

German Curriculum Intent

Years 7 and 8	At Vyners KS3 MFL builds upon the foundation of language learning from KS2 whether students are continuing the same language or learning a new one. Teaching develops the transferable skills of listening, speaking, reading and writing centered on core grammar such as tenses and word order. Vocabulary is developed through the teaching of core topics: Introducing myself; family; pets; descriptions; freetime; clothes; home; school; where you live; food; technology; healthy / unhealthy living; body and illness; holidays; celebrations; festivals and future plans. KS3 enables students to understand and communicate both personal and factual information on a variety of themes and sub topics. Students learn to develop and justify points of view in their speaking and writing and increase their ability to be both spontaneous, independent and accurate. KS3 provides students with the necessary skills and knowledge for GCSE such as the ability to transcribe, translate, complete photocard descriptions, role plays and write essays on a variety of GCSE topics. Students have the opportunity to take part and develop conversations; cope with unfamiliar language and unexpected responses. Students learn to empathise and understand other cultures and learn new social conventions. Students are exposed to a variety of literary texts, stories, poems and songs. Students also consolidate their learning of vocabulary and structures through games, sentence builders and online quizzes.
Year 9 Transition	All students in Year 9 study a language. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Appropriate GCSE content is covered from the spring term of Year 9.
Years 10 and 11	At Vyners we follow the AQA GCSE specification for MFL. Our GCSE syllabus fully prepares students for A level study. At GCSE students build upon and deepen their knowledge of vocabulary and grammar from KS3. Students learn to understand and respond to different types of spoken and written language, to communicate and interact effectively in speech for a variety of purposes such as role play, photocard and conversation. Students are encouraged to show spontaneity and trained to deal with unexpected questions and responses. Students develop their ability to manipulate structures and tenses to write for a range of purposes such as emails, informal and formal letters, blogs and reviews. Students build translation skills from and into the target language ranging from sentences to paragraphs. The curriculum is organised into three themes: identity and culture; local, national, international and global areas of interest; current and future study and employment. The subtopics within the three themes are interleaved throughout the GCSE courses providing students with opportunities to recall prior knowledge leading to success in the linear GCSE exam.
Year 12 and 13	At Vyners we follow the AQA A level specification for MFL. The A level syllabus fully prepares students for either an undergraduate course at university; working abroad or working for a company with international links. At A level students deepen their knowledge of vocabulary and grammar from KS4. The curriculum is organised into 4 themes: Aspects of the German speaking society; artistic culture in the German speaking society; multiculturalism in German speaking society and aspects of political life in the German speaking world. Students also have the opportunity to study literature and film from the target language country and are then required to write essays about them. Students listen to and read German using a variety of authentic sources. Students study the society, cultural background and heritage of the language. A level students learn to be effective communicators, to speak and write for different purposes, to express facts and ideas, to present explanations, opinions

and information and to develop research skills. Students learn how to argue their case and how to support their ideas with facts learned from research. In addition students learn key exam skills such as summary writing taken from listening and reading texts.

German Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introductions <ul style="list-style-type: none"> Classroom language Greetings, name Numbers, alphabet Colours Months Age, birthday Where I live 	Family <ul style="list-style-type: none"> Family members Personality Hair and eye colour Body parts Pets 	Freetime <ul style="list-style-type: none"> Hobbies & Sport Frequency 	School <ul style="list-style-type: none"> Subjects and opinions Clothes, uniform Time, days of the week, timetable Teacher characters School clubs, buildings 	Food <ul style="list-style-type: none"> Breakfast Snacks Restaurant visit, ordering food Healthy eating Perfect tense Giving advice with 'Man soll' 	World of writing <ul style="list-style-type: none"> Getting to know German-speaking writers Learning the fairy tale tradition
Year 8	Holiday <ul style="list-style-type: none"> Holiday destinations Activities Past holidays Transport Weather 	Where you live <ul style="list-style-type: none"> Chores House and home Places (e.g. cinema) Describing where you live now and before Your room 	Daily life <ul style="list-style-type: none"> My town Asking the way Routines Healthy living (introduce with body parts and visits to the doctor) 	Clothes <ul style="list-style-type: none"> What you like to wear Shopping habits Shopping plans Past special occasions 	Media <ul style="list-style-type: none"> TV, film Music genres Internet and social media Technology today and in the past 	Welcome to Berlin <ul style="list-style-type: none"> Planning a trip to Berlin Learning about life in Berlin

