

# Curriculum Overview

## MFL

### KS3

	Year 7	Year 8	Year 9
Term 1	<p>Students will be able to introduce themselves and their friends/family members, using greetings, posing questions, giving details of names, ages and birthdays, using the 1<sup>st</sup> and 3<sup>rd</sup> person of the verb heißen and sein. Students will be able to state where they live and where that is using wohnen and sein. Students will know numbers 1-100, days and months and understand how to change from cardinal to ordinal in German, in order to be able to state when their birthday is. Pupils will be able to talk about their likes and dislikes using using simple opinion verbs and second verb in the infinitive.</p> <p>Students will be able to give details about their siblings and other family members, stating their name, ages and their likes/dislikes using heißen, sein, mögen, hassen and lieben in the 3<sup>rd</sup> person. Students will be able to state how often/when they do activities using time qualifiers. As well as expressing opinions about free time activities, they will also be able to use weather and time expressions,</p>	<p>Students will begin the topic of holidays focusing on destinations and accommodation. Students will revisit their use of the perfect tense. Students will further develop their use of the perfect tense to say how they travelled to their holiday destinations. They will also use the imperfect tense to give opinions about how the journey was. Students will revisit the formation of the perfect tense using both auxiliary verbs to describe the activities that they did on holiday and to use the imperfect to give opinions about these activities. Students will revise their use of the perfect and imperfect tense (where appropriate) to be able to describe the weather during their holiday. Students will revisit their use of the present tense to talk about holidays in the present tense or normal holiday destinations. Students will also be able to express opinions about holiday types, expressing their preferences for types of holidays. They will use complex phrases such as um...zu with appropriate word order to be able to express preferences. Students will deepen their extended writing and speaking skills.</p> <p>Units 1, 2 and 3 are the prior learning for this unit.</p>	<p>Students will be able to give a detailed physical and character description of themselves and their family members, expressing justified opinions about their relationships. They will be able to state who they do and don't get on well with and why, using object pronouns and complex opinions. They will also be able to discuss the characteristics and qualities that make a good friend/friendship. Students will be introduced to more complex adjectives which are non-cognate based to add extra variety to their language. Students will be able to give justified opinions on food and drinks as well as develop their use of the perfect tense to say what they ate for their meals yesterday. Students will use the imperfect tense and the comparative to discuss what they were like when they were younger. They will also use a range of verbs in the imperfect tense to describe their life in the past. Students will deepen their extended writing and speaking skills.</p> <p>Units 1-6 are the prior learning for this unit.</p>

	<p>to say when they do them using the future tense in the 1<sup>st</sup> person.</p> <p>Students will be able to give physical and character descriptions using sein and haben. They will also be able to use a variety of qualifiers and intensifiers to add extra detail. Students will be able to say who they do and don't get along with and why, using sich verstehen mit...denn... Students will also be able to state what pets they have and what their pets are like and be able to express opinions about pets.</p> <p>Students will be able to pronounce common German sounds accurately.</p> <p>Students will know German Christmas traditions.</p> <p>Students will begin to develop their skills in longer pieces of writing and speaking.</p> <p>No prior learning expected but the teacher can draw upon words and facts pupils might already know about the German language and culture.</p>		
<p><b>Term 2</b></p>	<p>Students will be able to give details of their school day, revisiting days and numbers to be able to describe their school day.</p> <p>Students will strengthen their ability to express justified opinions to convey their likes and dislikes of school subjects, using comparatives and both denn and weil, with correct word order. Students will re-visit character descriptions to describe their teachers. Students' ability to describe will</p>	<p>Students will know a range of key verbs to talk about what they do in their free-time. Students will be able to conjugate the verbs across a range of pronouns. Some of these verbs will be regular verbs but students will also be able to understand irregular verbs. Students will revise and extend their opinions phrases to talk about what they like doing in their free-time. Students will consolidate their use of connectives to justify their opinions, reinforcing word order expectations Students will then apply these free-time activities in the past and</p>	<p>Students will be able to talk about their local area using es gibt and the modal structure man kann + infinitive. They will be able to use adjectives with correct endings to describe what there is in their town. They will also be able to give extended opinions about their town, Students will revisit their use of the future/conditional to talk about where they would like to live when they are older and why. Students</p>

