

## **Modern foreign languages**

### **Skills**

As each new topic is covered students gain additional vocabulary, along with grammatical structures enabling them to understand and communicate effectively in the four skills areas (listening, speaking, reading and writing). Further to this, students also develop a range of transferrable, cross-curricular skills through the study of MFL. These include but are not limited to; cultural awareness, literacy, phonics, numeracy, memorisation techniques, description, narration and inferring meaning.

### **Character**

A number of character traits are developed through the study of MFL. For example, language learning requires a great deal of open-mindedness. Students are exposed to the culture of target language speaking countries, encouraging them not only to be well-informed global citizens, but also respectful and tolerant of the many cultural differences apparent in today's society. Additionally, languages instil resilience in students and allow them to take risks in their learning. Even in their mother tongue they make errors with their use of language, therefore accepting this as both a natural and important part of the learning process is essential.

### **Experiences**

Every student will experience a curriculum that helps them linguistically but also culturally. Students will have exposure to authentic materials through a variety of stimuli which may include: video clips, music, pen pal exchanges, native speaking teachers and educational visits. There are also numerous opportunities to be involved in extra-curricular activities and competitions, which again may include: Language Leaders Award, Eurovision style competition, spelling bee, the great European bake off and Christmas card competition.

### **Criticality**

Through the study of languages students are encouraged to think in a variety of ways. They must think logically and analytically to apply their knowledge of grammatical patterns to help them deduce meaning in reading, listening and translation tasks. Moreover, they must think creatively in order to use and manipulate the structures and vocabulary they have learnt to express themselves clearly in spoken and written work.

**French: Programme of study to start September 2019**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	All about me	My school	My hobbies	My town	My holidays	
<b>Year 8</b>	The media	Talking about the part	Three tenses	House, home and daily routine	Dreams and ambitions	
<b>Year 9</b>	Me, my family and pets	Food and Drink	Hobbies and free time activities			Future plans
<b>Year 10</b>	Theme 1: Personal relationships (family and friends)	Theme 1: Hobbies and free time activities, media Theme 2: Technology Theme1: Celebrations	Theme 2: my home town and area	Theme 2: Holidays	Theme3: School Theme 2: Healthy living	Exam skills practice
<b>Year 11</b>	Theme 3: world of work	Theme 2: national and international problems	Revision and exam preparation			Examination

