

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 2025-26 – French										
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (16 Lessons) (33 Days)										
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Dynamo 2 module 1 Unit 1 L1&2 Talking about school holidays Revising the verbs avoir and être	Module 1  All five Skills: reading, writing, listening, speaking and translating should be covered every 3 lessons. Culture links/ engaging tasks) Key Focuses: Module 2 GW: 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. BI: 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 EW: 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 GCSE Links: travel and tourism Teaching - 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. Grammar focus – The past tense, describing a holiday Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating. Historical Links: 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. Equality Diversity and Inclusion: 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 World afro day International day of sign languages world mental health day world teachers day World cerebral palsy day						
8-Sep	B	2	Unit 2 L3&4 Saying what you did during the holidays Using the perfect tense of regular –er verbs Exam skill 40 word written task							
15-Sep (INSET Friday)	A	3	Unit 3 L5&6 Describing a visit to a theme park Using the perfect tense of irregular verbs Skills lesson Phonics and dictation							
22-Sep	B	4	Unit 4 L7&8 RECALL TASK Saying where you went and how Using the perfect tense of verbs that take être Exam skill photocard							
29-Sep	A	5	Unit 5 L9&10 Listening for negatives in the perfect tense Reading to spot the perfect tense in a text EBI RECALL TASK							
6-Oct	B	6	Unit 5 L11 & 12 Asking and answering questions Using the present and perfect tenses together Exam skill – listening and reading tasks from the resource pack – appropriate to level of your gorup							
13-Oct	A	7	L13&14 Extended writing preparation and completion and revisit and consolidate the past tense. Feedback and EBIs for writing Skills lesson speaking – role play GCSE style							
20-Oct	B	8	Dynamo 2 module 2 les fêtes	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Using the present tense with 'er' verbs and different pronouns.</td><td>To use the present tense with adverbs of frequency. To be able to use the perfect tense with avoir. Giving opinions in two tenses.</td><td>To be able to form the perfectt tense with etre and avoir as well as using different pronouns.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Using the present tense with 'er' verbs and different pronouns.	To use the present tense with adverbs of frequency. To be able to use the perfect tense with avoir. Giving opinions in two tenses.	To be able to form the perfectt tense with etre and avoir as well as using different pronouns.
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			<b>Unit 1 L1&amp;2</b> Talking about festivals and celebrations Saying what you like and dislike	
Half-Term			7 weeks (14 lessons) (34 Days)	
3-Nov	A	9	<b>Unit 2 L3&amp;4</b> Describing festivals and special days  Using the present tense of regular –ir and –re verbs  Exam skills reading for exam technique	<b>J'adore les fêtes 17 lessons</b>  <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 refereeing 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>
10-Nov	B	ST1 (core only)	L5&6 Exam preparation and practice for ST1 / exam completion	
17-Nov	A	ST1 (core only)	L7&8 <b>Exam completion and EBIS</b>	
24-Nov	B	12	<b>Unit 3 L9&amp;10</b> Buying food at a market  Using transactional language Writing and speaking focus on festivals focus	
1-Dec	A	13	<b>Unit 4 L11 &amp;12</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 <b>RECALL TASK EBI</b>	
8-Dec	B	14	<b>Unit 5 L13 &amp;14</b> Talking about a future trip  Using the near future tense (with questions) <b>Skills lesson writing</b>	
15-Dec	A	15	<b>Unit 6 L15&amp;16</b>  Writing about New Year  Combining the present and near future tenses  <b>Extended writing preparation and completion and revisit and consolidate the past tense.</b>	

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				<p>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><i>Mens health awareness month/disability confident month</i> <i>Diwali</i> <i>Remembrance Sunday</i> <i>Transgender awareness week</i> <i>World Diabetes Day</i> <i>World AIDS day</i> <i>Christmas Day</i></p> <table><tr><th colspan="3">Assessment (extended writing / ST1tasks)</th></tr><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></table>	Assessment (extended writing / ST1tasks)			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.											
Christmas Holiday 6 weeks (12 lessons) (30 Days)													
5-Jan	B	16	<p>Dynamo 2 module 3 le loisir</p> <p>Unit 1 L1&amp;2</p> <p>Talking about digital technology</p> <p>End of Unit Writing EBI</p> <p>Forming and answering a range of questions</p>	<p><b>Key Focuses: Module 3</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 traditions and festivals. . 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</p>									
12-Jan	A	17	<p>Unit 2 L3&amp;4 Arranging to go to the cinema</p> <p>Buying cinema tickets</p> <p>skill focus speaking – photocard / transactional conversations and spontaneous speaking</p> <p>Skills lesson Phonics and dictation</p>										
19-Jan	B	18	<p>Unit 3 L5&amp;6</p> <p>Talking about leisure activities</p> <p>Using negatives</p> <p>RECALL TASK</p>										
26-Jan	A	19	<p>Unit 4 L7/8</p> <p>Spotting synonyms</p> <p>Looking up perfect tense verbs when reading</p> <p>RECALL TASK EBI</p>										
2-Feb	B	20	<p>Unit 5 L9&amp;10</p> <p>Using three tenses when speaking</p> <p>Speaking from notes</p> <p>Skills lesson writing 60 words in 3 tenses</p>										
9-Feb	A	21	<p>Unit 6 L11 &amp;12</p> <p>Revision of module 3</p>										

