

KS3 GERMAN Curriculum Intent

At Chesterton we study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Listening

Speaking

Reading

Writing

Progress

At Chesterton we can learn one, two and, in some cases, three languages.

We are assessed every half-term on two skills:

Listening and Writing

or

Reading and Speaking

KS3 German Curriculum Map

	Year 7	Year 8	Year 9
Autumn 1		Introduce myself, ask and answer questions (present tense, question words).	Talk about past holidays. Talk about the weather. (imperfect and perfect tenses)
Autumn 2		Talk about my family and pets (pronouns, kann & infinitive)	Talk about film, TV, book preferences. Discuss screentime (modal verb woollen, gern, lieber am liebsten)
Spring 1		Talk about free time activities, express likes, dislikes, opinions (gern, verb 2nd idea word order).	Talk about food and healthy lifestyles (imperative, irregular verbs, modal verb müssen)
Spring 2		Talk about school subjects, timetable, describe teachers and school facilities. (word order after weil, using prepositions).	Talk about role models. (adjectives, irregular verbs in the perfect tense).
Summer 1 and 2		Talk about your town and what you can do. Talk about holiday plans. (es gibt, man kann, future tense).	Talk about music, ambitions, reasons for doing jobs. (comparatives, conditional um...zu & infinitive).

Why do we learn a language?

- * You will appreciate cultural diversity
- * You will be able to communicate with new people
- * Employers love it
- * It's great for traveling
- * Enhance communication skills
- * It boosts your creativity
- * It builds up your self-confidence
- * Improves memory
- * Improves performance in other academic areas
- * Enhances the ability to multi-task

Intent		What new knowledge/content do we introduce?			How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?
By the end of KS3 students are able to...		Year 7	Year 8	Year 9	
<p>. to listen to a variety of forms of spoken language to obtain information.</p> <p>. to respond appropriately and be able to transcribe words and short sentences with increasing accuracy.</p> <p>. to initiate and develop conversations, coping with unfamiliar language and unexpected responses, and making use of social conventions.</p> <p>. to express and develop ideas clearly and with increasing accuracy in writing and speaking.</p> <p>. to read and show comprehension of original and adapted materials from a range of sources, understanding the purpose and important details, and providing accurate translations of short, suitable material.</p> <p>. to read literary texts in the language such as stories, songs, poems and</p>	Autumn		<ul style="list-style-type: none"> - Describe self, pets and family - Learn the alphabet - Count to 100 - Learn about Christmas & New Year traditions - present tense of <i>wohnen/haben/sein</i> - <i>haben & indefinite article</i> - <i>kann & infinitive</i> 	<ul style="list-style-type: none"> - Compare places 'then' and 'now' - Talk about past holidays - Talk about the weather - Talk about film/TV/reading preferences/screen time - use the perfect tense with <i>haben & sein</i> - use modal verbs : <i>wollen/sollen/dürfen/können</i> 	<p>At KS3 our long term planning not only meets the requirements of the National Curriculum but moves beyond this to broaden the experience of language learners for example by incorporating projects on German- speaking countries and a range of enrichment lessons such as a German Christmas and a Master Chef competition showcasing German recipes. Moral education in MFL enables pupils to use the vehicle of languages to make a personal response to moral issues, particularly when students discuss healthy living, careers or social justice. Through paired and group work, all the students are given regular opportunities to the consideration of ideas, argument and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers</p> <p>Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom. An example of this includes an educational visit to Germany to give students the opportunity to experience another culture and</p>
	Spring		<ul style="list-style-type: none"> - Talk about sports, freetime activities, mobiles & computers - Talk about school subjects, timetable, teachers, school facilities and rules - express likes/dislikes using <i>gern & verb/mag & noun</i> - present tense regular & irregular verbs - word order : inversion & <i>weil</i> clause 	<ul style="list-style-type: none"> - Talk about food and recipes - Talk about healthy lifestyles - Talk about role models - Talk about experiences - Learn parts of the body - use <i>essen & nehmen</i> - use the modal verb <i>müssen</i> - use the imperative 	
	Summer		<ul style="list-style-type: none"> - Say what there is/isn't in a town - Say what souvenirs/snacks & drinks you would like to buy - Talk about holiday plans - use <i>es gibt & ein/kleins</i> - use <i>ich möchte</i> - use <i>werden</i> to form the future tense 	<ul style="list-style-type: none"> - Talk about music/bands/music festivals - Talk about ambitions - Talk about reasons for doing jobs - What you would like to do or be - use <i>comparatives</i> - use the <i>conditional</i> - use <i>um ... zu</i> (in order to) 	

