

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. Pupils who have shown an aptitude to learning French start to learn 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 acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessment (KPIs)
8	<p>Term 1a Phonics and classroom language, Numbers 1-12 Some personal information</p> <p>Term 1b Pets, family, colours, birthdays + ordinal numbers, German Christmas</p> <p>Term 2a Sports / other leisure activities + how often we do them, technology</p> <p>Term 2b School, days of the week + time, personal description, school facilities + rules,</p> <p>Term 3a Revision and exams</p> <p>Term 3b In town: shops, shopping, snacks + drinks, holiday plans</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Term 1a KPI 8.1 Reading Challenge: translation German into English KPI 8.2 Writing Challenge: translation into German</p> <p>Term 1b KPI 8.3 Vocabulary Challenge: vocab. test KPI 8.4 Listening Challenge: extracting information from spoken sources about family and pets</p> <p>Term 2a KPI 8.5 Speaking Challenge: Answering questions about yourself</p> <p>Term 2b KPI 8.6, 8.7, 8.8: Reading, Listening and Writing Exams</p> <p>Term 3a KPI 8.9 Reading out loud</p> <p>Term 3b KPI 8.10 Reading Challenge</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessment (KPIs)
9	<p>Term 1a Holiday: holiday activities, transport, weather. problems</p> <p>Term 1b Media: preferences, types of films/ programmes, screen time, media reviews, speaking different languages</p> <p>Term 2a revision and exams</p> <p>Term 2b health: German food and drink, healthy lifestyle, comparisons</p> <p>Term 3a school trips: rules, daily routine, directions, festivals</p> <p>Term 3b Set 1: Revision and Challenge; Clothes + future tense</p> <p><u>Sets 2 + 3</u> Berlin: Geography – position of Berlin and sights of Berlin</p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Wo ist Berlin? • Berlin liegt in N,O,S,W, • Places in town / Berlin <ul style="list-style-type: none"> • Wirtschaftswunder 	<ul style="list-style-type: none"> • 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' • Prepositions + accusative • Adjective endings <ul style="list-style-type: none"> • Directions - Imperatives 	<p>Term 1a KPI 9.1 Speaking Challenge about a past holiday</p> <p>Term 1b KPI 9.3 Vocabulary Challenge: vocabulary test on the media topic</p> <p>Term 2a KPI 9.4, 9.5, 9.6: Listening, Reading + Writing Exams</p> <p>Term 2b KPI 9.10 Reading Challenge: food topic</p> <p>Term 3a</p> <p>Term 3b Reading + Writing Challenge: Set 1 only on some of the topics covered during the year</p>

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<p>History of the division of Germany</p> <p>Was kann man in Berlin machen?</p> <p>Berliner Kultur</p> <p>LBGTQ+ in Berlin Berliner Mauer Kunst</p> <p>Transport in Berlin</p>	<ul style="list-style-type: none"> • Krieg • Mauer etc • Activities in Berlin • Artists in Berlin • Particular focus on Käthe Kollwitz (her links with Berlin and WWI and WWII) • The Hip Hop Scene in Berlin • Christopher Street Day in Berlin • Berlin Wall art • WS 'Berlin Stadtrundfahrt' • Historical links to divided Germany 	<ul style="list-style-type: none"> • Perfect tense + word order • Present tense • Man kann + infinitive • Wenn clauses • Word order • Kunst + Musik • expressions relating to the topic • Lesbische / Schwule/ Rechte • Gender neutral language • Die Berliner Mauer • Imperative • Wie komme ich am besten? • Buying tickets • Zum / zur • Film Review vocabulary 	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessment (KPIs)
	Study of film Ballon (Michael Bully Herbig 2018)	<ul style="list-style-type: none"> Focus on main characters Central themes of the film 		
10	<p>Term 1a School: school subjects, clothes, school day, school rules</p> <p>Term 1b free time: discussing leisure activities, reading habits, music, film + TV</p> <p>Term 2a Revision and exams</p> <p>Term 2b human relationships: describing photos, what makes a good friend; describing relationships; weekend activities</p> <p>Term 3a house, home, town: house + home; food + drink, meeting exchange partner, describing your home + a typical day</p> <p>Term 3b Speaking Exam : Role-Play, Picture Card, Discussion</p>	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> 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 	<p>Term 1a KPI 10.1a Listening Challenge: school topic.</p> <p>Term 1b KPI 10.1b Reading Challenge: school, free time + translation</p> <p>Term 2a KPI 10.2 Writing Challenge: picture card and 80-90 word exam-type question on the topic of school</p> <p>KPI 10.3 Listening Challenge on the free time topic</p> <p>Term 2b KPI 10.4, 10.5, 10.6: Listening, Reading + Writing Exams</p> <p>Term 3a KPI 10.7 Speaking Exams: role-play, picture card, discussion</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessment (KPIs)
			<ul style="list-style-type: none"> • using modal verbs in the imperfect tense • using 'wenn' clauses 	
11	<p>Term 1a Travelling: making hotel bookings, modes of transport, buying tickets; accommodation + problems; directions; in a restaurant, souvenir shopping; describing problems</p> <p>Term 1b Revision + Mock GCSE Exams in all skills</p> <p>Term 2a Holiday: types of holiday; destinations; weather; past experiences; plans; where people live; advantages/ disadvantages of there you live</p> <p>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</p> <p>Term 3a Festivals + Events/ Environment: International events; involvement in a sporting event + their advantages/ disadvantages; discussing pro + cons</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>Term 1a KPI 11.3 Writing assessment on the 'Bringing the World Together' topic: Describe a photo, write 80-90 words</p> <p>Term 1b KPI 11.4,, 11.6, 11.7: Mock GCSE Exams in: Listening, Reading, Writing,</p> <p>Term 2a KPI 11.5 Speaking Mock Exam Role play, picture card and discussion GCSE Exams in all 4 skills</p>