	<p>be developed, by being able to give physical descriptions to talk about their school and its facilities. Students will also be able to express how they would like to improve their school, its facilities and uniform. Students will also be able use the future tense and perfect tense in 1<sup>st</sup> person format to talk about what they do after school and what they did at break, respectively. Students will further develop their extended writing and speaking skills. Students will access an authentic German text: Der Hase mit der roten Nase. Unit 1 is the prior learning for this unit</p>	<p>future tense to be able to express what they have done and what they would like to do in the future with future tense time markers. Students' use of justified opinions will be revisited in the context of TV, cinema and music preferences. Students will deepen their extended writing and speaking skills. Unit 1, 2, 3, and 4 are the prior learning for this unit.</p>	<p>will be able to express opinions about the rooms in their house. Students will develop their transactional vocabulary making them able to ask for and understand directions, as well as order food in a restaurant. Students will be able to discuss their opinions on shopping. They will revisit comparative adjectives to compare shopping options. Students will deepen their extended writing and speaking skills. Units 1-7 are the prior learning for this unit.</p>
<p><b>Term 3</b></p>	<p>Students will know a range of key locations to be able to describe where they live, and they will be able to give opinions on those areas. They will be able to use the key verb wohnen with preference structures such as gern, nicht gern, lieber and am liebsten. Students will continue to improve their ability to justify opinions, with increasingly accurate word order. Students will acquire vocabulary about types of houses and giving justified opinions about their home. Students will also learn how to describe location, using prepositions to describe what is in their home and where it is. Students will also be able to talk about their town and local area, detailing facilities using es gibt ein/kein and the modal structure man kann to say what can be done in that town/area. Students will re-visit their use of the future tense to be able to say what they will do in their area next weekend and the perfect tense to say what they did last weekend. Students will be able to identify key places in German-speaking countries using compass points and complete a mini-project</p>	<p>Students will be able to express justified opinions about their school subjects and their teachers. Students will be able to describe their school and discuss their school day. Students will know a range of jobs, professions and career paths and be able to use key verbs in the first and third person to talk about the positions that family members hold and also where they work. Students will be able to talk about characteristics and what characteristics are required for which job roles. Students will use the future tense to express their career plans and wishes and also the conditional tense to be able to talk about their dream job. Students will then be able to talk about other future wishes for in 5, 10, 20 years' time. Students will learn a range of separable and reflexive verbs to be able to talk about their daily routine during the week. Students will deepen their extended writing and speaking skills. Students will also revise and consolidate in preparation for end of year assessment. Unit 1, 2, 3, 4 and 5 are the prior learning for this unit. <b>UL EOY EXAMS</b></p>	<p>Students will learn subject-specific vocabulary which is linked to the topic of environmental problems and solutions. Students will be able to use the superlative to talk about the biggest and most serious environmental issues. Students will then be able to use modal structures to suggest what can be done to protect the environment and the future tense to say what they and others will do for the environment. Students will then learn vocabulary linked to the rights of children and young adults. Students will learn complex topic-specific vocabulary linked to other social issues such homelessness and poverty. Students will also revisit their knowledge of the imperfect tense and comparatives to be able to compare issues of today to those in the past. Students will revisit and deepen their knowledge of the perfect tense to be able to say what they and others have recently done to help charitable causes. Students will deepen their extended writing and speaking skills. Students will access an authentic French film and review it. Students will also revise and consolidate in preparation for end of year assessment.</p>

	<p>researching a place in the German-speaking world.</p> <p>Students will further develop their extended writing and speaking skills.</p> <p>Students will also revise and consolidate in preparation for end of year assessment.</p> <p>Units 1 and 2 are the prior learning for this unit.</p> <p><b>UL EOY EXAMS</b></p>		<p>Units 1-8 are the prior learning for this unit.</p> <p><b>UL EOY EXAMS</b></p>
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## Curriculum Overview

