

German and French 2021: Year 7

	Year 7	Term 1 German	Term 1 French	Term 2 German	Term 2 French	Term 3 German	Term 3 French
	Торіс	Myself and others	Myself and others	School	Free time and leisure	Where I live	School
MFL	Why this and why now?	Ensure successful introduction to German allowing pupils to be able to hold meaningful introductory conversations.	Ensure successful introduction to German allowing pupils to be able to hold meaningful introductory conversations.	Enables students to develop new vocab and use simple sentences with key verbs to describe their school. Develop vocab knowledge of personal topics.	Enables pupils to develop an understanding of the present tense formation in French based primarily on the first person but with stretch to include the third person. Students will start to describe their own leisure actives and communicate using different verbs adjectives and opinions	Pupils now have an awareness of different verbs and opinions and can reinforce this by learning about places in their area and German speaking towns. They can also discover German culture of a city and learn transactional language to increase their spoken confidence in the classroom.	Enables pupils to develop new vocab and use simple sentences with key verbs to describe their school. Develop vocab knowledge of personal topics.
	What is the essential knowledge that needs to be remembered?	Knowledge How to ask questions name, age, where I live Use numbers Ask and answer simple questions on name, age, how you are feeling Stretch Personality and description	Knowledge How to ask questions name, age, where I live Use numbers Ask and answer simple questions on name, age, how you are feeling Stretch Personality and description	Knowledge Introduce school Subject and opinion Reasons Days and time Present tense Activities at break with Stretch Opinions on teachers and reasons	Knowledge: To use present tense verbs with sports and leisure Simple opinions with like/dislike Using adjectives Using opinions with adjectives Understand and know time phrases and their position in a sentence when saying how often. Stretch Third person activities	Knowledge To know places in a town to describe what there is, impersonal verbs there is/isn't and negatives. Be able to describe what you can do in your town. Link activities to weather. Stretch Be able to describe your house in detail.	Knowledge Introduce school Subject and opinion Reasons Days and time Present tense Activities at break with Stretch Opinions on teachers and reasons
	What is the assessment intent and how will you assess?	Formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for



		assessment for learning during sessions. End of unit assessment December for speaking	assessment for learning during sessions End of unit assessment December for speaking	assessment for learning during sessions. End of unit assessment for Reading/Listening	assessment for learning during sessions End of Unit assessment for Reading/Listening	assessment for learning during sessions End of Year assessment	assessment for learning during sessions End of year assessment
	What should the end point look like?	Know and remember , ask answer to key questions with name, age, how you're feeling.	Know and remember , ask answer to key questions with name, age, how you're feeling.	Be able to describe school day and give complex opinions on school subjects and teachers.	Be able to give a detailed description of hobbies and leisure activities giving complex opinions.	Be able to give a detailed description of local area and home. Be able to describe what you can/cannot do in your area.	Be able to describe school day and give complex opinions on school subjects and teachers
	How does it cover the NC?	Students are expected to cover the 4 skills speaking. Reading, listening and writing. Enables students to start to develop their speaking of words/ short sentence coherently and confidently, with increasingly accurate pronunciation and intonation. Write using familiar vocab they have learnt about themselves in present tense. Understand and respond to spoken and written language from a variety of authentic sources. Cultural knowledge is through learning about some German speaking countries and how to greet people formally/informally.	Students are expected to cover the 4 skills speaking. Reading, listening and writing. Enables students to start to develop their speaking of words/ short sentence coherently and confidently, with increasingly accurate pronunciation and intonation. Write using familiar vocab they have learnt about themselves in present tense. Understand and respond to spoken and written language from a variety of authentic sources. Cultural knowledge is through learning about some French speaking countries and how to greet people formally/informally.	Students are expected to cover the 4 skills speaking. Reading, listening and writing. Enables students to start to develop their speaking of words/ short sentence coherently and confidently, with increasingly accurate pronunciation and intonation. Write using familiar vocab they have learnt about themselves in present tense. Understand and respond to spoken and written language from a variety of authentic sources such as short dialogues.	Students are expected to cover the 4 skills speaking. Reading, listening and writing Enable students to speak with increasing confidence, finding ways of communicating what they want to say, including through discussion and asking questions, when talking about themselves, and others , as well as revising key concepts on personal information and using key verbs such as to have and to be in present tense.	Students are expected to cover the 4 skills speaking. Reading, listening and writing. understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt discover and develop an appreciation of a range of writing in the language studied. Allows students to gain an insight to leisure activities in German and English and how they are similar.	Students are expected to cover the 4 skills speaking. Reading, listening and writing understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. To start using 2 tenses within their work (as requirement at KS3 is present, past and future tense so introduction of conditional and or future tense is in HT6 as challenge as well as building knowledge on present tense verbs.