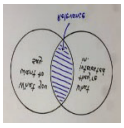
ALNS Languages Curriculum Implementation

ALNS Languages Curriculum The aim of the languages department is that all our language learners develop into confident and articulate "world citizens" who consider themselves a part of a multicultural and mutually respectful society. We seek to ensure that all our students acquire the educational and cultural capital to which all children are entitled. It is our goal to ensure that our curriculum is challenging and inspiring for all. We want our pupils to have a love of languages and culture and make sure they realise the endless possibilities and opportunities that having a second language can bring.	**Balanced** Through learning Languages, students are given a broad understanding of how a language is comprised and learn the fundamental building blocks of grammatical application. Literacy skills are continually built upon as students work their way from word and sentence level to ever more complex texts of varying forms. Although the curriculum is delivered in a topic-based manner, the four skills of listening, reading, speaking and writing are interwoven throughout.	**Rigorous** Our choice of texts, topics and tasks have been very carefully chosen and developed to ensure challenge, engagement and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.	**Coherent** Our curriculum has been designed to work explicitly in harmony with the English department, encouraging students to make connections and links between these two subjects and the literacy and grammar covered across both KS3 & KS4.
Vertically Integrated Each topic unit across each year group builds and develops the key skills, grammar and assessment foci required to help grow students' comprehension of how a language works.	**Appropriate** We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.	**Focused** We teach each topic with a specific grammar/syntax focus for each unit whether implicitly or explicitly. Our aim is to introduce each topic contextually, making connections to other topics and skills.	**Relevant**  Our curriculum is designed to engage students, making links to real life situations, employment opportunities and topics/ideas that are interesting and relevant to young people and the world that they are growing up in.

Curriculum Implementation: Languages.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. As passionate linguists, we have designed our languages curriculum to foster our students' inquisitive nature about the wonder of learning another language and the knowledge of other cultures. We have the highest expectations for all our students and believe that by implementing a research-informed curriculum, by providing challenge for all, by teaching to the top (with scaffolding), by providing individualised feedback and student-led response, by developing students' literacy, oracy and metacognitive skills and providing an appreciation of language and culture, that languages can become the most rewarding subject.

Our principles behind our approach to Languages lessons:

We want to equip our students with the knowledge and skills to thrive and success in language learning by:

- Encouraging and inspiring them with quality-first teaching.
- Broadening their awareness of other countries, traditions, and communities.
- Providing opportunities for participation in a broad range of linguistic and cultural educational experiences.
- Encouraging students to be able to use transferable skills: skills that can be utilised in other lessons across the curriculum.
- Providing a clear sense of purpose to tasks, making them 'real' and relevant to everyday life.
- Encouraging students to take ownership of their own revision materials and strategies at Key Stage 4.

We want our students to:

- use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions.
- develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns.
- work towards becoming a fluent and spontaneous speaker of the foreign language.

How is the curriculum planned?

The knowledge and skills required from the Languages National Curriculum is incorporated in our Schemes of Learning throughout the 5-year language-learning journey. In KS4 the GCSE criteria is applied and shared so that students have a full understanding of what is expected of them in the exams.

In years 7, 8 and 9, students cover the basics across a wide range of topics, and then formally start their 2-year GCSE course as from Year 10. Lessons are planned and sequenced according to the GCSE specification and the vocabulary is taught through increasingly complex grammatical structures which are practised and applied through the four

skills. Throughout, the key structures and vocabulary are revisited and emphasised so that they are firmly known and memorised so that they can be applied to unfamiliar contexts readily.

How do we develop Cultural Capital?

To ensure that all students (and especially the disadvantaged) acquire the cultural capital to help them be more successful in the future, languages are offered to all students in KS3 and the vast majority in KS4 because we, as a school, understand the value and importance of languages in our current economic climate. To build upon this, and to give students the opportunity to use their language skills in a real-life scenarios, we offer short trips to Boulogne and Paris. In addition, Year 8 have the opportunity to participate in a personal development day entitled "Passport to the World" in which students learn about the culture and traditions of other countries around Europe to broaden their horizons. We, as languages teachers, will regularly impart our knowledge and experiences of both living and working abroad to our classes during lessons so students are open to the possibilities which languages can open up for them.

How is the curriculum delivered/taught?

Key Pedagogies

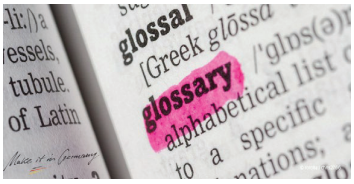
To maximise our students' progress, we utilise a variety of pedagogical approaches when delivering languages lessons, namely:

- **Knowledge retrieval**

Regular and spaced recycling and retrieval of high frequency vocabulary, verbs and structures across as many modalities as possible supports the storing of knowledge in the long term memory.

- **Flipped learning**

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson.