**MFL**

**KS4**

	Year 10	Year 11
Term 1	<p>Students will understand the key differences between the school system in Great Britain and the German-speaking world. They will be able to discuss their timetables, using present tense and inversion when starting sentences with time markers. They will be able to give complex opinions using weil and correct word order to discuss their school subjects. Students will be able to describe their school uniforms with correct adjectival endings in the accusative case. Students will be able to use modal verbs to state what the school rules are, and use the subordinating conjunctions dass, to express opinions about the rules. The perfect and imperfect tenses will be used to describe an event or trip that has happened at school in the past.</p> <p>Assessment: 80-90 word written task End of unit listening, reading and speaking progress check.</p> <p>Students will then progress onto considering future plans. They will learn about military and civilian service with German-speaking countries and be able to use future tense verbs with the zu construction. Students will be able to discuss their own personal plans for after their GCSEs using a variety of ways to express future intent including reflexive verbs such as sich interessieren sich für. Students will be able to discuss their strengths and skill sets in line with career paths they may choose. Students will consider the advantages and disadvantages of taking a gap year and they will be able to formulate an argument on this. Hopes and dreams for the future will be studied and students will be able to use the conditional and imperfect subjunctive to do this.</p> <p>Assessment: 130-150 word written task End of unit listening, reading and speaking progress check.</p>	<p>Students will be able to describe holidays across a variety of tenses, using the perfect and imperfect past tenses to talk about a holiday they have been on recently. They will be able to use a variety of future tense structures to express plans for upcoming holidays and further develop this using the conditional to be able to talk about dream holidays. Students will be able to use the present tense and a variety of opinion phrases to express reasons for going on holidays. Students will be able to use transactional language to make bookings and reservations, purchase tickets and make complaints; this will be excellent practice of phrases and vocabulary for the speaking exam</p> <p>Speaking exam prep – all thematic contexts. Mock 1 prep – all skills and thematic contexts</p>
Term 2	<p>Students will be able to describe their family members using possessive adjectives and relative pronouns. They will be able to discuss how they get on with different family members and why. They will consider equality and identity and who their role model is/who they respect for their contribution towards equality. They will be able to use the past and present tense to discuss how the situation has changed over time. Students will then look at festivals and cultural events in German-</p>	<p>Complete thematic contexts home and local area and our planet Revise: Family and relationships Free-time Social media Music, film, TV, cinema and reading Festivals and traditions</p>

	<p>speaking countries and be able to express complex justified opinions about them Students will then use the perfect and imperfect tenses to discuss a family celebration. They will be able to talk about a variety of festivals, celebrations and parties, using a variety of tenses and showing and understanding of and respect for different religions and cultures.</p> <p>Assessment: 80-90 word written task 130-150 word written task End of unit listening, reading and speaking progress check.</p> <p>Students will then progress onto other aspects of their personal world. They will be able to give opinions about musicians and music genres, as well as learning about German-speaking musicians. They will be able to discuss their life online, using separable verbs in the present tense and express the advantages and disadvantages of life online, Students will be able to express their preferences for TV programmes and film. They will be able to use the perfect and imperfect tense to write a film review about 'Ballon'.</p> <p>Assessment: 80-90 word written task End of unit listening, reading and speaking progress check. Speaking focus on transactional scenarios for the role paly such as inviting people out and buying tickets.</p>	<p>Food, shopping and eating out Home, town and local area Travel and tourism Global and social problems Healthy lifestyle school, further education and employment Mock 2 prep – all thematic contexts Mock 2 – all skills</p>
<p><b>Term 3</b></p>	<p>Students will be able to talk about the sports they do in order to stay physically and mentally fit and healthy. They will consider which sports are the most popular in German-speaking countries and be able to compare sports using the comparative and superlative. Students will look at different food and meal times and consider what is better to eat and when, they will also understand the different eating habits in German-speaking countries. They will discuss good and bad habits relating to lifestyle and wellbeing and be able to discuss these across a variety of tenses, to include the conditional to express what they would like to change. Students will learn a variety of health problems/illnesses including mental health issues, injuries and what can be done to help with them. Students will also consider what is important to them to be able to live a healthy lifestyle.</p> <p>80-90 word written task 130-150 word written task End of unit listening, reading and speaking progress check. Preparation of all four skill areas for EOY mock</p>	

