

Year 7

Overall Curriculum Intent - MFL

The focus of our curriculum is to enable students to broaden their understanding of other cultures, develop effective communication skills, self-efficacy, autonomy, independence and durable retention and recall. The progressive curriculum aims to foster pupils' curiosity and deepen their understanding of the world; providing students with the foundation for further language learning; giving them the skills to succeed in the workplace and become more rounded global citizens. Through the 3 pillars of progression (phonics, vocabulary and grammar) students will gain a strong phonetical knowledge which will allow them to converse (and pronounce unseen lexical items) confidently in the target language. To develop in the four main skills of reading, writing, speaking and listening, pupils will develop the ability to manipulate grammar with increasing fluency in different contexts throughout the knowledge-rich, sequenced and interconnected curriculum, with targeted practice and retrieval built in.

Year 7 implementation

The MFL Department aims to instil the love of languages that every young person should embrace through an understanding of the global world that they face and how to communicate in an international society. This will be achieved through developing students' skills to talk about themselves and the issues that affect them directly such as school, family and their interests. They will also be taught the basic grammatical elements and structures that underpin language learning at this level such as present tense verbs, gender agreements, possessive pronouns, opinions and simple future tense.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	1. Cognates with phonetical and cultural focus (including German-speaking countries) & Greetings (focus a & w phonemes) & use of capitals for nouns, 2. Ask and give name (focus w, ch, ie, ei, ß phonemes), ask and say how you are feeling, 3. Numbers (1-20) to express age (focus j, e, z phonemes), with sein (singular only), 4. Personality with sein with simple connectives (focus au, eu, ch)	1. Favourite things with possessive pronouns and gender of nouns (focus ie, sp, d), interleave connectives and personality adjectives. 2. Introducing what things, we have and don't have with haben (singular only), ich möchte and (k)einen / (k)eine / (k)ein (focus G, ß, u phonemes). 3. Introduce colours to describe things we have (focus au, ü, b, sch, z, ß phonemes) 4. Days on the week, months; introduce mein Geburtstag ist im + month, interleave sein in singular form (focus J, ä, z, G phonemes). 5. Interleave numbers 1-20, introduce 21 -31 and ordinal numbers to express dates, consolidate with birthdays. (focus ä, ö, ü phonemes) 6. Christmas lesson	1. Interleave countries & introduce more with wohnen (full paradigm) (focus w, e, ö, sch phonemes). 2. Pets; <i>interleave</i> ich möchte and (k)einen / (k)eine / (k)ein with haben (singular only) (focus d, pf phonemes). 3. Family members, interleave possessive pronouns, numbers to 99, interleave age, sein (singular) focus sch, v, u, u phonemes . 4. Saying what people look (size) like with intensifiers, sein (full paradigm) (focus sch, ß, au, ei phonemes) 5. Karneval	1. Family members with haben & introduce opinions (Ich mag, ich hasse, ich liebe); interleave personality vocab with denn/aber, interleave sein (full paradigm). (focus ie, e, phonemes) 2. Alphabet 3. Saying what you and others look like (focus e, au phonemes) interleave with haben (full paradigm) (Speaking assessments)	1. Hobbies (– sports and instruments), interleave regular present tense verbs full paradigm (spielen), introduce gern & nicht gern, (focus ie, a, w phonemes) 2. Freetime activities, introduce irregular verbs (fahren, sehen, lesen) (full paradigm); interleave because + simple reasons (focus j, ei, ä phonemes) 3. Saying how often you do activities, introduce time phrases and inversion, (focus w phonemes) 4. End of Year exams	1. Talking about life online; introduce future time phrases, (focus a (Handy), s phonemes). 2. Introduce future tense with free-time and life online (full paradigm of werden) (focus w, er (air) phonemes) 3. Discussing screen time, introduce sollen (focus w, ie, s, z, w, ch, v phonemes). interleave time phrases.
Key vocabulary/ concepts / ideas students must master	<i>Please see vocabulary lists/SB</i> Basics to talk about me Nouns and gender of nouns Favourite things	<i>Please see vocabulary lists/SB</i> Basics to talk about me Gender of nouns in accusative case Determiners Haben in singular form and möchte in the ich form Cardinal and ordinal numbers	<i>Please see vocabulary lists/SB</i> Talking about me, my family and my pets Conjugation of regular verbs in the present tense Full paradigm of sein	<i>Please see vocabulary lists/SB</i> Family German alphabet Describing what people look like Full paradigm of haben Phonics (e, au, ie, a, w, j, ei, ä)	<i>Please see vocabulary lists/SB</i> Talking about hobbies and free time Conjugation of regular and irregular verbs in the present tense	<i>Please see vocabulary lists/SB</i> Life online Future tense Future time phrases with inversion Phonics (a, s, w, er)

