Learning the language and culture of other countries is vital to young people in today's global community. Communicating effectively in another language is a lifelong skill for education, employment, and leisure. Pupils increase in confidence, independence and creativity, whilst developing literacy skills in their own language. They come to appreciate the differences and similarities between people of different countries and thereby learn to value cultural diversity.

Our curriculum is designed to ensure we are developing independent learners who can manipulate the language that has been taught and make meaning of it. Throughout our curriculum we aim to ensure that new knowledge is both retained and accessible to the long-term memory by, where appropriate, focusing on chunks of language rather than single words. We have carefully considered the grammar and key phrases that pupils should be able to manipulate at the end of each key stage and have mapped how we will get to this end stage in our schemes of work. Throughout Key Stages 3, 4 and 5 we see the importance of regularly re-capping key themes so have mapped out in our curriculum opportunities for the recycling of key language and grammar points.

**Key Stage 3**

All pupils start French in Year 7 and follow a three-year KS3 course. Most pupils start learning German in Year 8. Pupils learn to talk about themselves and other people through topic-based modules which focus on the skills of Listening, Reading, Speaking and Writing. Grammar underpins their learning. In KS3 pupils are introduced to the learning strategies that help them to pronounce, memorise and translate individual words and phrases confidently. They begin to write and understand longer passages of text that include opinion, justification and more sophisticated vocabulary. Assessments are planned for the end of each topic and aim to check understanding but also aim to be motivating and achievable for all pupils.

**Key Stage 4**

Pupils are offered the chance to study one or two languages at GCSE. French pupils follow the AQA course and German pupils study the Pearson course. Pupils’ language skills in KS4 continue to be developed in the four key areas tested at GCSE – Speaking, Listening, Reading and Writing. Pupils are encouraged to use language creatively and to acquire a useful level of competence in real-life situations. Language and cultural awareness are promoted as well as a deeper understanding of grammar. Pupils are tested in at least two skills at the end of each module.

**Key Stage 5**

KS5 pupils in French and German follow the AQA A Level course that is divided into topics focusing on the politics and culture of the target language country that they are studying. A Level pupils also carry out an independent research project on a topic of their own choosing.