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<p>of global music event; how to be environmentally friendly; what the country can do to be environmentally friendly;</p> <p>Term 3b Revision + GCSE Exams</p>		<ul style="list-style-type: none"> Using conjunctions + intensifiers Using 'um....zu' Using 'etwas' + adjective Using prepositions with the accusative Using subordinate clauses 	
12	<p>Theme 1: Aspects of German-speaking society</p> <p>Unit 1 – Familie im Wandel</p> <p>Discuss relationships and possible problems within a family</p> <p>Understand the changing roles and expectations for partnership in recent history</p> <p>Discuss a variety of possible forms of family life</p>	<ul style="list-style-type: none"> Read a literary extract Discuss advantages and disadvantages Discuss issues relating to the family 	<ul style="list-style-type: none"> Use the present tense ; including modal verbs Use the perfect tense Understand correct word formation 	Continuous assessment throughout the year
	<p>Unit 2 – Die digitale Welt</p> <p>Discuss how you use the internet</p> <p>Talk about the benefits and dangers of social networks</p> <p>Discuss digital society and its future developments</p>	<ul style="list-style-type: none"> Understand compound Words Interpret and explain figures and statistics Talk about possible developments and predictions 	<ul style="list-style-type: none"> 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 	
	<p>Unit 3 – Jugendkultur: Mode, Musik und Fernsehen</p> <p>Discuss fashion and the importance of image</p>	<ul style="list-style-type: none"> Respond to a poem Express your opinion Use connective 	<ul style="list-style-type: none"> Use pronouns Use cases with verbs Use the imperative 	

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<p>Talk about different types of music</p> <p>Talk about different types of television programmes</p>			
	<p>Theme 2: Artistic culture in the German-speaking world</p> <p>Unit 4 – Feste und Traditionen</p> <p>Describe and explain the roots and origins of festivals in Germany</p> <p>Discuss the social and economic importance of festivals and traditions in Germany</p> <p>Explore the diversity of festivals and traditions in German-speaking countries</p>	<ul style="list-style-type: none"> • Translate into German • Answer questions in German • Summarise a reading passage 	<ul style="list-style-type: none"> • Use the passive with Werden • Use the imperfect tense • Use separable and inseparable verbs • Use reflexive verbs 	
	<p>Unit 5 – Kunst und Architektur</p> <p>Discuss the influence and role of art and architecture today</p> <p>Discuss how contemporary architecture and art shape our everyday life</p> <p>Discuss developments in art and architecture from past to present and into the future</p>	<ul style="list-style-type: none"> • Give a presentation or a talk • Express reactions and emotions • Improve your answers 	<ul style="list-style-type: none"> • Use correct word order in subordinate clauses • Use comparatives and superlatives • Use the pluperfect tense 	
	<p>Unit 6 – Das Berliner Kulturleben damals und heute</p> <p>Discuss the influence of political events on Berlin and debate an historic tour through the city</p>	<ul style="list-style-type: none"> • Speak persuasively • Listen for detail • Translate from German into English 	<ul style="list-style-type: none"> • Use adjectival endings • Use infinitive constructions with and without zu • Use the imperfect subjunctive in conditional clauses 	