	Phonics (a, w, ch, ie, ei, ß, j, e, z, au, eu, sp, d)	Phonics (g, ß, u, j ä, z, sch, b) Christmas in Germany	Phonics (ä, ö, ü, w, e, sch, d, pf, v, u, u, ß, ie) Karneval in Germany		gern and nicht gern Time phrases with inversion Phonics (a, s, w, er)	
Knowledge revisited	KS2 English – Awareness of German phonemes to pronounce words accurately. Links to English grammar – nouns, determiners, possessive pronouns. Simple connectives in German.	Use of the verb haben in the singular Numbers 1-20 Phonemes – ß, j, au and z	Countries in German Possessive pronouns Numbers and age Personality vocabulary Simple connectives Use of sein – full paradigm Phonemes – ä, w, e, ß, ie,	Use of haben – full paradigm Simple connectives Simple reasons Phonemes – au, e, ie, a, w, j, ei, ä, sch	Regular and irregular verbs in the present tense Word order – inversion Word order – gern and nicht gern Phonemes – a, w	Formation of the future tense using the full paradigm of werden. Phonemes – a, w
CIAG Links/ Opportunities	During the first term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities in one of the companies mentioned in their very first language lesson - Haribo . This links to the 2 nd and 4 th Gatsby benchmarks. European Week of Languages – range of events to think about the importance of MFL. Creative writing national competition – students write creatively to express their own ideas.	During the second term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities in a different German company – that of Audi . This links to the 2 nd , 3 rd and 4 th Gatsby benchmarks. Anthea Bell translation competition run by University of Oxford. Oxford German Olympiad run by University of Oxford. This links to the 7 th Gatsby benchmark.		During the third term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities in the German company Lidl . This links to the 2 nd , 3 rd and 4 th Gatsby benchmarks.		

Year 8

Overall Curriculum Intent - MFL

The focus of our curriculum is to enable students to broaden their understanding of other cultures, develop effective communication skills, self-efficacy, autonomy, independence and durable retention and recall. The progressive curriculum aims to foster pupils' curiosity and deepen their understanding of the world; providing students with the foundation for further language learning; giving them the skills to succeed in the workplace and become more rounded global citizens. Through the 3 pillars of progression (phonics, vocabulary and grammar) students will gain a strong phonetical knowledge which will allow them to converse (and pronounce unseen lexical items) confidently in the target language. To develop in the four main skills of reading, writing, speaking and listening, pupils will develop the ability to manipulate grammar with increasing fluency in different contexts throughout the knowledge-rich, sequenced and interconnected curriculum, with targeted practice and retrieval built in.