| Year | Knowledge (Topics / contexts)What pupils will ‘**know’**. | Skills acquiredWhat pupils will be able to ‘**do’**. | Grammar concepts developedWhat pupils will ‘**understand’**. | Detailed Feedback/ Assessment Opportunities |
| --- | --- | --- | --- | --- |
| **8** | **Term 1a**Phonics and classroom language,Numbers 1-12Some personal information**Term 1b** Pets, family, colours, birthdays + ordinal numbers,German Christmas**Term 2a** Sports / other leisure activities + how often we do them, technology**Term 2b**School, days of the week + time, personal description, school facilities + rules, **Term 3a** Revision and exams**Term 3b**In town: shops, shopping, snacks + drinks, holiday plans | * Decoding German sounds,
* Recognising and using German cognates
* Memorisation techniques
* Reading techniques
* Practising speaking skills, eg asking + answering questions
* Using transferable language
* Structuring a piece of German writing
* Dictionary skills
* Making extended sentences
* Recycling language
* Identifying and explaining
* language patterns
* Listening skills
 | * Using present tense
* Using regular + irregular verbs in their various forms with pronouns
* Using modal verbs (eg ‘can’)
* Adjective Agreement with nouns
* Giving opinions
* German word order
* Talking about future in the present tense
* Using connectives + word order
* Using possessives eg his / her
* Using es gibt + ein/ kein
* Saying what you would like eg ich möchte
* Using ‘werden’ to form the future tense
 | **Term 1a****Writing Challenge:** translation into German and into English(Detailed feedback with WWW and NS)**Term 1b****Listening Challenge:** extracting information from spoken sources about family and petsExtended piece of written homework on opinions on family and pets (Detailed feedback WWW and NS)**Term 2a****Speaking Challenge:** Answering questions about yourself(Detailed Feedback in an assessment grid with WWW and NS)**Term 2b****Reading Challenge:** Extracting information from written sources about schoolExtended piece of written homework on opinions of school subjects (Detailed feedback WWW and NS)**Term 3a****Reading, Listening and Writing Exams**Writing Exam will have detailed FB with WWW and NS**Term 3b**Extended piece of written homework describing your town (Detailed feedback WWW and NS) |
| **9** | **Term 1a**Holiday: holiday activities, transport, weather. problems**Term 1b**Media: preferences, types of films/ programmes, screen time, media reviews, speaking different languages**Term 2a**revision and exams**Term 2b**health: German food and drink, healthy lifestyle, comparisons**Term 3a**school trips: rules, daily routine, directions, festivals**Term 3b**Set 1: Revision and Challenge; Clothes + future tenseSets 2 + 3Berlin: History, what you can do in Berlinstart with GCSE topic ‘School’ Set 1 depending on time | * Asking + answering questions
* writing paragraphs using past tenses
* asking questions in the perfect tense
* reading longer paragraphs
* listening + understanding different tenses
* developing note-taking skills
* using language creatively in a new context
* using persuasive language
* asking questions using a variety of verbs
* using past, present and future tenses
 | * using imperfect tense
* using perfect tense
* combining present + past tenses
* using modal verbs
* using prepositions + dative case
* using irregular verbs
* using imperative forms
* using reflexive + separable verbs for different people in the present + past tense
* using adjectives to describe nouns
* using ‘wenn’ clauses
* using future tense with ‘werden’
* Preposiitions + accusative
* Adjective endings
 | **Term 1a****Speaking Challenge** about a past holiday (Detailed Feedback in an assessment grid with WWW and NS)**Term 1b****Reading Challenge:**past holiday, free time activities, book reviewExtended piece of written homework giving opinion about film/ programmes (Detailed feedback WWW and NS)**Term 2a****Listening, Reading + Writing Exams**Writing Exam will have detailed FB with WWW and NS**Term 2b****Writing Challenge:**topics covered in lessons so far + translation into German(Detailed feedback with WWW and NS)**Term 3a****Listening Challenge:**topics covered so farExtended piece of written homework talking about school rules (Detailed feedback WWW and NS)**Term 3b****Reading + Writing Challenge:** Set 1 only on some of the topics covered during the year(Detailed feedback with WWW and NS) |
| **10** | **Term 1a**School: school subjects, clothes, school day, school rules**Term 1b**free time: discussing leisure activities, reading habits, music, film + TV**Term 2a****Revision and exams****Term 2b**human relationships: describing photos, what makes a good friend; describing relationships; weekend activities**Term 3a**house, home, town: house + home; food + drink, meeting exchange partner, describing your home + a typical day**Term 3b****Speaking Exam :** Role-Play, Picture Card, Discussion | * giving opinions with reasons using ‘weil’ and ‘denn’
* asking + answering questions
* expressing preferences
* describing photos
* understanding literary texts
* practising listening skills
* practise speaking
* composing texts of varying lengths
* practising translation: from German into English + English into German
* using various tenses together
* giving opinions in the past tense
* expressing complex opinions using ‘dass’
 | * using verbs in present tense
* using past tenses (imperfect + perfect tenses)
* using numerous modal verbs