## Years 7, 8, 9, 10 and 11 fundamentals

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 7 half term 1: all about me	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Introductions and ask for and give name age and birthday</li> <li>• To learn numbers 1-30</li> <li>• Talk about basic likes and dislikes</li> <li>• Describe your appearance and personality and that of your family</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Articles, nouns and gender (le/la/les/un/une/des/mon/ma/mes)</li> <li>• Adjective agreement with regular adjectives</li> </ul> <p>Full paradigm of 'avoir' and 'etre' but concentrate on 'je', 'tu' and 'il/elle/on'</p>	Pronouns, adjectives, conjugation, gender, nouns, intensifiers (qualifiers)
Year 7 half term 2: my school	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Give a variety of opinions of school subjects and teachers</li> <li>• Tell the time in French</li> <li>• Describing a typical school day including what you eat</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Use 'on' to say 'we' with regular present tense 'er' verbs</li> <li>• Using <i>parce que</i> and other connectives such as 'aussi', 'et', 'mais' and 'cependant'</li> <li>• The partitive article with food and drink</li> </ul>	
Year 7 half term 3: my hobbies	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Explain what you do on your phone or computer</li> <li>• Explain what sports and hobbies you do in your free time</li> <li>• Say how often you do things</li> <li>• Describe what others do</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Full paradigm of 'er' regular verbs but focusing on 'je', 'tu' and 'il/elle/on'</li> <li>• Jouer + à and faire + de</li> </ul> <p>Opinion phrase + infinitive verb structure</p>	Verbs / infinitive construction / personal pronouns
Year 7 half term 4: my town	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Describe what's in/not in your town</li> <li>• Ask for and give directions</li> <li>• To say where you go in town</li> <li>• To describe what you can do in town</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Use il y a/il n'y a pas de correctly</li> <li>• Understand formal and informal speech (tu/vous)</li> <li>• Full paradigm of aller + à in the present tense (focus on 'je, tu, il/elle/on')</li> </ul> <p>To use modal verbs with 'je,tu,il/elle/on' + infinitive</p>	Year 7 half term 4: my town
Year 7 half term 5-6: my holidays	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Describe where you go on holiday</li> <li>• Describe what you do on holiday</li> <li>• To learn numbers 1-100</li> <li>• To say what you will do on holiday</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Use the near future tense</li> <li>• Use 'je voudrais' + infinitive</li> </ul>	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 8 Half term 1: media	Linguistic competence <ul style="list-style-type: none"> <li>Talking about TV programmes</li> <li>Talking about films</li> <li>Talking about reading</li> <li>Talking about the Internet</li> <li>Expressing opinions and justifications</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Reinforcement of present tense –er, -ir and -re verbs (focus on je and nous)</li> <li>Perfect tense with avoir, reg verbs</li> <li>Range of negatives ne...pas / jamais</li> <li>conjugation of être, avoir, aller and faire (focus on je and nous)</li> </ul> Intensifiers and adverbs	perfect tense, conditional tense, adverbs, time expressions, quantifiers, question words
Year 8 Half term 2: talking about the past	Linguistic competence <ul style="list-style-type: none"> <li>Adjectives</li> <li>Range of verbs connected with outings</li> <li>Means of transport</li> <li>Asking questions</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Perfect tense with avoir and introduce verbs with être and irreg pp (bu / vu / fait / pris)</li> <li>C'était / ce n'était pas</li> <li>(ext j'ai trouvé ça</li> </ul> Après / plus tard	
Year 8 Half term 3: three tenses	Linguistic competence <ul style="list-style-type: none"> <li>Revision of personal ID</li> <li>Personal relationships</li> <li>Preferences of free time activities</li> <li>clothes</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Reflexive verbs (s'entendre / de disputer / se fâcher)</li> <li>Reinforcement of past / perfect / near future, irregular: venir</li> <li>Adjective agreement</li> <li>Possessive adjectives</li> </ul> More complex opinions	reflexive verbs, irregular verbs, comparatives, possessive adjectives, prepositions, partitive
Year 8 half term 4: house, home and the daily routine	Linguistic competence <ul style="list-style-type: none"> <li>Talking about region</li> <li>Describing a house</li> <li>daily routine</li> <li>Meals and food</li> <li>quantities</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Comparatives</li> <li>Prepositions</li> <li>Partitive article / beaucoup de / un paquet de</li> <li>Present and perfect of boire and prendre Il faut</li> </ul>	
Year 8 Half term 5 -6: dreams and ambitions	Linguistic competence <ul style="list-style-type: none"> <li>Ambitions family</li> <li>Personal dreams</li> <li>(maybe volunteering / charity)</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Infinitive constructions</li> <li>Modal verbs</li> <li>Imperatives</li> <li>Conditional (je voudrais / j'aimerais / je préférerais) superlative</li> </ul>	superlative , modal verbs

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• How to introduce themselves</li> <li>• Numbers 1-30</li> <li>• Alphabet</li> <li>• Colours</li> <li>• Use of a bi-lingual dictionary</li> <li>• Describing family members</li> <li>• Pets</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Formation of the present tense</li> <li>• Identifying the gender of nouns</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Gender (masculine, feminine,)</li> <li>• Verb</li> <li>• Adjective</li> <li>• Plural</li> <li>• Possessive adjective (my)</li> </ul>
Year 9 autumn term 2:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Discussing foods they like/dislike</li> <li>• Ordering food at a market and in a restaurant</li> <li>• Explaining the use of their pocket money</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Introduction of conditional tense</li> <li>• Justified opinions</li> <li>• Third person – giving someone else's opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional tense</li> </ul> <p>Infinitive/ dictionary verb</p>
Year 9 spring term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Sports and hobbies</li> <li>• Saying which pastimes they like/dislike</li> <li>• Explain how often they do activities</li> <li>• Describe their favourite things</li> <li>• Offer opinions</li> <li>• Give reasons for their opinions</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using simple connectives to link their ideas</li> <li>• Adverbs of frequency</li> <li>• Introduction of past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Adverb</li> <li>• Connective</li> <li>• Negative</li> <li>• Irregular verb</li> <li>• Past tense</li> <li>• Auxiliary/ helping verb</li> </ul> <p>Past participle</p>
Year 9 spring term 2:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• School rules</li> <li>• Describing school uniform</li> <li>• Outlining likes and dislikes of school subjects</li> <li>• Telling the time</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Past, present and conditional tenses</li> <li>• Modal verbs</li> <li>• Adjective endings</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional tense</li> <li>• Infinitive/ dictionary verb</li> <li>• Past tense</li> <li>• Auxiliary/ helping verb</li> <li>• Past participle</li> <li>• Adjective agreement</li> <li>• Modal verb</li> </ul>