## Curriculum Overview

**MFL**

**KS5**

	<b>Year 12</b>	<b>Year 13</b>
<b>Term 1</b>	<p>In the first term there is a major focus on explicit grammar teaching and acquisition of A-level skills, i.e. 'how to' approach the various task types encountered in paper 1, both in terms of 'how to' listen/read/speak/write/plan and also in terms of how to strategise around specific task types like summary writing and true/false/not in text, as well as the photo card element of the speaking exam.</p> <p>The following grammar is covered: present, perfect, imperfect, pluperfect, future and conditional tenses of weak and strong verbs, modal verbs,</p>	<p>This term focuses entirely on the remaining topics needed for success in paper 1, as well as covering the remaining grammar topics of adjectives, pronouns, zu constructions and the future perfect tense. The topics studied are, in order: Berlin damals und heute (which leads on sensibly from the film), Kunst und Architektur, Jugendkultur: Mode, Musik und Fernsehen, die digitale Welt, die Politik und die Jugend, Einwanderung, Integration and Rassismus. There is a lot of vocabulary learning and skills practice, as students spend their lessons practicing an array of reading and listening question types, including summary writing. They also gain a wealth of cultural knowledge about the German-speaking world,</p>

	<p>separable verbs, reflexive verbs, subordinating and co-ordinating conjunctions, adverbial connectives and cases, allowing students to access complex texts and produce complex language themselves. The topics covered for paper 1 this term are Beziehungen innerhalb der Familie and Feste und Traditionen. Covering these very accessible topics first helps students transition between GCSE and A-Level. Assessment takes place continuously in various forms. Formative assessment happens each lesson, in which students complete exam-style or past-paper questions during the we and you phases, as well as regular vocabulary tests. Summative assessment comes from mock exams in line with data collections.</p>	<p>spanning from artists to LGBTQ+ life in Berlin to migration policy. Additionally, students access a speaking skills session once per fortnight, in which they work entirely orally to build their fluency and confidence and are able to successfully deal with the photo card section of the speaking exam. Assessment takes place continuously in various forms. Formative assessment happens each lesson, in which students complete exam-style or past-paper questions during the we and you phases, as well as regular vocabulary tests. Summative assessment comes from mock exams in line with data collections.</p>
<p><b>Term 2</b></p>	<p>We continue our skills and paper 1 learning initially, covering the topic Die Wiedervereinigung und ihre Folgen in preparation to study our film, which is set during the period of reunification. As well as the historical perspective, students learn how Germany is still shaped and affected today by its separation and unification. Grammar and exam skills also continue: we focus especially on translation skills and add the subjunctive to our verb use. After we cover the topic, we then move onto our film study, which will take us until the end of the year and is an especially engaging aspect of the course. We study <i>Goodbye, Lenin!</i> – a very popular German comedy with sad undertones and a retro aesthetic that brings the former East Germany to life. We begin our film study by watching the film together, both as a whole and in close study chunks of sequences, getting to know the film and learning the necessary vocabulary to access, understand and write about it. We then structure our learning around character studies and the film’s themes. Assessment takes place continuously in various forms. Formative assessment happens each lesson, in which students complete exam-style or past-paper questions during the we and you phases, as well as regular vocabulary tests. Summative assessment comes from mock exams in line with data collections.</p>	<p>This term begins with the final topic seen on paper 1, Deutschland und die EU, before moving onto the Individual Research Project. For this project, the students are supported to research a topic relating to their learning and prepare a presentation for their speaking exam. For several lessons this takes place during class time, after which it forms the basis for the majority of the students’ homework for the rest of the term. By half-term we start the final new content of the course, which is our literature study. For this, we study <i>Die verlorene Ehre der Katharina Blum</i> by Heinrich Böll, a well-regarded and engaging short novel about a woman who is vilified by the media. We read the book together and close-study extracts, characters and themes. We revise and fine-tune the essay-writing skills we learned in year 12 to enable students to get the best outcome from paper 2. Assessment takes place continuously in various forms. Formative assessment happens each lesson, in which students complete exam-style or past-paper questions during the we and you phases, as well as regular vocabulary tests. Summative assessment comes from mock exams in line with data collections.</p>
<p><b>Term 3</b></p>	<p>Building on our progress in term 2, we develop essay writing skills for paper 2. We do a lot of practicing of writing longer texts in an academic register, working with example essays, past exam questions and the mark scheme to ensure students know exactly what they need to do to write a good film essay. Feedback is regularly given and responded to throughout the course, but this term in particular there is a higher amount, including redrafting, as students seek to improve the one skill that will dictate their entire mark for paper 2. As part of this, they also learn general vocabulary that belongs in academic essays and continue to develop their grammar</p>	

knowledge by working on the passive voice. The term ends with revision and assessment.

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