Year 8 Implementation

Having learnt basic grammatical structures and present tense and future tense formation in Year 7, in Year 8 students are challenged to apply these in new contexts. The Year 8 curriculum is also designed to introduce students to new topics (school, lifestyle and wellbeing and town) with further vocabulary learning and to the past tense to enable them to vary their language and use a range of time frames. We aim to encourage students to be creative with language, to use more mature structures and vocabulary in order to understand and respond to speakers of the language and to give them the skills to cope on a global stage.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	1. Introduce school subjects, interleave opinions (Ich mag, ich hasse, ich liebe), introduce weil and extend adjectives, interleave intensifiers, interleave inversion, and Liebling (focus g, eu, sch sp,er, th phonemes) 2. Introduce 24-hour clock interleave numbers and word order – inversion (focus w, s, ü phonemes). 3. Interleave descriptions with teachers, introduce obwohl (focus eu, sch, j phonemes) 4. Talking about school uniform and interleave colours, introduce new irregular verb – tragen and adjective endings (focus sch, s, z, ie, ei, j phonemes)	1. Introduce school rules with dürfen and müssen, interleave modal verb sollen (focus ü, au, e sp, z, sch, u phonemes) 2. Interleave future tense with what you will do after school/ learn in the future. (focus w, en phonemes) 3. Introduce future class trip (focus ü, au, e sp, z, sch, u phonemes) 4. What you will do in the Christmas holidays. (focus v, ie, pf, w,ö, sch, u, g, au phonemes)	1. Breakfast food and drink interleave opinions and reasons, regular and irregular verbs in the present tense. (focus j, ü, pf, sch, u, a, ch, ö, ei phonemes) 2. What you ate/drank for breakfast yesterday (Ich habe ... gegessen/getrunken only) (focus j, ü, pf, sch, u, a, ch, ö, ei phonemes) 3. Healthy lifestyles, what we must do to be healthy introduce man muss (focus ch, sch, w, z, ü, ei phonemes) 4. Future plans to be healthier interleave future tense (full paradigm of werden) and reasons for wanting to be healthier. (focus s, ch, sch, w, z, ü, ei phonemes)	1. Role models, interleave opinions, weil, intensifiers and adjectives, mein Lieblings(sportler), present tense with regular and irregular verbs to say what role models do. (focus ch, ei, ie, w, ü phonemes) 2. Body parts with nouns in sing. and pl. forms (focus kn ö, pf, ü, au, sch, ie, ei, g phonemes) 3. Injuries in the perfect tense (Ich habe ... gebrochen/verletzt/gehabt only) (focus sch, ie, ei, v phonemes) 4. Illnesses and remedies, introduce wenn (focus kn w, pf, ü, au, sch, ie, ei phonemes) 5. At the doctors, interleave man muss, introduce ich kann and seit (focus kn ö, pf, ü, au, sch, ie, ei, g phonemes)	1. Where you live, interleave opinions and weil, obwohl (focus ig, ie, sp, d phonemes), 2. Places in a town with es gibt, interleave keinen etc, adjectives in accusative case, opinions (focus sch, st, a, d phonemes) 3. Buying snacks in town, interleave ich möchte, numbers (prices), introduce ich hätte gern (focus a, w, s, v, ig, ä, ö phonemes) 4. What you can do in town, introduce man kann (focus s, eu, sch, a, ß phonemes). 5. Weather interleave with wenn and activities to say what you can do in town according to the weather (focus sch, g, ei, ig, ie, ö phonemes).	1. What you will do in town interleave future tense (full paradigm of werden). (focus s, ch, sch, w, z, ü, ei phonemes) 2. What you did in a town – introduce past tense with haben full paradigm, sein in first person. (focus g, ö, ie, au phonemes). 3. Festivals (music festival and birthday) in a town, interleave adjectives in accusative case, clothes, introduce es gab. (focus g, z, ö, w, au, ü, u, u, ä phonemes).

Key vocabulary/ concepts / ideas students must master	<p>Please see vocabulary lists/SB</p> <p>School subjects Weil and word order Description of teachers School uniform Phonics (g, eu, sch sp,er, th)</p>	<p>Please see vocabulary lists/SB</p> <p>School rules and use of modal verbs Future tense to talk about aspirations. Future tense (ich möchte) to talk about dream school. Future tense to talk about Christmas. Phonics (focus v, ie, pf, w, ö, sch, u, g, au, z, sp phonemes)</p>	<p>Please see vocabulary lists/SB</p> <p>Food and drinks for breakfast - regular and irregular present tense verbs. Perfect tense with haben in first person Man muss and infinitive Full paradigm of werden and infinitive Phonics (s, ch, sch, w, z, ü, ei, j, pf, u, a, ö)</p>	<p>Please see vocabulary lists/SB</p> <p>Parts of the body and injuries What sports role models do Talking about health issues and remedies Regular and irregular verbs in the present tense Word order with weil and wenn Use of modal verbs (können, müssen) in the first person Use of perfect tense with haben in the first/third person Phonics (kn ö, pf, ü, au, sch, ie, ei, g, ch, w, v)</p>	<p>Please see vocabulary lists/SB</p> <p>Where you live and places in town Use of keinen, keine, kein Adjectives in accusative case Opinions and reasons with weil Ich möchte Numbers to understand prices. Modal verb können in the 3rd person singular form Phonics (ig, sp, d, sch, st, a, g, ei, ie, ö, w, s, v, ä, ö)</p>	<p>Please see vocabulary lists/SB</p> <p>Weather and activities - use of correct word order then wenn Perfect tense with haben in full paradigm and sein in 1st person. Modal verb können in the 3rd person singular form Use of adjectives in accusative case with es gab to describe festivals. Phonics (sch, g, ei, ie, ig, ie, ö, ch, st, ß, eu, au, z, w, ü, u, u, ä)</p>
Knowledge revisited	<p>Opinion phrases Intensifiers Inversion Mein Liebling- Descriptions of others – linked to teachers Colours Phonemes - g, eu, sch sp,er</p>	<p>Modal verb – sollen Future tense formation Celebrations - Christmas Phonemes - g, eu, sch sp,er</p>	<p>Regular and irregular verbs in the present tense. Using gern, nicht gern to give opinions. Using weil Phonemes Full paradigm of werden to form future tense. Phonemes</p>	<p>Nouns in singular form Intensifiers and adjectives Mein Lieblings ... Regular and irregular verbs in the present tense. Perfect tense with haben in 1st person. Phonemes</p>	<p>The verb wohnen in the present tense Opinions and reasons with weil Use of determiners – keinen, keine, kein Adjectives in accusative case Ich möchte Numbers (prices) Man kann + infinitive Phonemes</p>	<p>Weather Wenn Free time activities Perfect tense with haben in full paradigm and sein in 1st person. Adjectives in accusative case Phonemes</p>
CIAG Links/ Opportunities	<p>During the first term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities as a teacher. This links to the 2nd and 4th Gatsby benchmarks. European Week of Languages – range of events to think about the importance of MFL. Creative writing national competition – students write creatively to express their own ideas.</p>		<p>During the second term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities as a medical student. This links to the 2nd, 3rd and 4th Gatsby benchmarks. Anthea Bell translation competition run by University of Oxford. Oxford German Olympiad run by University of Oxford. This links to the 7th Gatsby benchmark.</p>		<p>During the third term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities as a ski instructor based in the Austrian Alps. This links to the 2nd, 3rd and 4th Gatsby benchmarks.</p>	