* using adverbs of frequency + place
* using nouns + articles
* using the future tense
* exploring preferences
* using plural nouns
* using the conditional tense
* using possessive adjectives
* using dative case with ‘mit’
* using preposition ‘in’ and ‘an’
* using pronouns to talk about other people
* using irregular verbs in present tense
* applying the correct register eg ‘Sie’ or ‘du’
* prepositions with dative + accusative case
* using reflexive + separable verbs, incl. in the past tense
* using modal verbs in the imperfect tense
* using ‘wenn’ clauses
 | **Term 1a****Listening Challenge:** schoolConversation questions completed on the topic of school. Detailed feedback with WWW and steps to improve given every 3 answers**Term 1b****Reading Challenge:**school, free time + translationConversation questions completed on the topic of free time. Detailed feedback with WWW and steps to improve given every 3 answers**Term 2a****Writing Challenge:**picture card + translation(Detailed feedback with WWW and NS)**Term 2b****Listening, Reading + Writing Exams**Writing Exam will have detailed FB with WWW and NSConversation questions completed on the topic of human relationships. Detailed feedback with WW and steps to improve given every 3 answers**Term 3a****Speaking Exams:** role-play, picture card, discussionSpeaking Exam will have detailed FB with WWW and NSConversation questions completed on the topic of house and home. Detailed feedback with WW and steps to improve given every 3 answers |
| **11** | **Term 1a**Travelling: making hotel bookings, modes of transport, buying tickets; accommodation + problems; directions; in a restaurant, souvenir shopping; describing problems**Term 1b**Revision + Mock GCSE Exams in all skills**Term 2a**Holiday: types of holiday; destinations; weather; past experiences; plans; where people live; advantages/ disadvantages of there you live**Term 2b**Work: jobs + places of work; talking about jobs/ work experience; job descriptions; personal profile; dream job; why to learn other languages; using German beyond school**Term 3a**Festivals + Events/ Environment: International events; involvement in a sporting event + their advantages/ disadvantages; discussing pro + cons of global music event; how to be environmentally friendly; what the country can do to be environmentally friendly; **Term 3b**Revision + GCSE Exams | * Asking for + understanding directions
* Listening skills – recognise key vocabulary
* Reading skills – identifying detailed information from written sources
* Writing skills – writing longer texts using a variety of tenses and grammatical concepts
* Speaking skills – being able to describe a picture, dealing with a role-play, being able to have a conversation on numerous topics
* Answering questions about jobs + work experience
* Recognising sequencers
* Further develop understanding of word order with ‘weil’
* Forming questions
* Coping with numbers + dates
* Developing awareness of adjectival nouns
* Understanding texts by becoming aware of the passive
 | * Using clauses + subordinate clauses with two verbs
* Comparative + superlative adjectives + adverbs
* Using demonstrative article ‘dieser’
* Using imperatives
* using ‘wenn’ clauses with the subjunctive
* nominative + accusative adjective endings
* using ‘seit’ + present tense
* saying where you are going using appropriate prepositions
* Using ‘werden’ + present tense
* Using prepositions with the genitive
* Using the pluperfect tense
* Using infinitive constructions with ‘zu’
* Using ‘es gibt’ with ein und kein
* Saying what you could/ should/ would do
* Using masculine + feminine nouns
* Using conjunctions + intensifiers
* Using ‘um….zu’
* Using ‘etwas’ + adjective
* Using prepositions with the accusative
* Using subordinate clauses
 | Reading challengeMock GCSE Exams in:Listening, Reading, Writing, SpeakingGCSE Exams in all 4 skills |
| **12** | **Theme 1: Aspects of German-speaking society****Unit 1 – Familie im Wandel**Discuss relationships and possible problems within a familyUnderstand the changing roles and expectations for partnership in recent historyDiscuss a variety of possible forms of family life | * Read a literary extract
* Discuss advantages and disadvantages
* Discuss issues relating to the family
 | * Use the present tense ; including modal verbs
* Use the perfect tense
* Understand correct word formation
 | Continuous assessment throughout the year  |
| **Unit 2 – Die digitale Welt**Discuss how you use the internetTalk about the benefits and dangers of social networksDiscuss digital society and its future developments | * Understand compound Words
* Interpret and explain figures and statistics
* Talk about possible developments and predictions
 | * Use the correct word order (inversion, Time-Manner-Place)
* Use prepositions with Cases
* Use the future tense and the present tense with a future expression of time
 |  |
| **Unit 3 – Jugendkultur: Mode, Musik und Fernsehen**Discuss fashion and the importance of imageTalk about different types of musicTalk about different types of television programmes | * Respond to a poem
* Express your opinion
* Use connective
 | * Use pronouns
* Use cases with verbs
* Use the imperative
 |  |
| **Theme 2: Artistic culture in the German-speaking world****Unit 4 – Feste und Traditionen**Describe and explain the roots and origins of festivals in GermanyDiscuss the social and economic importance of festivals and traditions in GermanyExplore the diversity of festivals and traditions in German-speaking countries | * Translate into German
