

Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Modern Foreign Languages:

‘The limits of my language are the limits of my world.’ (Wittgenstein)

Our aim in the MFL department is centred around equipping students not only with knowledge of German but the skills that will enable them to go on to learn any other language in the future. We believe that studying German is an opportunity for students to develop their appreciation of different cultures through exposure to authentic materials and cultural stimuli. In addition, they will understand the links between the UK and German speaking countries and the impact of language skills for the economy. Knowledge of the German language and culture of German speaking countries will enable our students to become more employable locally, nationally and internationally. The curriculum in German intends to enable students to communicate with speakers of the language both in written and spoken form. The curriculum aims to increase students’ confidence using the language and to enable them to express and explain their ideas about different themes. The department aims to provide a number of different opportunities for students to learn outside the classroom through international visits, collaboration across the PET/ Pyramid and extra-curricular clubs, competitions and visits.

All teachers will follow the schemes of work and resources provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

| German Long Term Overview | | | | | | |
|----------------------------------|--------------------------------|-------------------|-----------------------------------|---------------------------|-------------------------------|---------------------|
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 9 | Myself & Family | Home & Local Area | School & Studies | Past Events | Hobbies | Food and Eating Out |
| 10 | Health & Wellbeing | Travel & Tourism | Environment | Technology & Social Media | Leisure Time | Social Issues |
| 11 | School & Education | World of Work | Festivals and Traditions | Relationships | Examinations | |
| 12 | Grammar Transition & AS Unit 1 | AS Unit 2 & 3 | AS Unit 3 & 4 Begin Film Study | AS Unit 5 | AS Unit 6 Begin Literature | |
| 13 | | | | | | |

| German Medium Term Overview | | | |
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| Year 9 | Autumn Term 1 | Unit Title: Myself and Family | No of Lessons: 12 |
| Overview | This units builds on the work from Y7 &8. It teaches a range of basic grammatical concepts and develops understanding of German sentence structure and vocabulary. Students will develop reading, listening, speaking and writing skills throughout the unit. | | |
| Assessment | Vocabulary quizzes, written task on family, assessment task at end of unit | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to answer the following questions: Wie heißt du? Wie alt bist du? Wo wohnst du? Beschreib dich? Beschreib deine Familie? Hast du Geschwister? Hast du Haustiere? Kommst du gut mit....aus?</p> <p>Terminology: parts of speech, noun, verb, adjective, conjunction, present tense, subject, subject-verb agreement, subordinationg conjunction, cognates</p> | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to: recognise phoneme/graphemes links Answer key questions in spoken and written language Read and listen for gist/detail, Identify compound nouns and genders Recognise English & German links (cognates/ near cognates) Develop translation strategies for simple sentences</p> | <p>Lessons to cover</p> <p>Introductions and key personal information Pronouns (formal and informal you forms) Present tense verb endings (weak & strong verbs) Family members (gender of nouns, possessive adjectives) Appearance (haben & sein) Character (intensifiers) Relationships (denn, weil) Pets (gender of nouns, accusative indefinite article) Colours (adjectival endings) Written task</p> <p>Homework Weekly vocabulary page from vocab quizzing booklet Fortnightly written task – reading, translations</p> | |
| <p><u>Careers Link</u> Careers Ready resource – links of German language to professions, UK exports to German speaking countries</p> | <p><u>Enrichment</u> Brother Grimm – Aschenputtel personal characteristics</p> | <p><u>MY PB</u> Social Me- active listening, speaking effectively, working with others Thinking Me – evaluating & creativity This is Me – Resilience, responsibility, self-motivation, integrity, self-management</p> | |

