



<b>Subject: French</b>	<b>Year Group: 7</b>	<b>Unit 12: Mon pays (Accès Studio)</b>
<b>Unit objectives:</b> Students will gain an overview of how to say what their country and nationality is, along with five other European countries/nationalities		
<b>Context for study:</b> At Key Stage 2, pupils may have learnt some of the European countries and nationalities in French or in Geography.  Pupils learn 6 countries and their corresponding nationalities and will enable them to say what their country and nationality is. More able students may be able to describe the country of others and their nationality. This will lay the foundation for the topic of holidays in year 8/9 (Studio 1, unit 5) as well as supporting GCSE students in unit 8, theme 2 (holidays).		
Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold) <ul style="list-style-type: none"> <li>● Know countries in French; le pays de Galles, la France, la Belgique, l'Écosse, l'Angleterre, l'Irlande</li> <li>● Know nationalities in French and be able to make the agreements by gender; gallois(e), français(e), belge, écossais(e), anglais(e), irlandais(e)</li> <li>● Know the different <b>prepositions</b> for « in » ; en and au (masculine and feminine)</li> <li>● Know how to use the <b>verbs</b> “habiter” and “être » in the first person singular ; j’habite and je suis</li> <li>● More able students may be able to <b>conjugate</b> these verbs in the third person singular and also plural forms</li> </ul>		
Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> Common misconceptions: <ul style="list-style-type: none"> <li>● Difficulty in converting the definite article to the preposition for « in »</li> <li>● Confusion in English between Belgium (the country) and Belgian (the nationality)</li> <li>● Lack of general knowledge around the geography of European countries and difficulty in identifying countries from a map.</li> </ul>	Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i>  Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons. Use of text. Regular knowledge and metacognitive checks through questioning and low stake testing. Structures in questions to support independent authentic writing and discussion as the unit progresses. Writing modelling using paragraph structure. Expanded success criteria used to support final assessment.	
Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i>  <b>Reading assessment</b>		