<p>letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture.</p> <ul style="list-style-type: none"> . to use an increasingly wide range of grammar and vocabulary, writing creatively to express their own ideas and opinions. . To identify and use tenses or other structures that convey the present, past, and future, as appropriate to the language being studied, and use a variety of key grammatical structures and patterns, including voices and moods, as appropriate. . to develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions, take part in discussion about wider issues, and use accurate grammar, spelling and punctuation. . to have a firm grasp of the sound-writing relationship to facilitate accurate pronunciation and independent language use. <p>The foreign language should be the dominant means of classroom communication.</p> <ul style="list-style-type: none"> . to use a range of vocabulary, including high-frequency and topic-specific language <p>-should be retained for independent use in pupils' long-term memories.</p>	<p>Rationale for this sequence</p>	<p>Celebration of pupils' uniqueness, getting to know one another, sharing information.</p> <p>Celebration of pupils' qualities. Pupils appreciate good qualities in others. Families and family trees.</p> <p>Learning how to express yourself and respect other people's views/ culture.</p> <p>Reflecting on what we do in school and cultural awareness of life in French speaking schools around the world.</p> <p>Pupils appreciate their talents and celebrate their strengths.</p> <p>Looking forward, hopes for the Summer</p> <p>Holidays, a time to relax after the first year of secondary school.</p>	<p>Celebrate pupils' uniqueness, get to know one another, share information.</p> <p>Celebrate pupils' qualities.</p> <p>Appreciate good qualities in others.</p> <p>Appreciate our families and recognise the importance of helping each other.</p> <p>Look at different festivals and how they are celebrated in different countries. Appreciate and value differences.</p> <p>Look at rights & responsibilities of keeping safe on-line.</p> <p>Explore how new technology can break through linguistic/cultural barriers.</p> <p>Reflect on what we do in school.</p> <p>Gain cultural awareness of life in German- speaking schools around the world.</p> <p>Looking forward, hopes & plans for the summer holiday</p>	<p>Gain awareness of change over time.</p> <p>Discuss experiences of travelling to different places and countries.</p> <p>Be grateful for our healthy bodies and understand that we need to care for them.</p> <p>Understand how different foods affect body/health.</p> <p>Appreciate other cultures - listen to music/bands from other countries. How does media influence our own culture?</p> <p>Consider what makes a good role model, how to inspire and be inspired.</p> <p>Learn resilience.</p> <p>Embed careers in the curriculum. Prepare pupils for future training/employment.ss</p>	<p>participating in a virtual exchange with our exchange school near Heidelberg. Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Moreover, students' cultural knowledge is broadened through the study of other countries' cultural priorities and traditions. Examples include looking festivals such as der Nikolaustag and Christmas, New Year and Easter traditions. Students will also be developing an appreciation of art, music and literature through a range of authentic resources.</p>
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality languages education should foster pupils' curiosity and deepen their understanding of the world."</p> <p>Our Y7 students come from a diverse background and as such some will have learned a language at home, others will have learned a language in primary schools and some will not have learned any languages other than their mother tongue. Aware of that, our curriculum caters for all abilities. It is not uncommon to have a French/Spanish/German native speaker in the same room as someone who will have never studied the language before. Our Teams will have the support needed for all to make progress.</p> <p>We effectively incorporate innovative ICT/Internet into our lessons when close the gap and this can be done through films, pictures, VR experience, cultures, storytelling, music and more.</p>			

