

## 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.

## German Year 9 Curriculum:

There are five main aspects of **German** that will be covered in Year 9:

1. **Listening and speaking:** understanding and responding to the **spoken** word / developing capability and confidence in listening/ talking together/ presenting and narrating.
2. **Reading and writing:** understanding and responding to the **written** word/ developing capability and confidence in reading/ / 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/ gender, number and other inflections/ 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.

### Autumn Term -Themes

1. Skills reinforced: phonics, reading, scanning text to decode meaning, identify and apply pattern; spontaneous speaking / expressing opinions on authentic documents.
2. Media: discussing use of computer, types of music and TV programmes.
3. School: giving opinions on subjects, comparing German and British schools, talking about school rules.

### Spring Term- Themes:

1. Future plans: talking about jobs and plans for the future, discussing why languages are important, writing a CV and letter of application.
2. The world around us : discussing what is important to us, learning about daily routine of someone in Africa/a homeless person, discussing rights and responsibilities, discussing how to be environmentally friendly.

### Summer Term - Themes:

1. Relationships: discussing relationships within families, describing characteristics of friends/family.
2. Culture Project: organising a holiday to Germany, including planning the journey, activities, accommodation and being responsible for the budget.

### 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 longer sequences of speech, noting relevant points for oral feedback and discussion.
- b) Listen to authentic speech from different sources, identifying how spoken language varies according to context & purpose.
- c) Make extended and/or frequent contributions to classroom talk.
- d) Deal effectively with unexpected responses in order to sustain conversations and discussions. Add interest through extended sentences and imaginative use of vocabulary.

#### 2. Reading and writing

- a) Identify and describe features of language associated with different text types. Appraise texts quickly, deciding on their usefulness and degree of difficulty, as a preliminary to independent reading.
- b) Adapt a text for a different audience and purpose.
- c) Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.

#### 3. Intercultural understanding:

- a) Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched.
- b) Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture.

#### 4. Knowledge about the language:

- a) Develop and refine their vocabulary by adding to their knowledge of word families.
- b) Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.
- c) Recognise and use past, present and future verb forms and switch from one tense to another in speaking and writing.
- d) Make confident use of question types and negatives with simple and compound tenses.

#### 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) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) 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: take responsibility for own learning, reflect on work, redraft, be pro-active

### Key performance Standards

#### 1. Listening and speaking:

- a) Understand longer sequences of speech, noting relevant points for oral feedback and discussion.
- b) Listen to authentic speech from different sources, identifying how spoken language varies according to context & purpose.
- c) Make extended and/or frequent contributions to classroom talk.
- d) Deal effectively with unexpected responses in order to sustain conversations and discussions. Add interest through extended sentences and imaginative use of vocabulary.

#### 2. Reading and writing

- a) Identify and describe features of language associated with different text types. Appraise texts quickly, deciding on their usefulness and degree of difficulty, as a preliminary to independent reading.
- b) Adapt a text for a different audience and purpose.
- c) Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.

#### 3. Intercultural understanding:

- a) Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched.
- b) Explain predominant beliefs and values, showing awareness of perspectives that may differ from their own.
- c) Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture.

#### 4. Knowledge about the language:

- a) Develop and refine their vocabulary by adding to their knowledge of word families.
- b) Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.
- c) Recognise and use past, present and future verb forms and switch from one tense to another in speaking and writing.
- d) Make confident use of question types with simple and compound tenses.
- e) Make confident use of negative forms with simple and compound tenses.

#### 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) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) 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 own work, redrafting, researching, taking initiatives in one's learning, being pro-active.