| German Medium Term Overview | | | |
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| Year 9 | Autumn Term 2 | Unit Title: Home & Local Area | No of Lessons: 14 |
| Overview | Students should be able to discuss the area where they live and give opinions about their home & town. Students should be confident in applying the nominative and accusative case and adjective endings to describe their home. Students should recognise dual case prepositions with the dative case and begin to build more complex structures using more advanced word order. Students should be able to give and understand directions and talk about travel. | | |
| Assessment | Vocabulary quizzes, written task on home, assessment task at end of unit | | |
| <p>Essential Knowledge (what must students know): Students will be able to answer the following questions: Wo wohnst du? Wie ist dein Haus? Wie ist dein Zimmer? Was gibt es in deinem Zimmer? Wohnst du gern bei dir? Was gibt es in der Stadt? Wie fährst du? Wohin? Wo ist ...?</p> <p>Terminology: Cases, accusative, dative, conjunction, coordinating conjunction, subordinating conjunction, prepositions</p> | <p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to: show understanding of phoneme/graphemes links Answer key questions in spoken and written language Read and listen for gist/detail and develop inference skills Identify compound nouns and genders Identify and apply cases (definite/ indefinite articles) Recognise English & German links (cognates/ near cognates) Develop translation strategies for simple sentences Develop interactional language & complete role play scenarios</p> | <p>Lessons to cover</p> <p>Countries Areas (gern / nicht gern & denn/weil) Types of dwelling Rooms in the house (es gibt +acc) Furniture (adjectival endings indefinite article acc case) Prepositions (mr men) Written task Places in the town Giving opinion on town/area (gern/nicht gern & denn/ weil) Directions (zum zur) Transport (TMP rule)</p> <p>Homework Weekly vocabulary page from vocab quizzing booklet Fortnightly written task – reading, translations</p> | |
| <p>Careers Link Careers Ready resource – identify how skills developed apply to jobs</p> | <p>Enrichment Partnerstadt Erlangen</p> | <p>MY PB Social Me- active listening, speaking effectively, working with others Thinking Me – evaluating & creativity This is Me – Resilience, responsibility, self-motivation, integrity, self-management</p> | |

| German Medium Term Overview | | | |
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| Year 9 | Sping Term 1 | Unit Title: School | No of Lessons: 12 |
| Overview | Students should be able to discuss a typical day at school, giving opinions about their life at school. Students should be able to compare their current school to a previous school using set expressions. | | |
| Assessment | Vocabulary quizzes, written task on school, assessment task at end of unit | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to answer the following questions: Beschreib deine Schule? Was lernst du gern? Was ist dein Lieblingsfach? Was trägst du in der Schule? Wie findest du die Schulordnung? Wie findest du dein Schulleben? Wie spat ist es?</p> <p>Terminology: adverbs, separable verbs, reflexive verbs, modal verbs, cognates/ false friends</p> | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to: Answer key questions in spoken and written language Read and listen for gist/detail, Recognise English & German links (cognates/ near cognates and find false friends) Develop translation strategies for simple sentences Tell the time in 12hr/ 24hr clock applying verb 2nd rule</p> | <p>Lessons to cover</p> <p>School subjects Opinions of subjects (gern, lieber, mag, Lieblings) Time (12hr 24hr) Daily routine (separable & reflexive verbs) School day (days of the week & V2nd) School facilities (es gibt + acc) German School system Clothes and School uniform (Acc case & adjective endings) School rules (modal verbs darf (nicht) muss) Problems at school Written task</p> <p>Homework Weekly vocabulary page from vocab quizzing booklet Fortnightly written task – reading, translations</p> | |
| <p><u>Careers Link</u> Careers Ready resource – why employers value languages Siemens speakers – assembly Options – why study a language</p> | <p><u>Enrichment</u> German School system</p> | <p><u>MY PB</u> Social Me- active listening, speaking effectively, working with others Thinking Me – evaluating & creativity This is Me – Resilience, responsibility, self-motivation, integrity, self-management</p> | |