Year 9	<p>Theme 1:</p> <ul style="list-style-type: none"> Technology in everyday life Social media and mobile technology Advantages and dangers of social media Free time activities: music, cinema and TV TV programmes Films and opinions Music 	<p>Theme 1:</p> <ul style="list-style-type: none"> Food and eating out. Items of food and drink / opinions Different courses when eating out Meals and mealtimes Shopping for food and drink Sports and games with opinions 	<p>Theme 1:</p> <ul style="list-style-type: none"> Customs and festivals Customs and festivals in German-speaking countries/communities <p>Theme 2:</p> <ul style="list-style-type: none"> Types of house /rooms. Describe your room. My town 	<p>Theme 2:</p> <ul style="list-style-type: none"> Healthy and unhealthy living What I am allowed to do 	<p>Theme 3:</p> <ul style="list-style-type: none"> School subjects, teachers and opinions. A typical school day School uniform and opinions. 	<p>Theme 2:</p> <ul style="list-style-type: none"> Weather German-speaking countries Past holidays
Year 10	<p>Theme 1- Identity and culture</p> <ul style="list-style-type: none"> Me, my family and friends Family members Physical and character description Relationships with 	<p>Theme 3 - current and future study and employment</p> <ul style="list-style-type: none"> Education post-16; my future plans/part-time work 	<p>Theme 2: Home, town, neighbourhood and region:</p> <ul style="list-style-type: none"> Types of house /rooms. Describe your room. Activities you do at home to help. 	<p>Theme 2:</p> <ul style="list-style-type: none"> Healthy and unhealthy living in the past and future Voluntary work abroad 	<p>Theme 2:</p> <ul style="list-style-type: none"> Helping the environment Poverty Homelessness 	<p>Theme 1:</p> <ul style="list-style-type: none"> Free time activities: music, cinema and TV TV programmes Films and opinions Music Food and drink Sporting activities

	<ul style="list-style-type: none"> family and friendship Relationships when younger 		<ul style="list-style-type: none"> Say where you would like to live. Ideal house / room House when younger 			
Year 11	<p>Theme 2:</p> <ul style="list-style-type: none"> Travel and Tourism: At the hotel. Holidays and the weather Holiday destinations 	<p>Theme 1:</p> <ul style="list-style-type: none"> Customs and festivals Customs and festivals in German-speaking countries/ communities 	<p>Theme 3:</p> <ul style="list-style-type: none"> School and education <p>Theme 1:</p> <ul style="list-style-type: none"> Technology in everyday life 	<p>Exam skills:</p> <p>Speaking Listening Reading Writing Translation Authentic text comprehension Grammar</p>	<p>Exam skills:</p> <p>Speaking Listening Reading Writing Translation Authentic text comprehension Grammar</p>	<p>Exams</p>
Year 12	<p>Theme1:</p> <ul style="list-style-type: none"> Changing family role of the family <p>Exam skills</p> <ul style="list-style-type: none"> Film study: Goodbye Lenin Book study; der Vorleser Preparation for Integrated research project 	<p>Theme 2:</p> <ul style="list-style-type: none"> Digital world Internet Digital world <ul style="list-style-type: none"> Exam skills <ul style="list-style-type: none"> Introduction to listening and Reading summary writing 	<p>Theme 3:</p> <p>Youth culture</p> <ul style="list-style-type: none"> Fashion Music und Television Fashion and image Importance of music for young people <ul style="list-style-type: none"> Role of T.V Exam skills <ul style="list-style-type: none"> Literature: der Vorleser (the reader) <p>Film: Goodbye Lenin</p>	<p>Theme 4</p> <ul style="list-style-type: none"> Festivals and Traditions Literature: der Vorleser Film: Goodbye Lenin <ul style="list-style-type: none"> Exam skills 	<p>Theme 5</p> <ul style="list-style-type: none"> Art and architecture in German speaking countries 	<p>Theme 6</p> <ul style="list-style-type: none"> Berlin life then and now Independent Research project started

Year 13	Theme 1: Migration <ul style="list-style-type: none"> Reasons for Migration Advantages and disadvantages of Migration policy Integrated research project Exam skills IRP Der Vorelser Goodbye Lenin 	Theme 2: Integration <ul style="list-style-type: none"> Measures Barriers Experiences of migrants Exam skills IRP Der Vorelser Goodbye Lenin 	Theme : Racism <ul style="list-style-type: none"> Impact on victims Origin of racism moral courage to fight against it TRIAL Exam <ul style="list-style-type: none"> IRP Der Vorleser Goodbye Lenin 	Theme 4: European Union <ul style="list-style-type: none"> Germany and the EU Germany's role within the EU Advantages Disadvantages Impact Exam skills IRP Der Vorleser Goodbye Lenin 	Theme 5: Politics and young people <ul style="list-style-type: none"> Different methods of engagement in politics for young people Priorities of young people Role pressure Exam skills IRP Der Vorleser Goodbye Lenin 	Theme 6: German unification and consequences <ul style="list-style-type: none"> East German peaceful revolution Outcomes of reunification Culture and identity in new Germany SPEAKING EXAM Exam

