</i> | My neighbourhood Paper 1: Speaking Paper 2: Listening and understanding | in class assessments and evaluations. Weekly homework (NCELP) | End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE |
| Spring 1 | Talking about nouns you can't count What is it like? Saying what you do or did in a typical day | partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities partitive article de/d' in the negative and with expressions of quantity | all new SSCs learned in Y8 so far [-ill/-ille] -aill/-ail, -eill/-eil, -euill/-euil (-ueill/-ueil, -œill/-œuil), -ouill/-ouil oy | Regular revisiting of Y7 vocabulary for consolidation | My personal world Paper 3: Reading and understanding | in class assessments and evaluations. Weekly homework (NCELP) | End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE |
| Spring 2 | Talking about what you and others do at school Talking about what you are doing this week and what you do every week | verbs like choisir (all persons) present with future meaning | Stress syllabification ai, i, ain/in, em/am, e, a, en/an, h | Consolidation: Mixed word sets | School Paper 1: Speaking Paper 2: List/Rea and understanding | in class assessments and evaluations. Weekly homework (NCELP) | End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE |
| Summer 1 | What is it like? Comparing things Talking about how groups of people do things | feminine adjective agreement rules -l → -lle and -n → -nne comparative forms of adjectives | specified vs unspecified times in the past | Revisiting all Y7 and Y8 SSCs | Lifestyle Paper 3: Rea/Lis and understanding | in class assessments and evaluations. Weekly homework (NCELP) | End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE |
| Summer 2 | Asking and answering questions about what people did and have done | present vs perfect (with past simple and present perfect equivalent in English) | Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families | Developing the verb lexicon – highly frequent (verbs) in present and perfect, with verbs reused in different contexts. | My neighbourhood Paper 3: Reading and understanding Paper 1: Speaking Paper 2: Listening and understanding | in class assessments and evaluations. Weekly homework (NCELP) | End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE |