



MFL

Key Stage 3

Year group:	Topics covered:					
Year 7	<p>Intent</p> <p>In year 7, we introduce students to the foundations of language learning. Due to differing language learning experiences across our feeder primary schools, we aim to ensure that all students have been given the same opportunities at the start of their language learning journey. We begin by learning how to introduce ourselves and others with a focus on pronunciation. Students begin developing their ‘incredible language’ as well as building their listening, reading, writing and speaking skills. Students begin to work towards achieving ‘incredible language checkpoints’. We then deliver topics that students can relate to when talking about themselves e.g. where they live, their family, free-time activities. Each topic is sequenced to allow for subject knowledge and both vocabulary and grammatical retrieval. We provide numerous opportunities to identify and fill any learning gaps via assessment through questioning, focussed assessments, review lessons, vocabulary revision, comprehension tasks and grammar activities. Year 7 students will study both French and German, alternating every half term.</p>					
French	Term 1 - All About Me	Term 1 - Grammar	Term 2 - Where I Live	Term 2 - Grammar	Term 3 - Free Time	Term 3 - Free Time
Knowledge And Grammar	<ul style="list-style-type: none"> - Greetings - Introductions - Alphabet - Phonics - Age - Numbers - Days and months of the year - Birthday - Physical descriptions - Personality descriptions - Pets - Classroom instructions - Colours - Adjectival agreement - Intro to incredible language including simple connectives and simple opinions 	<ul style="list-style-type: none"> - S'appeller in the 'je' and 'tu' form - High frequency verbs in present tense particularly 'avoir' and 'être' - Introduction of personal pronouns - Adjectival agreement - Incredible language - Revision of gender - Negative structures - Relative clauses 	<ul style="list-style-type: none"> - Places in town - Rooms in the house - Furniture - Incredible language including justifications, intensifiers and adjectives 	<ul style="list-style-type: none"> - present tense of irregular verbs - contractions with à to express "to the" - prepositions - simple negatives - Incredible language 	<ul style="list-style-type: none"> - sports with jouer - sports with faire - extreme sports - Incredible language including complex opinions, comparisons and frequency words 	<ul style="list-style-type: none"> - High frequency verbs e.g. jouer, faire - contractions with à for sports with jouer - contractions with de for sports with faire - comparisons - the conditional tense - Incredible language
Assessment	<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - EFA 	

The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

German	Term 1 - All About Me	Term 1 - Grammar	Term 2 - Free Time	Term 2 - Grammar	Term 3 - Where I Live	Term 3 - Grammar
Knowledge And Grammar	<ul style="list-style-type: none"> - Greetings - Introductions - Alphabet - Phonics - Age - Numbers - Days and months of the year - Birthday - Physical descriptions - Personality descriptions - Pets - Classroom instructions - Colours - Adjectival agreement - Intro to incredible language including simple connectives and simple opinions 	<ul style="list-style-type: none"> - Introduction of 'heißen' in the 'ich' and 'du' form - Introduction of high frequency verbs e.g. haben - Introduction of person pronouns - Use of 'sein' - Relative clauses - 'haben' and 'sein' in the present tense - Nominative and accusative cases - Definite and indefinite articles - Adjectival agreement - Incredible language - Negative structures 	<ul style="list-style-type: none"> - sports with spielen - sports with machen - hobbies - frequency words using magnet word order - TV programmes - Justifications with boot word order - incredible language including frequency words, justifications, intensifiers and adjectives 	<ul style="list-style-type: none"> - High frequency verbs e.g. spielen, machen, gehen - Word order - Reflexive verbs - Subordinate clauses - Incredible language 	<ul style="list-style-type: none"> - Types of accommodation - Rooms in the house - Furniture and prepositions - Places in the town - Shopping in the town 	<ul style="list-style-type: none"> - Recognising Dative case - Recognising Accusative case - Recognising Prepositions - Recognising and using the imperative for directions
Assessment	<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - EFA 	
Year 8	<p>In year 8, students study either French or German. We use the language skills and knowledge that students gained from year 7 and incorporate this more so with increasing students' awareness of history, healthy lifestyles and travel. This requires students to utilise more challenging grammatical structures in both French and German as well as practise their reading, listening, writing and speaking skills at a more challenging level. As with year 7, there are numerous opportunities for students to reflect and build upon prior learning and regular focussed assessments are planned to inform both students and teachers of progress.</p>					
French	Term 1 - French Revolution	Term 1 - Grammar	Term 2 - Holidays	Term 2 - Grammar	Term 3 - Healthy Lifestyles	Term 3 - Grammar
Knowledge And Grammar	<ul style="list-style-type: none"> - French revolution introduction - Comparing the social system in France prior to the revolution - Describing Louis XVI and Marie Antoinette - Fashion during this era - The Chateau of Versailles - The house of a peasant 	<ul style="list-style-type: none"> - Recall of vocabulary and structures from year 7 - Complex opinion phrases - Comparative adjectives - Adjectival agreement - Imperfect tense - The position of adjectives - Negative structures 	<ul style="list-style-type: none"> - Holiday destinations - Holiday activities - weather - Next year's holiday - Ideal Holiday 	<ul style="list-style-type: none"> - present tense verb aller - contractions with à for "to the" - using common verbs with "nous" in the present tense - the near future tense - the conditional tense with "je voudrais" and some other common verbs 	<ul style="list-style-type: none"> - Food and drink - opinions about food and drink - restaurant role plays - what you ate and drank yesterday - a recent visit to a restaurant - healthy and unhealthy food - body parts - at the doctors 	<ul style="list-style-type: none"> - manger and boire in the present tense - the partitive article - simple opinions + infinitive - asking simple questions - common verbs in the perfect tense - simple modal verbs using "on doit"

The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

	<ul style="list-style-type: none"> - The storming of the Bastille 	<ul style="list-style-type: none"> - Persuasive language - Revision of incredible language (opinions, connectives, justifications, intensifiers, adjectives, complex opinions, comparisons) 				
Assessment	<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - EFA 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 	
German	Term 1 - Anne Frank/ The Berlin Wall	Term 1 - Grammar	Term 2 - Holidays	Term 2 - Grammar	Term 3 - Healthy Lifestyles	Term 3 - Grammar
Knowledge And Grammar	<ul style="list-style-type: none"> - The historical context to the life of Anne Frank - Anne Frank and her family - The constraints on the Frank family's life - How life changed for the Jews in Amsterdam when the Germans invaded - The family prepare to go into hiding - Life in the secret annexe - Differences between East and West Germany - The impact on citizens - The Trabant car! 	<ul style="list-style-type: none"> - sequencing words and time phrases - verb inversion - recall of family specific vocabulary - 'haben' and 'sein' in the 1st and 3rd person singular in the present and imperfect tenses - Imperfect tense - regular verbs - Modal verbs - Conditional tense - Comparative adjectives 	<ul style="list-style-type: none"> - Holiday destinations - modes of transport - frequency words - Holiday activities - next year's holidays - ideal holiday 	<ul style="list-style-type: none"> -present tense of essen and trinken - simple opinion phrases - boot word order with justifications - simple negatives - simple modal verbs with "man muss" - the perfect tense with common verbs - asking questions 	<ul style="list-style-type: none"> -Food and drink - opinions about food and drink - Healthy and unhealthy food - a recent trip to a restaurant - restaurant role plays - Body parts - At the doctors 	<ul style="list-style-type: none"> - Time, manner, place word order - Magnet word order with wenn clauses - Boot word order with justifications - The future tense with common verbs - The conditional tense using "ich möchte" and some common verbs
Assessment	<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - Speaking assessment - Show me homework 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - EFA 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 	

The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

Year 9	Our curriculum for year 9 has continues to develop what students have learnt in years 7 & 8 as well as preparing students for the GCSE course. We have taken year 9 as an opportunity to use some more challenging language and structures and encourage students to apply their knowledge to topics that are more relatable. By the end of year 9, students will be confident linguists ready to begin their GCSE course.					
French	Term 1 - All About Me/ Customs and Traditions	Term 1 - Grammar	Term 2 - Popular Culture	Term 2 - Grammar	Term 3 - School and Work	Term 3 - Grammar
Knowledge And Grammar	<ul style="list-style-type: none"> - All about me - Family members - Getting on with relatives - Family descriptions - Activities with my family/their interests - What makes a good friend? - My best friend - Narrating an event - Phones - Activities online - Social media 	<ul style="list-style-type: none"> - High frequency verbs in 3rd person singular and plural - Reflexive verbs - Direct object pronoun - Adjectival agreement - Modal verbs with pronoun 'on' - Common perfect tense verbs - Modal verbs in 1st person singular and in the conditional tense - Higher level conjunctions - Plural nouns - Incredible language 	<ul style="list-style-type: none"> - Genres of music - French music - French artists - Favourite singer - Would you like play an instrument? - Narrating an event - Have you ever been to a concert? - TV programmes - Films - Favourite actor - Describing a film 	<ul style="list-style-type: none"> - Simple negatives - Adjectival agreement - Simple reflexive verbs - Simple modal verbs "on doit", "on peut", "il faut" - The conditional tense - The near future tense 	<ul style="list-style-type: none"> - My school - School subjects - Favourite lesson - Teachers - Timetable/daily routine - Uniform - Ideal uniform - School rules - Jobs/Apprenticeships - Job requirements - Plans for after school 	<ul style="list-style-type: none"> - Idiomatic phrases - Adjectival agreement - Conditional tense - Perfect tense - Narrating an event phrases
Assessment	<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - EFA 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 	

The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

German	Term 1 - All About Me/ Customs and Traditions	Term 1 - Grammar	Term 2 - Popular Culture	Term 2 - Grammar	Term 3 - School and Work	Term 3 - Grammar
Knowledge And Grammar	<ul style="list-style-type: none"> - All about me - Family members - Getting on with relatives - Family descriptions - Activities with my family/their interests - My style - Tattoos - pros and cons - Traditions - Birthday celebrations - Festivals - Christmas 	<ul style="list-style-type: none"> - Adverbials - Word order - Accusative case - High frequency verbs in 3rd person singular and plural - Reflexive verbs - Direct object pronouns - Negative structures - Incredible language - Complex phrases e.g. 'sowohl...als auch...' - Perfect tense - Sequencing words - Conditional tense - Relative pronouns - Modal verbs in the conditional tense - Perfect tense - Narrating an event 	<ul style="list-style-type: none"> - TV – likes/dislikes - Comparing TV shows - Film genres - Cinema vs home - German film - Narrating an event - German music - Music genres - Favourite singer/group - Instruments - A recent concert trip 	<ul style="list-style-type: none"> - Adjectival agreement - Conditional tense - Perfect tense - Narrating an event phrases - Incredible language - Word order 	<ul style="list-style-type: none"> - My school - School subjects - Favourite lesson - Teachers - Timetable/daily routine - Uniform - Ideal uniform - School rules - Jobs/Apprenticeships - Job requirements - Plans for after school 	<ul style="list-style-type: none"> - Adjective agreement - Comparative adjectives - Superlative adjectives - Frequency words - Conditional tense - Modal verbs - 'um...zu' clauses - Future tense - 'um...zu...' clauses - Incredible language
Assessment	<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment - EFA 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 		<ul style="list-style-type: none"> - Questioning - Live marking - Vocabulary quizzes - Focussed assessments - Self/peer assessment 	
Assessment:	How Will I be assessed at Key Stage 3?					
	Students are assessed continuously during each lesson via teacher assessment e.g. questioning, 1:1 discussion, live marking; self and peer assessment.					

The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

Formative assessment takes place in lessons using the incredible language checkpoints. Summative assessment takes place each half term and the results from these assessments are recorded on go4schools. One EFA takes place each year for year group. This assesses the comprehension and application of language from students based on the skills they have developed during their KS3 journey so far as well as high frequency vocabulary from the many topics covered since starting at The Wilnecote School.

From year 7, students are gradually introduced to the strategies they will need to succeed in all four skills (Reading, Writing, Listening, Speaking). These will gradually build up students' confidence so that they are able to access a variety of different tasks i.e translation, writing 50 word paragraphs, dictation, role plays etc. Students are given the learning outcomes so they can have a better understanding of what is expected in a piece of work and students also apply their knowledge of these expectations when self/peer assessing.

Homework tasks and do now tasks are a few examples of how we encourage vocabulary recall in students' learning as well as recycling high frequency words/ 'incredible language' throughout the topics.