<p>Year 9 summer term 1:</p>	<ul style="list-style-type: none"> <li>• Drawing comparisons between the French and English school systems</li> <li>• Discussing the pressures of school life</li> <li>• Describe their dream school</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Conditional</li> <li>• Comparative and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Future tense</li> </ul>
<p>Year 9 summer term 2:</p>	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Discussing future plans</li> <li>• Jobs and places of work</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using future tense</li> <li>• Using more complex connectives to link their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Future tense</li> </ul>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 10 autumn term 1:</p>	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Talking about friends and what makes a good friend</li> <li>• Talking about family relationships</li> <li>• Making plans to go out</li> <li>• Describing a night out</li> <li>• Talking about life when you were younger</li> <li>• Describing family celebrations</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Irregular verbs in the present</li> <li>• Using reflexive verbs in the present</li> <li>• Using the near future</li> <li>• Using the perfect tense</li> <li>• Using the imperfect tense</li> <li>• Using <i>venir de</i></li> </ul>	<ul style="list-style-type: none"> <li>• Irregular verbs</li> <li>• reflexive verbs</li> <li>• near future</li> <li>• perfect tense</li> <li>• imperfect tense</li> <li>• <i>venir de</i></li> </ul>
<p>Year 10 autumn term 2:</p>	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Talking about sports</li> <li>• Talking about your life online</li> <li>• Talking about books and reading</li> <li>• Talking about TV programmes and films</li> <li>• National festivals</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using <i>depuis</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Depuis</i></li> <li>• Comparatives</li> <li>• Imperfect</li> <li>• direct object pronouns</li> </ul>