			L15 Extended writing preparation and completion and revisit and consolidate the past tense.	look at the difference between freetime in France/ England and other Francophone countries.						
			Unit 6 L15&16  Complete EN plus section – Research and present info on a French speaking celbrity such as Stromae or Omar Sy	LGBT+ History month Holocaust memorial day  World Hijab Day Children's mental health week. Safer internet day Chinese New Year  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.  Equality Diversity and Inclusion (EDI) links? 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. Assessment (extended writing / ST1tasks) <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></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.								
Half-Term 6 weeks (12 lessons) (25 Days)										
23-Feb	B	22	Dynamo 2 module 4 le Monde est petit Unit 1 L1&2 Talking about where you live End of Unit Writing EBI Discussing the weather	Module 4: Key Focuses: Module 4 GW: 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. BI: 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. EW: 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. GCSE Links: me and my region. Teaching - 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.						
2-Mar	A	23	Unit 2 L3&4 Describing where you live Skills lesson listening strategies Using pouvoir + infinitive Skill focus speaking – photocard / transactional conversations and spontaneous speaking							
9-Mar	B	24	Unit 3 L5&6 Listening for different persons of the verb  Using different strategies to decode words while reading RECALL TASK							
16-Mar	A	25	Unit 4 L7&8 Talking about daily routine							

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			Using reflexive verbs RECALL TASK EBI	<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>Women's history month</i> <i>Ramadhan</i> <i>Passover</i> <i>Good Friday</i> <i>Easter Sunday</i></p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></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.								
23-Mar	B	ST2	Lessons 9/10 Skills lesson reading and listening and writing to prepare for ST2							
30-Mar (finish Wednesday 1 <sup>st</sup> April)	A	ST2	Lessons 11/12 Extended writing preparation and completion and revisit and consolidate the unit. ( to prepare for written part of exam)  Skills lesson ( when not completing ST2 / doing EBIs) speaking lesson reading out loud and answer questions spontaneously Dynamo 2 module 5 le sport en direct							
Easter Holiday <sup>6,7</sup> 5 weeks (10 lessons) (29 Days)										
20-Apr	B	28	Unit 5 L1/2 Talking about moving house  Using irregular adjectives ( <i>beau, nouveau</i> and <i>vieux</i> )	<p><b>Module 5:</b></p> <p><b>Key Focuses: Module 5</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,</p>						
27-Apr	A	29	Module 5  Unit 1 L3/4 Talking about sports  Using <i>jouer à</i> and <i>faire de</i>							

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4-May (Bank holiday Mon)	B	30	<b>Unit 2</b> L5/6 Giving opinions about sports  Using the comparative <b>skills lesson – speaking-</b> answering unprepared questions	<i>Good Friday</i> <i>Easter Sunday</i> <i>Autism and stress awareness month.</i> <i>World Malaria Day</i> <i>Lesbian visibility day</i> <i>UK national walking month.</i> <i>Deaf awareness week</i> <i>Vesak</i> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></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.								
11-May	A	31	<b>Unit 3</b> L7/8 <b>RECALL TASK</b> Asking the way and giving directions  Using the imperative							
18-May	B	32	<b>Unit 4</b> L9/10 Using <i>il faut</i> to say ‘you must’ Translating from French into English <b>Skills lesson Phonics and dictation</b> <b>RECALL TASK EBI</b>							
<b>Half-Term</b> 7 weeks (14 lessons) (35 Days)										
<b>1-Jun</b>	<b>A</b>	<b>33</b>	<b>Unit 5</b> L 1 &2 Talking about injuries and illness  Taking part in a conversation with the doctor	As above <b>Key Focuses: Module 4</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 refereeing to present and future or past tense. <b>GCSE Links: Youth Culture, Lifestyle</b> <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks						
9-Jun	B	34	<b>L3&amp;4</b> <b>Extended writing preparation and completion and revisit and consolidate the unit.</b>							
16-Jun	A	35	<b>Film Module – Le petit Nicolas en vacances</b> <b>L5/6</b> watch film							
23-Jun	B	36	<b>L7/8/9</b> character analysis <b>EBI for extended writing</b>							
30-Jun	A	37	<b>L10/ 11</b> discuss film preferences and give opinions							
7-Jul	B	38	<b>L11/12</b> Film review							
14-Jul	A	39	Discuss and create a presentation on a sports personality – new GCSE style. <b>Skills lesson writing tasks</b>							

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				<p>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> <i>world day against child labour</i> <i>autistic pride day</i> <i>World refugee day</i></p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></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	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 8, students will have learned
<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 refereeing 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)