

**Long  
Term Plan**

On the strong foundation of speaking and listening from year 7, year 8 students progress to become more confident readers, writers and narrators who are capable of comprehending and responding to texts of varying lengths and complexity.

**Year 8: Modern Foreign Languages**

	<b>Learning Cycle</b>	<b>Key Concepts and Themes</b>	<b>Linguistic Development</b>
HT1	Describing family and friendships	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Different families</li> <li>• The actions and behaviour of good friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectival agreement with gender and plurals</li> <li>• Exemplified use of direct object pronouns</li> <li>• Use of reflexive verbs to define relationships</li> <li>• The perfect tense (Fr) / preterit (Sp) of common verbs</li> </ul>
HT2	Mass media – TV, film, music, literature	<ul style="list-style-type: none"> <li>• Discussing the benefits of a range of hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of modal verbs to discuss associated benefits</li> <li>• Perfect tense of a wider range of verbs (saw, bought, tried, tasted, found, read)</li> <li>• Use of past tense modals to expand opinions</li> <li>• Use of the near future of common verbs</li> </ul>
HT3	Describing healthy and unhealthy lifestyles	<ul style="list-style-type: none"> <li>• Healthy lifestyles and choices – the importance and make up of diet</li> <li>• The importance of exercise in being healthy</li> <li>• Other negative lifestyle choice to avoid</li> <li>• Mental health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of balanced opinions, and evaluative linguistic structures</li> <li>• Developed range of verbs in the perfect and future tense (improved, practised, tried, developed, found, won, lost)</li> <li>• Increased use of structures to describe future plans or intentions (I'd recommend, I should, one should, I hope, I intend)</li> <li>• Use of future modals to expand opinions</li> </ul>
HT4	Youth culture and trends	<ul style="list-style-type: none"> <li>• The use of technology – the advantages and disadvantages</li> <li>• Staying safe online</li> <li>• Social media and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Use of if clauses to hypothesise and analyse events in past, present and future</li> <li>• Use of the verbs surf, find, discover, learn, follow, download, avoid in past, present and future</li> <li>• Use of phrases using the verb 'to have' (need, fear, intend, desire etc.)</li> <li>• Development of evaluative linguistic phrases – I admit that, people say that, you can't deny that</li> </ul>
HT5		<ul style="list-style-type: none"> <li>• Youth culture – fashion trends and preferences</li> <li>• Music and trends in France/Spain</li> <li>• Festivals and major music events in France/Spain</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs to wear, buy, choose, listen, download, share, recommend in past, present and future</li> <li>• Expanded use of the verbs have (with emotions) and make – make friends, memories</li> <li>• Adjectival agreement and placement,</li> </ul>
HT6	Holidays and travel	<ul style="list-style-type: none"> <li>• Staying safe on holiday – what can go wrong?</li> <li>• Travel abroad and experiencing a variety of cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs to break, lose, steal, forget, fall, cry in the past tense</li> <li>• Use of si clauses in the past and future tenses</li> <li>• Use of adverbs to support narration</li> <li>• Exemplification of the passive voice to improve opinions and narration</li> </ul>

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>• Development of speaking and listening for varied purposes, including narration and prediction.</li> <li>• Reading strategies and skills across purposes – for gist, detail and incidental vocabulary acquisition.</li> <li>• Improved written accuracy and fluency</li> <li>• Narrative skills, and structuring and expanding narration of past and future events using relevant tenses and structures.</li> </ul>
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