

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

KS4 German Curriculum Map

	Year 10	Year 11
Autumn 1	Talk about school. (present, imperfect, future tenses, word order with denn & weil, modal verbs : müssen,können ,dürfen).	Talk about the weather, different types of holiday, holiday experiences and plans. Talk about the advantages and disadvantages of where you live. (werden in the present tense, prepositions & the genitive, pluperfect tense, infinitive constructions with zu, imperfect subjunctive to say what you would, could, should do).
Autumn 2	Talk about leisure activities, reading habits, music, film & TV, sport. Learn about celebrations and festivals (adverbs of frequency & place, gern, lieber, am liebsten, plural nouns, conditional).	Talk about jobs and places of work, job descriptions and applications. Talk about education post-16, career choices and ambitions. Discuss reasons for learning German and other languages. (masculine and feminine nouns, conjunctions, intensifiers, sequencers, combining tenses, um ...zu & infinitive).
Spring 1	Talk about friendship, family relationships, marriage. Compare your life as a child with your life now. (possessive adjectives, dative with mit, separable verbs in present & perfect tenses, modal verbs in the imperfect.)	Talk about international festivals and sporting events. Talk about youth-problems, poverty and homelessness. Talk about environmental problems and solutions. Talk about voluntary and charity work. (forming questions, prepositions & accusative case, adjectives with etwas & nichts, adjectival nouns, passive voice).
Spring 2	Talk about your house, food and traditional meals, healthy lifestyles. Talk about social media and technology. (prepositions with accusative and dative, subject and object pronouns, wenn clauses, complex opinions with dass).	Mocks and revisions.
Summer 1 and 2	Talk about means of transport, holiday accommodation, directions. Order at a restaurant, shop for souvenirs. Describe problems. (comparative & superlative, demonstrative article dieser, imperatives, wenn clauses with subjunctive, nominative & accusative adjective endings, seit & present tense).	Mock and revisions.

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

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> - show that they have built on the vocabulary and grammatical structures previously acquired at KS3. - be fully conversant with the requirements of the GCSE exams. - show mastery of more complex lexis and grammar structures. - use the target language with confidence not only for GCSE but also in real life situations. - develop effective and efficient ways of learning in order to work independently towards ambitious goals. - learn resilience. - reflect on feedback; identify key areas of strength and weakness, prioritise the areas that need most attention and create revision resources accordingly. - show acquisition of important transferable knowledge and skills. - work collaborately on different tasks. - recognise the importance of languages and be 	Autumn	<p><u>Talk about school life. (Theme 3 : Current and future study and employment)</u> Talking about school subjects, clothes and colours. Regular and irregular verbs in the present tense. Talking about what's in your pencil case. Adjective agreements. Talking about primary school. Imperfect tense. Talking about what you are (are not) looking forward to at school this year. Giving opinions with reasons, using denn and weil. Talking about your timetable and daily routine. Asking and answering questions with inversion and with question words. Discussing school rules. Modal verbs: müssen, können, dürfen. Learning about different types of German schools. Talking about school exchanges and class trips. Future tense.</p>	<p><u>Talk about holidays, town and region. (Theme 2 : Local, national, international and global areas of interest).</u> Talking about popular holiday destinations. Using 'nach' 'in' and 'an' to say where you are going to. Talking about the weather. Using 'werden' in the present tense. Talking about different types of holiday. Using prepositions & the genitive case. Discussing holiday experiences. Using the pluperfect tense. Talking about holiday plans. Using infinitive constructions with 'zu'. Describing places where people live. Using 'es gibt' with 'ein' and 'kein'. Talking about the advantages and disadvantages of where you live. Using the imperfect subjunctive to say what you would, could, should do).</p>	<p>The GCSE German specification does not include any element of choice.</p>	<p>At KS4 our long term planning not only meets the requirements of the GCSE specification (National Curriculum) but moves beyond this to broaden the experience of language learners for example by incorporating projects on German film, fairy tales and famous past and present German speakers.</p> <p>Moral education in MFL involves pupils using the target language to make a personal response to moral issues, particularly when discussing education, healthy living and social and global issues (environment, homelessness) in detail. Through paired and group work, all students are given regular opportunities to the consideration of ideas, argument, debate and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers. Examples of this at GCSE include student discussions on healthy lifestyles, environmental issues, marriage/divorce.</p>
		<p><u>Talk about leisure activities. (Theme 1: Identity and culture)</u> Talking about reading habits. Time, manner, place word order. Talking about music. Expressing preferences with gern, lieber am liebsten. Talking about film and television. Plural nouns. Talking about sport. Conditional tense. Learning about celebrations and festivals. Using a combination of tenses (past, present, future, conditional).</p>	<p><u>Talk about jobs, work experience and future plans. (Theme 3 : Current and future study and employment)</u> Describing jobs and places of work. Using masculine and feminine nouns. Asking and answering questions about a job. Using conjunctions and intensifiers. Understanding job descriptions. Recognising sequencers. Preparing a personal profile for a job application. Using 'weil' with two verbs. Talking about your dream job. Using a variety of tenses. Discussing reasons for learning German and other languages. Using 'um... zu' with infinitive.</p> <p>Mock Exam Period Students follow a bespoke revision programme. Understand exam and revision technique.</p>		