Subject MFL KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIME SCALE	Annually	Termly assessments in at least two of the four skills: listening, speaking, reading and writing. Using Kerboodle or ActiveLearn.	<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed.</p> <p>This covers the summer end of term topic assessments.</p> <p>Data is used to plot performance against the projected flight plan.</p> <p>Students will go through the test with staff and the mark scheme to identify areas that need additional support.</p>	<p>End of topic tests are teacher assessed and termly tests are teacher assessed. Student data is collected and those not making enough progress are identified and intervention is provided. Students comment on the performance in each exam against their target grade.</p> <p>Data is analysed in preparation for Departmental review</p>
	Interim	<p>End of topic assessments in the four skills approximately every 6-10 lessons. These consist of resources and questions using Kerboodle assessments. These are teacher and peer assessed using mark schemes.</p> <p>Speaking assessments will be set per topic. These are teacher assessed. Feedback on how to do better next time is given to the student alongside a ReACT task to complete.</p> <p>Quality of written work in exercise book are checked regularly and feedback informs students how to improve.</p>	<p>Autumn Term Test Spring Term Test End of Year Test</p> <p><u>Year 7</u> - All content learned can be assessed in each term test <u>Year 8</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test</p>	
	Weekly	<p>Homework tasks Lesson ready tasks (flipped learning) where research is needed Weekly retrieval activities and quizzes</p>		

	Hourly	Retrieval activities Key questioning on skills and understanding Mini plenaries Class tasks to be Peer and self assessed.	
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Subject MFL KS4		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIMES CALE	Annually	Students complete at least two assessments each term in listening, reading, writing and speaking each term to ensure that progress towards target grade is being made.	Years 9 will sit end of unit assessment in Listening, Reading, Writing and Speaking. Year 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points. Year 10 around Easter and Year 9 in the summer. Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August.	Data collated by staff is used as a basis for the intervention groups in the winter and spring terms for year 11 and summer for year 10. Data is used to identify students not making adequate progress. Analysis of the data collated is the responsibility of CFM and MKK readiness for the departmental review.
	Interim	Students in Year 10 /11 receive Feedback against MFL GCSE criteria in assessed skills on a feedback sheet Pupils react by completing self - reflection sheet. In readiness for the GCSE speaking exam questions will be issued to Year 10 for use in lessons. Students will practise these questions throughout Year 10 and 11 and work with the language assistant if they require support.	End of unit tests for each topic. Exam questions taken from GCSE Past papers and EAQA or Exampro. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.	
	Weekly	A number of different strategies are used by staff including: Variety of online resources weekly from the GCSE textbook for listening, reading, writing and speaking as well as online resources/platforms. Homework (occasionally lesson ready tasks) Vocabulary learning		

	Hourly	<p>Within lessons students will be assessed by;</p> <p>Answering questions in class,</p> <p>Exam questions with mark schemes for listening, reading, speaking and writing.</p> <p>Assessment for learning</p> <p>Reflecting against the set objectives</p> <p>Reacting to feedback</p>	
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Subject MFL KS5		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIMESCALE	Annually	Years 12 and 13 trial exams used to determine student progress towards end of year external exam	<p>Year 12 End of Year subject tests marked internally.</p> <p>Year 13 A Level exams Paper 1,2,3,4 marked externally by AQA.</p>	<p>Throughout KS5, Students work with the assistant on their Integrated Research Project and discussion card. They also practise their essay writing skills on one film and one work of literature. On line A level text book and resources provides students with practise in listening and reading.</p> <p>The MFL department tracks and evaluates summative assessment performance across KS5 evaluating performance and progress which is then used to inform teaching, feedback, targets and intervention strategies.</p>
	Interim	Homework is for consolidation and practice purposes in all four skills using the A level text book and includes exam style essay questions to aid learning and exam performance.	<p>YEAR 12</p> <p>Once a half term, one assessment in listening, reading and a topic or literature essay marked in depth. Speaking assessments are completed in December and March /April</p> <p>YEAR 13</p> <p>Once a half term, one assessment in listening, reading and an essay marked in depth. Speaking assessments are completed in December and March /April</p>	

	Weekly	<ul style="list-style-type: none"> • Reading texts • Listening texts • Speaking with assistant • Essay preparation work (to enable teacher to identify areas of weakness or misunderstanding). • grammar <p>ALL ASSESSED WORK IS TO BE FOUND IN THEIR FOLDERS.</p>	
	Hourly	<p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> • Discussions on key topic • Reading and understanding • Listening and understanding • summarising • Focused questioning/targeted questioning on theme studies • Grammar 	