| German Medium Term Overview | | | |
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| Year 9 | Spring Term 2 | Unit Title: Past Activities | No of Lessons: 6 |
| Overview | Students should be able to identify perfect tense forms and manipulate verbs to form the perfect tense so that they are able to communicate past events. Students should be confident when dealing with multiple verbs in a clause. | | |
| Assessment | Vocabulary quizzes, written task | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to answer the following questions:</p> <p>Was hast du letztes Wochenende gemacht?</p> <p>How is the perfect tense of weak and strong verbs formed?</p> <p>Terminology: perfect tense, subject, verb, auxiliary verb, past participle, compound tense, word order</p> | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <p>Answer key questions about the past in spoken and written language</p> <p>Read and listen for gist/detail,</p> <p>Recognise English & German grammatical links and identify differences in sentence structure</p> <p>Develop translation strategies for simple sentences</p> <p>Apply word order effectively, including with time references</p> | <p>Lessons to cover</p> <p>Perfect tense of weak verbs</p> <p>Perfect tense of strong verbs</p> <p>Perfect Tense of sein verbs</p> <p>Verbs that commonly use Imperfect tense</p> <p>Written Task</p> <p>Homework</p> <p>Weekly vocabulary page from vocab quizzing booklet</p> <p>Fortnightly written task – reading, translations</p> | |
| <p><u>Careers Link</u> Careers Ready resource – languages linked to a specific job role</p> | <p><u>Enrichment</u></p> | <p><u>MY PB</u></p> <p>Social Me- active listening, speaking effectively, working with others</p> <p>Thinking Me – evaluating & creativity</p> <p>This is Me – Resilience, responsibility, self-motivation, integrity, self-management</p> | |

| German Medium Term Overview | | | |
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| Year 9 | Summer Term 1 | Unit Title: Free Time Activities | No of Lessons: 14 |
| Overview | Students should be able to discuss how they prefer to spend their free time and discuss their hobbies over time using past, present and future time frames. | | |
| Assessment | Vocabulary quizzes, written task, assessment task at end of unit | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to answer the following questions: Was machst du in deiner Freizeit? Wie findest du Sport? Hörst du gern Musik? Siehst du fern? Was ist dein Lieblingsfilm? Wie viel Taschengeld bekommst du? Was machst du im Internet? Hast du ein Handy?</p> <p>Terminology: future tense, adverb of frequency, purpose clauses, separable verb, relative clause, conditional clause</p> | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to: Answer key questions in spoken and written language Read and listen for gist/detail, Recognise English & German grammatical links and identify differences in sentence structure Develop translation strategies for simple sentences Apply word order effectively, including with time references</p> | <p>Lessons to cover</p> <p>Free time activities & adverbs of frequency Sports (um.. zu) Future Tense Music Television (separable verb & preferences) Films (relative clauses) Online activities (wenn) Pocket money (separable verb) Shopping (transactional language) Written Task</p> <p>Homework Weekly vocabulary page from vocab quizzing booklet Fortnightly written task – reading, translations</p> | |
| <p><u>Careers Link</u> Careers Ready resource – Language skills at work</p> | <p><u>Enrichment</u> German music</p> | <p><u>MY PB</u> Social Me- active listening, speaking effectively, working with others Thinking Me – evaluating & creativity This is Me – Resilience, responsibility, self-motivation, integrity, self-management</p> | |

| German Medium Term Overview | | | |
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| Year 9 | Summer Term 2 | Unit Title: Food and Eating out | No of Lessons: 6 |
| Overview | Student should be able to confidently use a German menu and express their likes and dislikes around food and drink, and discuss healthy/unhealthy habits. Students should be able to order in a fast food and restaurant setting | | |
| Assessment | Vocabulary quizzes, role play | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to answer the following questions: Was isst du gern? Isst du gesund? Was isst du zum Frühstück? Was möchtest du?</p> <p>Terminology: formal/informal, question forms</p> | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to: Answer key questions in spoken and written language Read and listen for gist/detail, Apply the formal and informal forms and make polite requests Develop translation strategies for simple sentences Formulate questions</p> | <p>Lessons to cover</p> <p>Fruit and vegetables Quantities Food items and meals Healthy diet Fast Food restaurant (transactional language) Restaurant and Menus (transactional language)</p> <p>Homework Weekly vocabulary page from vocab quizzing booklet Fortnightly written task – reading, translations</p> | |
| <p><u>Careers Link</u> Careers Ready resource – Roles that require languages</p> | <p><u>Enrichment</u> German food</p> | <p><u>MY PB</u> Social Me- active listening, speaking effectively, working with others Thinking Me – evaluating & creativity This is Me – Resilience, responsibility, self-motivation, integrity, self-management Healthy Me - diet</p> | |