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<p>Discuss the role of culture in Berlin today and plan a cultural weekend</p> <p>Discuss aspects and challenges of life in a multicultural city</p>			
	<p>Film- und Literaturdossier</p> <ul style="list-style-type: none"> • Discussing theme, character, technique and sociocultural context in cinema, and learn key vocabulary for analysing films. • A case study of Good Bye, Lenin! 	<ul style="list-style-type: none"> • 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 		<p>SPS Internal Exams:</p> <ul style="list-style-type: none"> • Paper 1 – Listening, Reading + Writing • Paper 2 – Writing • Paper 3 - Speaking
13	<p>Theme 3: Multiculturalism in German-speaking society</p> <p>Unit 1 – Einwanderung</p> <p>Explain the main reasons why people migrate</p> <p>Evaluate the advantages and disadvantages of immigration for immigrants and the country of destination</p> <p>Examine issues affecting a country's migration policy</p>	<ul style="list-style-type: none"> • Apply dictionary skills: verbs • Talk about data and trends • Use gist comprehension for complex passages 	<ul style="list-style-type: none"> • Use weak masculine nouns • Use complex adjectival phrases • Use adjective endings 	
	<p>Unit 2 – Integration</p> <p>Discuss how the German government promotes the integration of migrants and refugees</p> <p>Discuss barriers to integration</p> <p>Discuss and compare the experiences of migrants and refugees in Germany</p>	<ul style="list-style-type: none"> • Plan a discussion • Talk about priorities • Speak accurately and with good pronunciation through listening • Varying sentence structure to enhance writing and speaking 	<ul style="list-style-type: none"> • Use possessive and interrogative adjectives • Use the subjunctive in indirect speech (1) • Use correct word order 	

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<p>Unit 3 – Rassismus</p> <p>Discuss the impact of racism on its victims and the support available</p> <p>Discuss the origins of racism</p> <p>Discuss how people resist racism and show moral courage to fight against it</p>	<ul style="list-style-type: none"> • Use a variety of negative expressions • Translate the English gerund into German • Express obligation • Strategies for checking your work 	<ul style="list-style-type: none"> • Use relative and interrogative pronouns • Revise the present and future tenses • Use the subjunctive in indirect speech (2) 	
	<p>Theme 4: Aspects of political life in the German-speaking world</p> <p>Unit 4 – Deutschland und die Europäische Union</p> <p>Discuss how the EU has evolved and Germany's role within it</p> <p>Discuss the advantages and disadvantages of the EU for Germany</p> <p>Understand the impact of EU expansion on Germany</p>	<ul style="list-style-type: none"> • Vary vocabulary by using synonyms • Express doubt and uncertainty • Expand a discussion • Understanding complex sentence structures 	<ul style="list-style-type: none"> • Use the perfect, imperfect and pluperfect tenses • Use da(r) + preposition to anticipate a dass or infinitive clause • Use the future perfect tense 	
	<p>Unit 5 – Die Politik und die Jugend</p> <p>Discuss the ways and the extent to which young people engage in politics</p> <p>Discuss priorities for youth politics in Germany</p> <p>Discuss the priorities of young people and the role of pressure groups</p>	<ul style="list-style-type: none"> • Express criticism tactfully • Express approval and disapproval • Use language to promote a cause • Summarising a factual text 	<ul style="list-style-type: none"> • Use the passive • Use modal particles • Use correct word order, including variations for emphasis 	<p>A2 Exams:</p> <ul style="list-style-type: none"> • Paper 1 – Listening, Reading _ Writing • Paper 2 – Writing • Paper 3 - Speaking

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessment (KPIs)
	<p>Unit 6 – Die Wiedervereinigung und ihre Folgen</p> <p>Discuss the events and developments which led to German reunification</p> <p>Discuss and contrast the desired and actual outcomes of reunification</p> <p>Discuss and compare the culture and identity of the old and new federal states A</p>	<ul style="list-style-type: none"> Recognise and use subjunctive forms Use language for describing change Plan an essay Asking questions and creating a dialogue 	<ul style="list-style-type: none"> Use the pluperfect subjunctive in conditional sentences Use cases Use conditional sentences with the imperfect and pluperfect subjunctive 	
	<p>1 Film- und Literaturdossier</p> <ul style="list-style-type: none"> Discussing theme, character, technique and sociocultural context in cinema, and learn key vocabulary for analysing films. 	<ul style="list-style-type: none"> A case study of Good bye Lenin 		
	<p>2 Literaturdossier: <i>Zonenkinder</i></p>	<ul style="list-style-type: none"> A case study of Der Besuch der alten Dame 		
	<p>3 Comprehension skills for literary texts</p>	<ul style="list-style-type: none"> Analysis of the book, eg character, plot, life in East Germanu, the Peaceful Revolution 		
	<p>4 Individual research project</p>	<ul style="list-style-type: none"> Planning, research and preparation for the individual research project 		
	<p>Film Cklub (compulsory)</p> <ul style="list-style-type: none"> 'Das Leben der Anderen' 'Go West' 'Die weisse Rose' 'Lola rennt' 	<ul style="list-style-type: none"> To gain an insight into life in Germany in recent history 		

