

German and French 2022-23

Year 7		Term 1 German	Term 1 French	Term 2 German	Term 2 French	Term 3 German	Term 3 French
MFL	Topic	Myself and others	Myself and others	School	Free time and leisure	Where I live	School
	Why this and why now?	Ensure successful introduction to German allowing pupils to be able to hold meaningful introductory conversations.	Ensure successful introduction to French 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 activities 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 Describe school building Teachers 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 Simple opinion + infinitive 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 Describe school building Present tense activities to describe the school day Stretch Opinions on teachers and reasons
	What is the assessment	Assessment will be based on translation and written work.	Assessment will be based on translation and written work.	End of unit assessment for Reading/Listening	End of Unit assessment for Reading/Listening	Pupils will complete a Reading and writing assessment at the end of the unit.	Pupils will complete a reading and listening assessment at the end of the unit. They will also be

	intent and how will you assess?	Section A of the assessment will require pupils to translate from German into English and will consist of sentences based on the module. Section B will require the pupils to write a paragraph introducing themselves and their family in German.	Section A of the assessment will require pupils to translate from French into English and will consist of sentences based on the module. Section B will require the pupils to write a paragraph introducing themselves and their family in French.				assessed on their translation skills from French into English
	What should the end point look like?	<p>Students know:</p> <ul style="list-style-type: none"> - Cultural information on German speaking countries - Question words - Numbers 0-31 - First person verb forms in the present tense - the German alphabet - the months of the year - Family members <p>Adjectives to describe self and others</p> <p>Students know how to:</p> <ul style="list-style-type: none"> - Express how they are feeling -Ask for and give names - Spell names in German -Ask for and give age Ask for and say where they live - Ask for and state when their birthday is - Ask and state how many siblings they have. - Describe themselves and others 	<p>Students know:</p> <ul style="list-style-type: none"> - Cultural information on French speaking countries - Question words - Numbers 0-31 - First person verb forms in the present tense - the French alphabet - the months of the year - Family members <p>Adjectives to describe self and others</p> <p>Students know how to:</p> <ul style="list-style-type: none"> - Express how they are feeling -Ask for and give names - Spell names in French -Ask for and give age Ask for and say where they live - Ask for and state when their birthday is - Ask and state how many siblings they have. - Describe themselves and others 	<p>Students know:</p> <ul style="list-style-type: none"> - How the German school system works. - A range of German school subject - A range of opinions - A range of break time activities - A range of uniform items -A range of adjectives <p>Students know how to</p> <ul style="list-style-type: none"> - Describe their school - State what subjects they learn - Give their opinions on subjects - Describe their timetable - Describe what they do at break and lunch - Describe their uniform: 	<p>Students know:</p> <ul style="list-style-type: none"> -A range of activities on their phones -A range of free-time activities -The verbs jouer, faire and aller in the present tense -How to compare activities -A range of adjectives to describe self and others -A range of characteristics <p>Students know how to:</p> <ul style="list-style-type: none"> -Describes what they do on their phones -Describe a range of activities that the do in their free-time. -Describe their own and others' physical appearances. -Describe their own and others' personalities. -Use comparatives in French to compare activities 	<p>Students know:</p> <ul style="list-style-type: none"> -a range of locations where people may live. -Rooms of a house in German -A range of furniture items. -Prepositions -A range of places in a town. -A range of activities to do in a town. -Directions <p>Students know how to:</p> <ul style="list-style-type: none"> -Describe in detail where they live. -Describe the rooms in their homes. -Describe their bedrooms. Use prepositions to describe where things are. -Describe what is in their towns. -Describe what you can do in town, linked to what there is there. 	<p>Students know:</p> <ul style="list-style-type: none"> - How the French school system works. - A range of French school subjects - A range of opinions - A range of activities to describe the school day - A range of uniform items -A range of adjectives <p>Students know how to</p> <ul style="list-style-type: none"> - Describe their school - State what subjects they learn - Give their opinions on subjects - Describe their timetable - Describe what they do during the school day - Describe their uniform:

					-Describe what they do with their friends. -Use jouer. faire and aller in the present tense.	Ask for and give directions.	
	<p>How does it cover the NC?</p>	<p>Students are expected to cover the 4 skills speaking. Reading, listening and writing.</p> <p>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.</p> <p>Cultural knowledge is through learning about some German speaking countries and how to greet people formally/informally.</p>	<p>Students are expected to cover the 4 skills speaking. Reading, listening and writing.</p> <p>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.</p> <p>Cultural knowledge is through learning about some French speaking countries and how to greet people formally/informally.</p>	<p>Students are expected to cover the 4 skills speaking. Reading, listening and writing.</p> <p>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.</p> <p>Understand and respond to spoken and written language from a variety of authentic sources such as short dialogues.</p>	<p>Students are expected to cover the 4 skills speaking. Reading, listening and writing</p> <p>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.</p>	<p>Students are expected to cover the 4 skills speaking. Reading, listening and writing.</p> <p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>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</p> <p>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.</p> <p>Allows students to gain an insight to leisure activities in German and English and how they are similar.</p>	<p>Students are expected to cover the 4 skills speaking. Reading, listening and writing</p> <p>understand and respond to spoken and written language from a variety of authentic sources</p> <p>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.</p> <p>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.</p>

