

## Planning: Year 7 - Cycle 2

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
<b>Key topic: ENDANGERED ANIMALS</b>	<p>In this cycle, students will learn to:</p> <ul style="list-style-type: none"> <li>-describe the weather / climate on different continents, which will allow them to discuss where different endangered animals live in and why;</li> <li>-explain why these animals are endangered;</li> <li>-describe them (using definite articles as opposed to indefinite articles and positioning &amp; agreeing adjectives correctly;</li> <li>-express and justify opinions; -</li> <li>-use the third person of the present tense with être, avoir and -er verbs to give more detailed information;</li> <li>-extend their sentences using a wider range of connectives (et, ainsi que, aussi, à cause de, car, parce que, vu que, puisque, ou, donc, bien que, même si);</li> <li>-make comparisons.</li> </ul>	<p>In cycle 1 and prior to that, students have learnt to understand and ask a range of questions about themselves and others; they have acquired basic dictionary skills; they have learnt how to use the verbs avoir and être in the present tense with je, tu, il &amp; elle; to conjugate -er verbs with je, tu, il, elle, on, nous, ils &amp; elles; to understand the concept of masculine and feminine; how to identify whether a noun is masculine or feminine; to use indefinite articles; to extend their sentences using simple connectives and the relative pronoun "qui" and to use adjectives as well as some intensifiers to describe themselves and others.</p>	<p>This cycle is extremely rich linguistically. It covers a range of key linguistic objectives and vocabulary, which they will need for their future learning:</p> <ul style="list-style-type: none"> <li>-the weather (Holidays / Travel &amp; Tourism);</li> <li>-refining descriptions and positioning and agreeing adjectives;</li> <li>-expressing and justifying opinions by using comparatives;</li> <li>-using the third person of common regular and irregular verbs;</li> <li>-building a bank of connectives.</li> </ul> <p>The context is engaging and raises students' awareness of global issues, a theme which is central to the new GCSE.</p> <p><b>Links to AQA GCSE: THEME 2 - Unit 2.3 - Global issues</b></p>	<ul style="list-style-type: none"> <li>- Confusion between et &amp; est</li> <li>- Confusion between a &amp; est</li> <li>- Adjectives agree in number and gender.</li> <li>- Word order (adjectives).</li> <li>- Confusion between à cause de (because of) &amp; car (because).</li> <li>- Forgetting the word "que" (than) in comparisons.</li> <li>- Using the third person correctly (il adore not il j'adore).</li> </ul>	<p>-Discussion &amp; questioning (What do you notice? Why? Any patterns? Can you deduce the rules from the patterns?).</p> <ul style="list-style-type: none"> <li>- Use colour codes to show adjectival agreement (red for feminine, green for plural).</li> <li>-Mini whiteboard activities and translation activities to visualise and practise word order (adjectives / comparisons).</li> <li>- Use of graphic representations such as:</li> </ul> <div data-bbox="1682 824 1923 1008" data-label="Image"> </div>

### Definitions:

**Main idea/concept/knowledge** – This is the knowledge you want the students to learn.

**Prior knowledge** – This is the prior knowledge students need to know to make sense of the main idea. This information should make up part of the recap questions.

**Future knowledge** – This is what the main idea is going to lead to in the future (this can be months and years rather than next lesson).

**Misconceptions** – What wrong ideas might the students have?

**Representation: image, model, metaphor** – These are the variety of representations we can use to explain an idea: the images, the stories, the examples and metaphors which will help clarify complicated concepts for students.