

## Curriculum Intent for MFL

We aim to instill in students a love of learning languages, with intrinsic motivation at the core and enjoyment derived from success.

We aim to contextualise the topics we cover, so cultural awareness and purpose is developed.

We aim to develop a core grammatical understanding that will allow all students to achieve their potential and consider taking the subject further.

We aim to develop transferable skills, such as resilience, team-work, confidence, problem-solving.

## Year 8 German Curriculum:

There are five main aspects of **German** that will be covered in Year 8:

1. **Listening and speaking:** understanding and responding to the spoken word / developing capability and confidence in listening/ being sensitive to the spoken word/ talking together/ presenting and narrating
2. **Reading and writing:** understanding and responding to the written word/ developing capability and confidence in reading/ being sensitive to the written word/ adapting and building text/ writing to create meaning
3. **Intercultural understanding:** appreciating cultural diversity/ recognising different ways of seeing the world
4. **Knowledge about the language:** letters and sounds/ sentence structure/ verbs and tenses/ questions and negatives
5. **Language learning strategies:** identifying patterns in the target language/ working out meaning / using reference materials/ reading aloud / planning and preparing/ evaluating and improving
6. **Working as an independent and autonomous learner: taking responsibility for own learning,** reflecting on one's own work, redrafting, researching, taking initiatives in one's learning, being pro-active

### Autumn Term - themes

1. Skills reinforced: phonics, discriminate sounds, reading, scanning text to decode meaning, identify and apply patterns, spontaneous speaking, expressing opinions on authentic documents
2. talking about past holidays: countries, accommodation, activities in past tense, time
3. talking about past weekend
4. shopping, food, pocket money, ordering food in cafe

### Spring Term - themes

1. Media and free time activities: types of TV programmes, discuss what friends do after school, discuss sports/cinema
2. Talking about health/illnesses: saying what is wrong, discussing healthy/unhealthy eating/lifestyle

### Summer Term - themes

1. Going out: accepting and turning down invitations, discussing clothes/daily routine, making party food
2. Exchange: welcoming a German visitor to your home, making plans for the weekend

### Key objectives:

Whilst the content for German varies from term to term the following skills are being developed on an ongoing basis throughout the year:

#### 1. Listening and speaking:

- a) Understand information at the first attempt, including language spoken at near-normal speed.
- b) Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
- c) Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges.
- d) Use some complex language in a prepared but unscripted talk or narrative

#### 2. Reading and writing:

- a) Develop their vocabulary through contact with authentic materials.
- b) Identify and understand familiar language in new contexts when reading longer and more complex texts.
- c) Give a personal response to a text, in terms of enjoyment or interest, supported by reference to the text itself.
- d) Use a story, poem or information text as a stimulus for own writing.
- e) Organise ideas and information into a sequence of paragraphs.
- f) Use language researched independently to add originality to their writing.

#### 3. Intercultural understanding:

- a) Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own.
- b) Explain the origin and purpose of a custom that does not exist in their own culture.

#### 4. Knowledge about the language:

- a) Identify and recall common exceptions to the usual patterns of sounds and spellings.
- b) Increase their stock of words, including a range of abstract items and words with more than one meaning.
- c) Develop and improve sentences by adding, rearranging or replacing elements.
- d) Understand and use a range of verb forms referring to past, present and future events.
- e) Understand and use a range of modal verb forms in different contexts.
- f) Understand and use a range of question types. And negative forms

#### 5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read
- c) Make appropriate & effective use of reference materials to aid understanding, build vocabulary & develop speaking & writing
- d) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- e) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

**6. Working as an independent and autonomous learner: taking responsibility for own learning:** reflecting on work, redraft, being pro-active.

### Key Performance Standards

#### 1. Listening and speaking:

- a) Understand information at the first attempt, including language spoken at near-normal speed.
- b) Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
- c) Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges.
- d) Use some complex language in a prepared but unscripted talk or narrative.

#### 2. Reading and writing:

- a) Develop their vocabulary through contact with authentic materials.
- b) Identify and understand familiar language in new contexts when reading longer and more complex texts.
- c) Use a story, poem or information text as a stimulus for their own writing.
- d) Organise ideas and information into a sequence of paragraphs.
- e) Use language researched independently to add originality to their writing.

#### 3. Intercultural understanding:

- a) Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own.

#### 4. Knowledge about the language:

- a) Increase their stock of words.
- b) Develop and improve sentences by adding, rearranging or replacing elements.
- c) Understand and use a range of verb forms referring to past, present and future events.
- d) Understand and use a range of modal verb forms in different contexts.
- e) Understand and use a range of question types and negative forms

#### 5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language.
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- b) Make appropriate & effective use of reference materials to aid understanding, build vocabulary & develop speaking & writing.
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) Evaluate and improve quality of their speech, writing and ability to understand the spoken and written word.

**6. Working as an independent and autonomous learner: taking responsibility for own learning,** reflecting on work, redraft, being pro-active