<p>motivated to continue to study them at Sixth Form.</p> <p>-debate current and global issues.</p> <p>- show awareness of the challenges that exist in a multicultural society.</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.</p>
<p>- develop the cultural capital to be able to engage successfully with a wide variety of social situations.</p> <p>- study different topic areas as well as authentic materials of such as literary extracts to enhance their cultural awareness and study the Francophone world.</p> <p>- develop an awareness of their place as a citizen in the school, wider community and the world beyond.</p>	Spring	<p><u>Talk about friends and family relationships.</u> (Theme 1: Identity and culture)</p> <p>Describing people. Adjectival agreement. Talking about what makes a good friend. Possessive adjectives (nom. and acc. cases). Describing family relationships. The dative case after 'mit'. Discussing different views of marriage. Separable verbs (present and perfect tenses). Talking about weekend activities. Prepositions with accusative and dative; future tense with 'werden'. Comparing your life as a child with your life now. Modal verbs in the imperfect.</p>	<p><u>Talk about international events, social issues, the environment , voluntary and charity work.</u> (Theme 2 : Local, national, international and global areas of interest)</p> <p>Describing and discussing pros and cons of international festivals and events. Forming questions. Using prepositions with the accusative. Explaining how social problems affect young people. Using adjectives with ,etwas' and ,nichts'. Talking about homelessness and poverty. Using adjectival nouns Explaining what a school does to be environmentally friendly. Using comparative and superlative adjectives and adverbs. Explaining what a country can do to be environmentally friendly. Using subordinate clauses. Talking about international and local campaigns. Developing an awareness of the passive voice.</p>		<p>An example of this would include an educational visit to Germany or participation in a virtual exchange to give students the opportunity to experience another culture. 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.</p>
		<p><u>Talk about home life.</u> (Theme 1 : Identity and culture)</p> <p>Describing your house and home. Prepositions followed by the dative and accusative cases. Describing your ideal home. Using the conditional. Discussing traditional German meals. Reflexive and separable verbs. Discussing how and when you use social media. Using 'wenn' clauses. Discussing advantages and disadvantages of social media and technology. Expressing complex opinions with 'dass'.</p>	<p>Revision</p> <p>Students follow a bespoke revision programme.</p>		<p>Examples include looking at festivals such as der Tag der Deutschen Einheit, der Nikolaus, Christmas, New Year, Karneval and Easter traditions. Students also developing an appreciation of art, music and literature (literary texts are a fixed element in the reading exam at GCSE).</p>
	Summer	<p><u>Talk about travel and tourism.</u>(Theme 2 : Local, national, international and global areas of interest)</p> <p>●Talking about forms of transport, travelling and buying train tickets. Using main and subordinate clauses with two verbs. Comparative and superlative adjectives. Booking and reviewing hotels. Using the demonstrative article 'dieser'. Conditional and</p>	SUMMER EXAMS		<p>Cultural Capital is a natural element of modern foreign language learning with a plethora of opportunities to learn about how other people live around the world. At CCC, we encourage the teaching of all</p>

		<p>imperfect tenses. Asking for and giving directions. Using the imperative. Ordering in a restaurant. Using 'wenn' clauses with the subjunctive. Shopping for souvenirs. Nominative and accusative adjective ending; definite and demonstrative articles. Describing problems. Using 'seit' and the present tense.</p>			<p>aspects of different cultures, from country specific festivals to learning about how school life differs from that in the UK. We also explore the languages spoken in our student's homes and encourage them to embrace their mother tongue and use it at GCSE level (our students speak many community languages such as Polish, Urdu, Panjabi, Romanian, Arabic to name but a few).</p>
	<p>Rationale for this sequence</p>	<p>Mock Exam Period Students follow a bespoke revision programme. Understand exam and revision technics.</p>	<p>Across all year groups, all Spanish lessons start with retrieval practice based on recent but also previous' prior learning with an emphasis on pre-determined non-negotiables. Teachers are also committed to equip students with effective language to express thoughts and opinions building on cross-curricular literacy skills. Through frequent and rigorous drilling exercises and games, teachers build students' knowledge so they can express themselves confidently in a written and speaking context but also recognise familiar language. Regular low stakes assessments such as weekly vocabulary acquisition, translation and conjugation activities effectively inform teachers' planning and students' progress. Teachers introduce students to learning techniques to help students process information and use their long-term memory effectively. Knowledge and skills in French are progressive from one year to the next and grammar is built gradually to respond to the needs of learners. Teachers take ownership of medium term planning, by creating high quality resources for one specific year group. These resources are shared across the department so that all teachers deliver the same lesson to all pupils to ensure parity, but are adapted to meet the needs of all learners. At KS4 high quality, exam-board approved resources are used in conjunction with authentic materials to stretch and challenge learners. Learning walks, book scrutiny and good practice sharing ensure consistency across all teachers. Teachers use online platforms such as Quizlet to engage students in vocabulary acquisition. On an almost weekly basis, teachers measure students' learning and understanding by using low stake, but yet effective tests. In class, teachers use a variety of techniques to ensure students are not left behind. By using retrieval practice and emphasising the importance of non-negotiable in every lesson, teachers are able to effectively identify knowledge gaps. At the end of each term two skills are assessed across all year groups. CPD is run effectively within the department to ensure that all staff are kept up to date with the latest curriculum developments and can confidently impart the knowledge necessary for students to achieve highly.</p>		
	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>Topics are taught on a spiral structure whereby themes such as family relationships are seen at KS3, KS4 and KS5 but at each point skills are developed to give further depth to students' understanding.</p>			