Year 9

Overall Curriculum Intent - MFL

The focus of our curriculum is to enable students to broaden their understanding of other cultures, develop effective communication skills, self-efficacy, autonomy, independence and durable retention and recall. The progressive curriculum aims to foster pupils' curiosity and deepen their understanding of the world; providing students with the foundation for further language learning; giving them the skills to succeed in the workplace and become more rounded global citizens. Through the 3 pillars of progression (phonics, vocabulary and grammar) students will gain a strong phonetical knowledge which will allow them to converse (and pronounce unseen lexical items) confidently in the target language. To develop in the four main skills of reading, writing, speaking and listening, pupils will develop the ability to manipulate grammar with increasing fluency in different contexts throughout the knowledge-rich, sequenced and interconnected curriculum, with targeted practice and retrieval built in.

Year 9 Implementation

Having learnt present, future and past tense formation in Year 8, in Year 9 students are challenged to apply these in new contexts. The Year 9 curriculum is also designed to introduce students to new topics (holidays, jobs and home and local issues) with further vocabulary learning and to the conditional tense to enable them to vary their language and use a range of time frames. We aim to encourage students to be creative with language, to use more mature structures and vocabulary in order to understand and respond to speakers of the language and to give them the skills to cope on a global stage.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	1. Describing a German-speaking holiday destination (using adjectives), introduce the imperfect tense (war, gab, hatte). (focus w, ei, ß, ig phonemes) . 2. Interleave weather to say what weather is like in European holiday destinations (focus ö, ü, g, w, en phonemes) . 3. Introduce types of holidays, interleave gern/nicht gern/weil and obwohl (focus ch, st, eu, au, z, en phonemes) . 4. Introduce different types of accommodation, interleave full paradigm of haben, introduce regular past participles to form the perfect tense (focus eu, g, w, ei, en, j, e phonemes) . 5. Introduce different activities, interleave full paradigm of haben, introduce irregular past participles to form the perfect tense (focus g, en, v, ie, sch, au phonemes) .	1. Introduce different forms of transport, interleave full paradigm of sein, introduce perfect tense with sein verbs (focus au, sch, g, ei, z, ß, w, ie phonemes) . 2. Interleave weather to say what weather was like on ski holiday and what activities you did, introduce als (focus ö, ü, g, w, en phonemes) . 3. Introduce potential problems in accommodation and making a complaint (focus w, ei, z, sch, -d, ä, ig phonemes) . 4. Using three tenses together to describe a holiday in Sylt (focus au, en, st, w, v, ig phonemes) . 5. Writing skills lesson - TOPCATSI	1. Past experiences, what you have done/achieved so far in life (focus v, ei, ch, g, ä, en, ie, w phonemes) 2. Introduce part time jobs and main duties of part time jobs, interleave modal verbs (kann, muss, darf), opinions and weil and seit, introduce um ... zu (ei, a, ü, z, ä, u) 3. Introduce jobs family members do, interleave family, opinions, reasons and weil (focus a, w, s, v, ig, ä, ö phonemes) . 4. Life working in a ski resort, interleave present tense with arbeiten and ich möchte, dative case with auf and in (focus, sch, g, ä -e, er, w, ei, ch phonemes) .	1. Introduce future plans and aspirations, interleave future tense formation and word order with time phrases (focus v, ie, ä, w, er, au, g, ü, th phonemes) . 2. Introduce what you would like to be or do, interleave ich möchte and word order with time phrases, introduce 'möchten' in full paradigm (focus ö, ch, a, w, ei, sch, au, ä, th phonemes) . 3. Talking about crazy ambitions, introduce the conditional tense with würden (focus g, ö, ie, au phonemes) .	1. Revisit area/type pf house you live in, interleave adjectives in accusative case (focus w, ei, sch, ö, au, en phonemes) . 2. Introduce rooms in the house, interleave einen, eine, ein, adjectives and inversion (focus au, g, ei, ü, ä, ö phonemes) . 3. Saying what you do at home, who often and where, introduce wenn at the front of a clause (focus en, ü, -d en, ch, w au phonemes) . 4. Saying what you did at the weekend at home, interleave the perfect tense (focus en, ü, -d en, ch, w au phonemes) . 5. End of Year exams	1. Introduce what was important to us as a child, interleave hatte, war and Lieblings-. (focus ie, ei, -d, j, w, -e, ch phonemes) . 2. Introduce what issues are important to us now, interleave weil and word order (focus w, g, -d, ei, ie, z, ch, o, au phonemes) . 3. Introduce what you can do in your local are to raise money for good causes, interleave modal verbs introduce könnte and sollte (focus ö, au, w, sch, u, z, au phonemes) . 4. Introduce small changes that can make a big difference (environment), interleave um ... zu. (focus w, au, en, z, sch, u, ü phonemes) .