* Answer questions in German
* Summarise a reading passage
 | * Use the passive with Werden
* Use the imperfect tense
* Use separable and inseparable verbs
* Use reflexive verbs
 |  |
| **Unit 5 – Kunst und Architektur**Discuss the influence and role of art and architecture todayDiscuss how contemporaryarchitecture and art shape our everyday lifeDiscuss developments in art and architecture from past to presentand into the future | * Give a presentation or a talk
* Express reactions and emotions
* Improve your answers
 | * Use correct word order in subordinate clauses
* Use comparatives and superlatives
* Use the pluperfect tense
 |  |
| **Unit 6 – Das Berliner Kulturleben damals und heute**Discuss the influence of political events on Berlin and debate an historic tour through the cityDiscuss the role of culture in Berlin today and plan a cultural weekendDiscuss aspects and challenges of life in a multicultural city | * Speak persuasively
* Listen for detail
* Translate from German into English
 | * Use adjectival endings
* Use infinitive constructions with and without zu
* Use the imperfect subjunctive in conditional clauses
 |  |
| **Film- und Literaturdossier*** Discussing theme, character, technique and sociocultural context in cinema, and learn key vocabulary for analysing films.
* A case study of Good Bye, Lenin!
 | * Writing an essay about a film or a literary text
* A guide to structuring a response to an essay question on a literary text or film
 |  | SPS Internal Exams:* Paper 1 – Listening, Reading + Writing
* Paper 2 – Writing
* Paper 3 - Speaking
 |
| **13** | **Theme 3: Multiculturalism in German-speaking society****Unit 1 – Einwanderung**Explain the main reasons why people migrateEvaluate the advantages and disadvantages of immigration for immigrants and the country of destinationExamine issues affecting a country’s migration policy | * Apply dictionary skills: verbs
* Tall about data and trends
* Use gist comprehension for complex passages
 | * Use weak masculine nouns
* Use complex adjectival phrases
* Use adjective endings
 |  |
| **Unit 2 – Integration**Discuss how the German government promotes the integration of migrants and refugeesDiscuss barriers to integrationDiscuss and compare the experiences of migrants and refugees in Germany | * Plan a discussion
* Talk about priorities
* Speak accurately and with good pronunciation through listening
* Varying sentence structure to enhance writing and speaking
 | * Use possessive and interrogative adjectives
* Use the subjunctive in indirect speech (1)
* Use correct word order
 |  |
| **Unit 3 – Rassismus**Discuss the impact of racism on its victims and the support available Discuss the origins of racismDiscuss how people resist racism and show moral courage to fight against it  | * Use a variety of negative expressions
* Translate the English gerund into German
* Express obligation
* Strategies for checking your work
 | * Use relative and interrogative pronouns
* Revise the present and future tenses
* Use the subjunctive in indirect speech (2)
 | ` |
| **Theme 4: Aspects of political life in the German-speaking world****Unit 4 – Deutschland und die Europäische Union**Discuss how the EU has evolved and Germany’s role within itDiscuss the advantages and disadvantages of the EU for GermanyUnderstand the impact of EU expansion on Germany | * Vary vocabulary by using synonyms
* Express doubt and uncertainty
* Expand a discussion
* Understanding complex sentence structures
 | * Use the perfect, imperfect and pluperfect tenses
* Use da(r) + preposition to anticipate a dass or infinitive clause
* Use the future perfect tense
 |  |
| **Unit 5 – Die Politik und die Jugend**Discuss the ways and the extent to which young people engage in politicsDiscuss priorities for youth politics in GermanyDiscuss the priorities of young people and the role of pressure groups | * Express criticism tactfully
* Express approval and disapproval
* Use language to promote a cause
* Summarising a factual text
 | * Use the passive
* Use modal particles
* Use correct word order, including variations for emphasis
 | A2 Exams:* Paper 1 – Listening, Reading \_ Writing
* Paper 2 – Writing
* Paper 3 - Speaking
 |
| **Unit 6 – Die Wiedervereinigung und ihre Folgen**Discuss the events and developments which led to German reunification Discuss and contrast the desired and actual outcomes of reunification Discuss and compare the culture and identity of the old and new federal states A | * Recognise and use subjunctive forms
* Use language for describing change
* Plan an essay
* Asking questions and creating a dialogue
 | * Use the pluperfect subjunctive in conditional sentences
* Use cases
* Use conditional sentences with the imperfect and pluperfect subjunctive
 |  |
| 1 **Film- und Literaturdossier*** Discussing theme, character, technique and sociocultural context in cinema, and learn key vocabulary for analysing films.
 | * A case study of Good bye Lenin
 |  |  |
| 2 Literaturdossier: *Zonenkinder* | * A case study of Der Besuch der alten Dame
 |  |  |
| 3 Comprehension skills for literary texts | * Analysis of the book, eg character, plot, life in East Germanu, the Peaceful Revolution
 |  |  |
| 4 Individual research project | * Planning, research and preparation for the individual research project
 |  |  |
|  | Film Cklub (compulsory)* ‘Das Leben der Anderen’
* ‘Go West’
* ‘Die weisse Rose’
* ‘Lola rennt’
 | * To gain an insight into life in Germany in recent history
 |  |  |