	<ul style="list-style-type: none"> <li>Using comparatives</li> <li>Practice using the imperfect</li> <li>Using direct object pronouns</li> <li>Using superlative adjectives</li> <li>Using the pronoun <i>en</i></li> </ul> <p>Forming questions – (-t-)</p>	<ul style="list-style-type: none"> <li>superlative adjectives</li> <li>the pronoun <i>en</i></li> </ul>
	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>Describing your region</li> <li>Describing your house</li> <li>Asking for directions</li> <li>Talking about what there is to see and do in your town</li> <li>Making plans</li> <li>Climate</li> <li>Discussing your daily routine</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>Using the pronoun <i>y</i> ( <i>il y a</i> )</li> <li>Using negatives</li> <li>Using question words (quel/quelle)</li> <li>Using the simple future (weather)</li> <li>Using reflexive verbs</li> </ul> <p>Using modal verbs <i>pouvoir</i> and <i>devoir</i> in the present tense</p>	<ul style="list-style-type: none"> <li><i>il y a/ il n'a pas</i></li> <li>negatives</li> <li>simple future</li> <li>reflexive verbs</li> <li>modal verbs <i>pouvoir</i> and <i>devoir</i></li> </ul>
Year 10 spring term 2:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>Talking about an ideal holiday</li> <li>Talking about the hotel/accommodation</li> <li>Booking accommodation</li> <li>Talking about traveling</li> <li>Describing a holiday in the past</li> <li>Talking about problems on holiday</li> <li>Buying souvenirs</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>Using the conditional</li> <li>Using reflexives in the perfect tense</li> <li>Using <i>en</i> and the present participle</li> <li>Using <i>avant de</i></li> <li>Using the perfect tense</li> <li>Using the pluperfect tense</li> <li>Using demonstrative adjectives and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Conditional</li> <li>Reflexives</li> <li>the particle <i>en</i></li> <li>present participle</li> <li><i>avant de</i></li> <li>perfect tense</li> <li>pluperfect demonstrative</li> </ul>
Year 10 summer term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Describing your school</li> <li>Discussing school rules</li> <li>Comparing school system in France and England</li> <li>Discussing healthy choices</li> <li>Discussing a school trip</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>Using the pronouns <i>il</i> and <i>elle</i></li> <li>Using <i>il faut</i></li> <li>Using the imperative</li> </ul> <p>Using modal verbs</p>	<ul style="list-style-type: none"> <li><i>il faut</i></li> <li>imperative modal verbs</li> </ul>
Year 10 summer term 2:	Revision and exam preparation	<p>Translation</p> <p>Picture task</p> <p>Role play</p> <p>Long write</p>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 autumn term 1:	Linguistic Competence <ul style="list-style-type: none"> <li>• Discussing career choices</li> <li>• Talking about career plans/hopes</li> <li>• Applying for jobs</li> <li>• Describing work experience</li> <li>• Discussing part time jobs</li> </ul> Application of Grammar <ul style="list-style-type: none"> <li>• Using comparative nouns – the best thing/the worst thing</li> <li>• Understanding the subjunctive</li> <li>• Using direct object pronouns in the perfect tense</li> <li>• Using perfect and imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• comparative nouns</li> <li>• subjunctive</li> <li>• direct object pronouns</li> <li>• perfect</li> <li>• imperfect</li> </ul>
Year 11 autumn term 2:	Linguistic Competence <ul style="list-style-type: none"> <li>• Discussing problems facing the world</li> <li>• Talking about protecting the environment</li> <li>• Discussing ethical shopping</li> <li>• Talking about volunteering</li> <li>• Discussing big events</li> </ul> Application of Grammar <ul style="list-style-type: none"> <li>• Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> <li>• Using the passive</li> <li>• Using indirect object pronouns</li> </ul> Giving both sides of an argument	<ul style="list-style-type: none"> <li>• modal verbs <i>pouvoir</i> and <i>devoir</i></li> <li>• passive indirect object pronouns</li> </ul>
Year 11 spring term:	Revision and exam preparation	Translation Picture task Role play <ul style="list-style-type: none"> <li>• Long write</li> </ul>

German: Programme of study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	My world	My family	Hobbies	School	Future holidays	
<b>Year 8</b>	Past Holidays	Media	Healthy eating	Daily routine and class trip	Clothes and dates	
<b>Year 9</b>	Me, my family and pets	Hobbies and free time activities	Food and Drink	Future plans	School	
<b>Year 10</b>	Theme 1: Free time, media, music Theme2: technology	Theme 1: friendships, family relationships Theme1: Celebrations	Theme 2: my home town and area	Theme 2: Holidays	Theme3: School	Exam skills practice
<b>Year 11</b>	Theme 3: world of work	Theme 2: national and international problems	Revision and exam preparation			Examination