Key vocabulary/ concepts / ideas students must master	<i>Please see vocabulary lists/SB</i> Weather - wenn Opinions and reasons – gern/nicht gern, weil, obwohl Perfect tense with haben – to express activities and accommodation. Phonics (ö, ü, g, w, en, ch, st, eu, au, z, g, ei, j, e)	<i>Please see vocabulary lists/SB</i> Transport Weather Problems with accommodation Full paradigm of sein Perfect tense with sein Perfect tense with haben Future tense Als Phonics (au, sch, g, ei, z, ß, w, ie, ö, ü, -d, ä, ig) TOPCATSI	<i>Please see vocabulary lists/SB</i> Achievements to date Part time jobs Jobs of others The verb arbeiten in the present tense Opinions and reasons with weil Ich möchte Modal verbs – können, müssen, seit um ... zu Phonics (v, ei, ch, g, ä, en, ie, w, a, s, ig, ü, z, ä, u, -e, er)	<i>Please see vocabulary lists/SB</i> Future plans and aspirations What you would like to be/do Crazy ambitions for the future Conditional tense with würden Phonics (v, ie, ä, w, er, au, g, ü, th, ö, ch, a, ei, sch)	<i>Please see vocabulary lists/SB</i> Where you live and places in town Rooms in the house Activities in the home Use of keinen, keine, kein Adjectives in accusative case Inversion with time phrases Opinions and reasons with weil wenn at the front of a clause Perfect with haben and sein Phonics (au, g, ei, ü, ä, ö, en, -d, ch, w)	<i>Please see vocabulary lists/SB</i> What is/was important to us? Local issues – raising money for charity. Environment Opinions and reasons Perfect tense with haben and sein. Phonics (ie, ei, -d, j, w, -e, ch, g, z, o, au, en, sch, u, ü)
Knowledge revisited	Weather Full paradigm of haben Regular and irregular past participles to form the perfect tense. Using gern, nicht gern to give opinions. Using weil and obwohl Phonemes	Weather Full paradigm of haben and sein Regular and irregular past participles to form the perfect tense. Future tense with werden in full paradigm Phonemes	Opinions and reasons with weil Ich möchte seit Modal verbs Perfect tense Phonemes	Future tense formation Word order with time phrases Ich möchte Phonemes	The verb wohnen in the present tense Opinions and reasons with weil Use of determiners – keinen, keine, kein Adjectives in accusative case weil wenn Perfect tense Time phrases and word order Phonemes	Perfect tense with haben and sein Conditional tense hatte, war Lieblings- weil Modal verbs Um ... zu Phonemes
CIAG Links/ Opportunities	During the first term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities as a travel consultant . This links to the 2 nd and 4 th Gatsby benchmarks. European Week of Languages – range of events to think about the importance of MFL. Creative writing national competition – students write creatively to express their own ideas.		During the second term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities as an engineer . This links to the 2 nd , 3 rd and 4 th Gatsby benchmarks. Anthea Bell translation competition run by University of Oxford. Oxford German Olympiad run by University of Oxford. This links to the 7 th Gatsby benchmark.		During the third term, pupils will learn how their languages skills can be used in the world of work. This term we will be looking at jobs and career opportunities as a journalist . This links to the 2 nd , 3 rd and 4 th Gatsby benchmarks.	