CARSHALTON BOYS SPORTS COLLEGE

MODERN FOREIGN LANGUAGES — FRENCH — YEAR 8

Key Stage 3 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

FR Subject Vision — Why French Matters

Our Vision

French at Carshalton Boys Sports College opens pupils' access to a language spoken by over 300 million people across five continents, and to the rich, diverse cultures of the Francophone world. Year 8 builds directly on the foundational vocabulary and grammar secured in Year 7, extending pupils from simple description into opinion-giving, comparison and narration across a widening range of topics. By the end of Year 8, every pupil should be able to describe where they live, talk about holidays past and future, discuss media preferences, and engage with environmental issues in French, applying the present, near future, imperfect and conditional tenses with growing confidence.

Key Concepts This Year

- **Communication:** Every unit builds the ability to understand, respond to and initiate communication across an expanding range of topics.
- **Culture:** French towns, holiday destinations, media and environmental attitudes are studied as living culture.
- **Grammatical accuracy:** Present tense is consolidated and the near future, imperfect and conditional tenses are introduced for the first time.
- **Vocabulary and memory:** Sentence Builders, Literacy Lists and retrieval practice build the vocabulary needed for extended communication.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Where People Live (start)	**Where People Live (complete)**	**Travel and Tourism (start)**	**Travel and Tourism (complete)**	**Media & The Environment**
Home and town description; present tense endings of regular verbs; the conditional (je voudrais).	Directions and housing preferences; End of Term Assessment across all four skills.	Holiday plans using the near future tense; countries and transport.	Past holidays using the imperfect (c'était); End of Term Assessment.	Film, TV and book opinions; climate change, modal verbs and the conditional tense.

A Spiral Curriculum Present tense consolidated from Year 7 is joined this year by the near future, imperfect and conditional tenses, feeding directly into Year 9's perfect tense and embedded opinion-justification. Creative Lessons and Summer 2 consolidate the year's content before the End of Year Examination.

Assessment Information

How Pupils Are Assessed

- PATHS Mini Assessments — one skill tested after each Sentence Builder (speaking, writing, listening or reading)
- End of Term Assessments — all four skills across that term's units
- End of Year Assessment — listening, reading, speaking and writing across the full year
- PATHS formal written feedback — a green-pen response lesson after every test

Formal Assessment by Unit

- Where People Live — Mini Assessments in Speaking and Writing, plus an End of Term Assessment
- Travel and Tourism — Mini Assessments in Listening and Reading, plus a combined End of Term Assessment
- Media: Film, TV and Books — Mini Assessments in Writing (translation) and Reading
- The Environment — End of unit assessment, feeding into the End of Year Assessment

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a genuine strength — never generic praise.	*"Your use of the conditional (je voudrais habiter) to describe your ideal home is accurate and well-placed."*
A	**Attainment Mark / Grade**	A clear mark, level or working grade showing where the work sits against expectations.	*State clearly where the pupil is performing against National Curriculum linguistic competence expectations, using clear level language.*
T	**Target to Improve**	One single, specific, prioritised target — never a list.	*"Your next step is to use the imperfect tense (c'était) to describe what your holiday was like."*
H	**How-to Instructions**	Concrete, do-able steps telling the pupil exactly how to act on the target.	*"(1) Name the thing; (2) add c'était; (3) add an adjective that agrees."*
S	**Student Response**	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	*Green pen response rewriting the weak section and noting what to do differently next time, checked by the teacher.*