## Years 7, 8, 9, 10 and 11 fundamentals

Term and topic:	Fundamental knowledge	
Year 7 Half term 1: My world	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Give and ask for simple personal information</li> <li>• Use the German alphabet for spellings</li> <li>• Describe your character and your favourite things</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Introduction to nouns and genders with belongings, <i>mein</i> and <i>meine</i></li> <li>• Use verbs <i>heißen, sein, haben</i> and <i>wohnen</i> in <i>ich</i> and <i>du</i> form</li> <li>• Use qualifiers e.g. <i>sehr / ziemlich</i></li> </ul>	
Year 7 Half term 2: My family	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Describe your pets (names and character)</li> <li>• Use numbers 1-100</li> <li>• Talk about you and your family (names and appearance)</li> <li>• State your birthday</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Look at way plurals are formed in German using example of pets</li> <li>• See conjugation of verbs used in full paradigm and concentrate on knowing <i>ich, du, er/sie/es</i> forms</li> <li>• Use <i>kann</i> and modals to talk about superpowers of pets</li> <li>• Understand ordinal numbers for birthdays</li> </ul>	
Year 7 Half term 3: Hobbies	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Talk about sport and leisure activities.</li> <li>• Explain how you use mobiles and computers</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Use <i>gern / nicht gern</i> to give opinions</li> <li>• German word order with time phrases</li> </ul> <p>Exposure to irregular verbs <i>fahren, lesen</i> and <i>sehen</i></p>	
Year 7 half term 4: School	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Give a variety of opinions of school subjects</li> <li>• Use the 24 hour clock</li> <li>• Describe your school day</li> <li>• Describe your teachers</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• Use <i>ich mag</i> for opinions</li> <li>• Use correct word order after <i>weil</i></li> <li>• Use connectives and qualifiers to raise the quality of work</li> </ul>	
Year 7 Half term 5 -6: future holidays	<p>Linguistic competence</p> <ul style="list-style-type: none"> <li>• Describe your town</li> <li>• Be able to order items in a shop or café</li> <li>• Talk about holiday plans</li> </ul> <p>Application of grammar</p> <ul style="list-style-type: none"> <li>• <i>Es gibt</i> + accusative case</li> <li>• Use <i>kein</i> to express negatives</li> <li>• Use <i>werden</i> to refer to future plans</li> </ul> <p>Use <i>man kann</i> with correct word order</p>	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 8 Half term 1: Past holidays	Linguistic competence <ul style="list-style-type: none"> <li>Describe a holiday, including weather, accommodation and activities</li> <li>Understanding question words</li> </ul> Application of grammar <ul style="list-style-type: none"> <li><i>Haben</i> vs. <i>sein</i> + past participle</li> <li>Irregular past participles</li> <li>Imperfect phrases (<i>war, hatte, es gab</i>)</li> </ul>	Past participle; imperfect phrase
Year 8 Half term 2: Media	Linguistic competence <ul style="list-style-type: none"> <li>Film and TV preferences</li> <li>Reading preferences</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Perfect tense</li> <li>Modal verbs</li> <li>Dative prepositions</li> <li><i>Gern, lieber, am liebsten</i></li> </ul>	Perfect tense; dative prepositions
Year 8 Half term 3: Healthy eating and sport	Linguistic competence <ul style="list-style-type: none"> <li>Talking about breakfasts</li> <li>Discussing food</li> <li>Understanding and using recipes</li> <li>Talking about healthy lifestyle</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Using the verb <i>essen</i></li> <li>Using <i>nehmen</i></li> <li>The du form of the imperative</li> <li>Using the verb <i>müssen</i></li> </ul>	imperative
Year 8 half term 4: daily routine and class rtips	Linguistic competence <ul style="list-style-type: none"> <li>Understanding rules</li> <li>Discussing daily routine</li> <li>Giving directions</li> <li>Describing a festival</li> </ul> Application of grammar <ul style="list-style-type: none"> <li>Using <i>dürfen</i> and <i>müssen</i></li> <li>Using reflexive and separable verbs (exposure to the whole paradigm and focus on first person)</li> <li>The du/ihr/Sie form of the imperative</li> <li>Using adjectives</li> </ul>	Reflexive and seperable verbs; adjectives
Year 8 Half term 5 -6: clothes and dates	Linguistic competence <ul style="list-style-type: none"> <li>Preferred styles of clothing</li> <li>Describing getting ready for a date</li> </ul> Application of grammar <ul style="list-style-type: none"> <li><i>Wenn</i> clauses</li> <li>Future tense</li> <li>Time, manner, place</li> <li>Asking questions (reflexive and seperable verbs)</li> </ul>	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• How to introduce themselves</li> <li>• Numbers 1-30</li> <li>• Alphabet</li> <li>• Colours</li> <li>• Use of a bi-lingual dictionary</li> <li>• Describing family members</li> <li>• Pets</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Formation of the present tense</li> <li>• Identifying the gender of nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Gender (masculine, feminine, neuter)</li> <li>• Verb</li> <li>• Adjective</li> <li>• Plural</li> <li>• Possessive adjective (my)</li> </ul> <p>Case (nominative and accusative)</p>
Year 9 autumn term 2:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Sports and hobbies</li> <li>• Saying which pastimes they like/dislike</li> <li>• Explain how often they do activities</li> <li>• Describe their favourite things</li> <li>• Offer opinions</li> <li>• Give reasons for their opinions</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using simple connectives to link their ideas</li> <li>• Adverbs of frequency</li> <li>• Introduction of past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Adverb</li> <li>• Connective</li> <li>• Negative</li> <li>• Irregular verb</li> <li>• Past tense</li> <li>• Auxiliary/ helping verb</li> <li>• Past participle</li> </ul>
Year 9 spring term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Discussing foods they like/dislike</li> <li>• Ordering food at a market and in a restaurant</li> <li>• Explaining the use of their pocket money</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Introduction of conditional tense</li> </ul> <p>Justified opinions – subordinating conjunctions</p>	<ul style="list-style-type: none"> <li>• Subordinate conjunction</li> <li>• Conditional tense</li> <li>• Infinitive/ dictionary verb</li> </ul>
Year 9 spring term 2:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Discussing future plans</li> <li>• Jobs and places of work</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using future tense</li> <li>• Using more complex connectives to link their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate conjunction</li> <li>• Future tense</li> <li>• Infinitive/ dictionary verb</li> </ul>
Year 9 summer term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• School rules</li> <li>• Describing school uniform</li> <li>• Outlining likes and dislikes of school subjects</li> <li>• Telling the time</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate conjunction</li> <li>• Conditional tense</li> <li>• Future tense</li> </ul>

	<p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Past, present and future tenses</li> <li>• Modal verbs</li> <li>• Adjective endings</li> </ul>	<ul style="list-style-type: none"> <li>• Infinitive/ dictionary verb</li> <li>• Past tense</li> <li>• Auxiliary/ helping verb</li> <li>• Past participle</li> <li>• Adjective agreement</li> <li>• Modal verb</li> </ul>
<p>Year 9 Summer term 1:</p>	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Drawing comparisons between the German and English school systems</li> <li>• Discussing the pressures of school life</li> <li>• Describe their dream school</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Conditional</li> <li>• Comparative and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Case – Dative</li> <li>• Prepositions</li> <li>• Comparative superlative</li> </ul>

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 10 autumn term 1:</p>	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• leisure activities</li> <li>• Reading habits</li> <li>• Music</li> <li>• Tv /film viewing habits.</li> <li>• Sport</li> <li>• Festivals – intro to German festivals birthday</li> <li>• Saying how you stay fit and healthy (very basic p.80 task2.</li> <li>• Technology (social network) (chp 4)</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using nouns and articles</li> <li>• Using adverbs of frequency and place (TMP word order)</li> <li>• Expressing preference (gern/lieber/am liebsten)</li> <li>• Using plural nouns</li> <li>• Using the conditional</li> <li>• Using subordinate clause – wenn</li> <li>• Expressing complex opinions with ,dass</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Articles</li> <li>• Adverbs</li> <li>• TMP</li> <li>• Plural</li> <li>• Conditional</li> <li>• subordinate clause</li> <li>• ,wenn</li> <li>• ,dass</li> </ul>
<p>Year 10 autumn term 2:</p>	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Activities with family/friends</li> <li>• A good friend</li> <li>• Family relationships</li> <li>• Marriage and ideal partners</li> <li>• Damals und Heute</li> <li>• Christmas</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Using possessive adjectives</li> <li>• Using the dative with mit</li> </ul>	<ul style="list-style-type: none"> <li>• possessive adjectives</li> <li>• dative</li> <li>• Reflexive verb</li> <li>• separable verbs</li> <li>• prepositions</li> <li>• modal verbs</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflexive verb (sich verstehen)</li> <li>• Using separable verbs</li> <li>• Using prepositions <i>in</i> and <i>an</i></li> <li>• Using modal verbs in the imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• imperfect tense mit</li> </ul>
Year 10 spring term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Describing your house (rooms etc)</li> <li>• Describe hometown</li> <li>• Advantages/disadvantages of your region</li> <li>• Regional dishes/traditions</li> <li>• Daily routine</li> <li>• Chores and helping at home</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Irregular verbs in the present (lessen, schlafen)</li> <li>• Using separable verbs (einkaufen)</li> <li>• Prepositions with accusative and dative</li> <li>• Using reflexive verbs (aufstehen)</li> <li>• Imperfect of sein and haben (opinions in the past)</li> <li>• Separable verbs in the past tense</li> <li>• Using es gibt/ es gab</li> <li>•</li> </ul> <p>Modal verbs in present and conditional</p>	<ul style="list-style-type: none"> <li>• Irregular verbs</li> <li>• separable verbs</li> <li>• Prepositions</li> <li>• accusative</li> <li>• dative</li> <li>• reflexive verbs</li> <li>• Imperfect</li> <li>• Separable verbs</li> <li>• past tense</li> <li>• Modal verbs</li> <li>• Es gibt</li> <li>• Es gab</li> </ul>
Year 10 spring term 2:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Countries</li> <li>• What kind of holidays</li> <li>• Discussing holiday plans/dream holiday</li> <li>• - Accommodation</li> <li>• - Travel</li> <li>• - Activities</li> <li>• Describing a holiday in the past</li> <li>• -Accommodation</li> <li>• - Travel</li> <li>• - Activities</li> <li>• - Problems on holiday (health problems and complaints)</li> <li>• Describing the weather</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Demonstrative article</li> <li>• Comparatives and superlatives inc irregulars (lang, gross, nah, gut)</li> <li>• Using imperatives</li> <li>• Dative pronouns</li> <li>• Pluperfect tense</li> <li>• Using infinitive constructions with zu</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrative article</li> <li>• Comparatives and superlatives</li> <li>• imperatives</li> <li>• Dative pronouns</li> <li>• Pluperfect tense</li> <li>• infinitive constructions</li> </ul>
Year 10 summer term 1:	<p>Linguistic Competence</p> <ul style="list-style-type: none"> <li>• Giving opinions of school subjects</li> <li>• Describing the school day</li> <li>• Describe school facilities</li> <li>• Describe what you are looking forward to</li> <li>• Describing school trips</li> <li>• Compare the German and British school system</li> <li>• Describing and giving opinions on school rules</li> </ul> <p>Application of Grammar</p> <ul style="list-style-type: none"> <li>• Forming questions with inversion</li> </ul>	<ul style="list-style-type: none"> <li>• Inversion</li> <li>• Future tense</li> <li>• Modal verbs</li> <li>• Adjective agreement</li> <li>• Accusative perfect and imperfect past tense</li> </ul>

	<ul style="list-style-type: none"> <li>• Future tense (variety of future tense phrases)</li> <li>• Modal verbs</li> <li>• Adjective agreement in accusative</li> </ul> Both perfect and imperfect past tense	
Year 10 summer term 2:	Linguistic Competence <ul style="list-style-type: none"> <li>• Complete school topic</li> <li>• Exam skills practice (picture task, translation, long write answers, understanding and answering questions in German)</li> </ul> Application of Grammar	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 autumn term 1:	Linguistic Competence <ul style="list-style-type: none"> <li>• Identify a range of jobs</li> <li>• Activates in different jobs</li> <li>• Personal qualities/ CV</li> <li>• Part time jobs</li> <li>• Work experience</li> <li>• Dream job</li> <li>• Languages in the world of work</li> </ul> Application of Grammar <ul style="list-style-type: none"> <li>• No article with jobs</li> <li>• Nominative with copula verb</li> <li>• Masculine and feminine nouns</li> <li>• conjunctions and intensifiers</li> <li>• ,um... zu.... Construction</li> <li>• Pluperfect of modal verb wollen</li> </ul>	<ul style="list-style-type: none"> <li>• Article</li> <li>• Nominative</li> <li>• Intensifiers</li> <li>• ,um... zu....</li> <li>• Pluperfect of modal verb wollen</li> </ul>
Year 11 autumn term 2:	Linguistic Competence <ul style="list-style-type: none"> <li>• Describing and giving opinions on international events</li> <li>• Talking about social problems</li> <li>• Discussing environmental problems</li> <li>• Compare environmental activity in Germany and UK</li> <li>• Volunteering and good causes</li> </ul> Application of Grammar <ul style="list-style-type: none"> <li>• Coping with big numbers</li> <li>• Developing awareness of adjectival nouns (die Obdachlose)</li> <li>• Using comparatives and superlatives with adjectives and adverbs</li> </ul> Using subordinate conjunction wenn (inc verb,verb construction)	<ul style="list-style-type: none"> <li>• comparatives and superlatives</li> <li>• verb,verb construction</li> </ul>
Year 11 spring term 1:	Revision of all topics and preparation for the speaking and writing exam	
Year 11 Spring term 2:	Revision of all topics and preparation for the speaking and writing exam	