- **Spaced learning**

We endeavour to revisit and review vocabulary, grammar and assessment foci across both Key Stages in the following way:

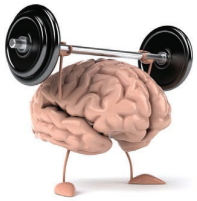
- Sentence Builders build on previous knowledge whilst incorporating new vocabulary and structures.
- The RAINBOW template is used in every topic to structure spontaneous writing tasks.
- Independent Learning is used cyclically and revisits vocabulary from previous topics.

- **Oracy**

This lies at the very heart of language-learning and students are encouraged to not only speak in the foreign language but also articulate their learning and thinking behind it.

- **Modelling of exam strategy and exemplar answers**

Having teachers complete answers to tasks whilst talking students through the thought process involved helps to break down the task into more manageable sections. Additionally, this approach helps to build student confidence when facing exam questions.



- **Scaffolding**

This progressively moves students towards greater independence and understanding during the learning process. Like how builders require scaffolding to access new heights, instructional scaffolding helps student navigate exams and accomplish tasks they otherwise might not have been able to.

- **Building glossaries**

Students are encouraged to build their own glossaries of key vocabulary for future retrieval and revision. Frequent reminders from teachers to revisit the glossary vocabulary will help to commit to the long-term memory.

- **Use of Technology such as Kahoot, Quizlet, Kerboodle, LanguageNut and Blooket**

Technology offers the flexibility to use a combination of tools and methods to help students absorb new information and efficiently learn and enhances the language learning process. Using technology creates an interactive learning environment and transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion.

Through our Schemes of Learning the four inherent skills of a language encompass the following acquisition:

Reading:

Pupils learn to:

- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

Writing:

Pupils are empowered to:

- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of written material
- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- convey clear meaning using the target language appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide general and subject specific vocabulary, alongside a knowledge and understanding of grammatical terminology in their own language and the target language.

Speaking and Listening

Pupils are encouraged to:

- develop their ability to communicate confidently and coherently with teachers in speech, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near or normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills, and ways of thinking through the ability to understand and respond to a rich range of authentic spoken material
- respond perceptively to questions and feedback

A range of activities and styles are used so that where appropriate interactive tasks and games are built into the learning sequence so that students can manipulate vocabulary and structures to help them understand and embed them into their long-term memory.

There is a focus on excellent questioning which is a valuable strategy used to assess comprehension within the lesson to ensure understanding and to create challenge.

Students are issued with "Personalised Learning Checklists" (PLC's) following key exams so that they can self-identify areas of weakness and focus their revision efforts accordingly. In addition, thorough question level analysis of all assessments allows for identification of gaps in both knowledge and skill. Teachers will also review the analysis and teach subsequent lessons accordingly to address any gaps or misconceptions in the learning.

In order to aid memorisation, vocabulary is constantly revisited through increasingly complex grammatical structures. Furthermore, the use of visual and audio prompts as well as games and competitions helps to build connections and embed vocabulary into the long-term memory. To build on cultural capital, lessons often draw inspiration from the life experiences of teachers.

After a key piece of work, students are given constructive feedback which allows them to be successful but also focuses on their next steps. Following on from assessment feedback, students are then given time within lessons to reflect on their feedback and to act upon it. Errors in student work are very rarely corrected, but are simply highlighted. Students have to think hard about their errors in order to correct them themselves. In order to achieve this, students are issued with a "common mistakes" sheet on which there will be ten to twelve common mistakes which the class has made in that particular piece of work. This is gone through with the class as a whole who then record the correct sentences. These corrected sentences can then be referred to by the students so they can identify and then correct their own errors.

The importance of languages in our modern society is constantly growing and teachers will take every appropriate moment in lessons to stress the value of having a GCSE in a foreign language for future education and career opportunities. Having a qualification in languages on a CV is incredibly useful and teachers endeavour to get this message across to our students as frequently as possible. Exploring the possibilities of future occupations which involve languages will often take place in class discussions, so students see the real benefits of being able to speak another language.

Chromebook Use

Chromebooks have become an integral part of language teaching and learning, and students are expected to use them on a regular basis in lessons. Examples of Chromebook use in Languages would be for accessing Online Dictionaries such as wordreference.com or dict.cc, creating and saving KS4 GCSE preparation material in their personal Google Drive area, revision for "End of Topic" assessments using either "Quizlet" or "Kahoot". In addition, the completion of both mini assessments and "End of Topic" assessments for both the reading and listening skills can take place on Chromebooks, using Google Forms.

How is the curriculum assessed?

Assessments will take place at the end of every topic and are based around the three skills of listening, reading and writing. Assessments are based on real GCSE tests and try to mimic these as far as possible, using real GCSE questions as well as specimen questions.

Although assessments are topic-based, KS4 assessments include at least 1 question from previously learnt topics to ensure students retain vocabulary using the spaced learning approach. In addition, assessments include a variety of question styles to ensure that students are not only being tested on topic vocabulary but also on their exam strategy.

Assessment results are recorded by both teachers and students to track progress. Students record results of listening and reading activities in their assessment grids, which are kept in the front of their books. Referring to the assessment grids on a frequent basis allows students to track their progress effectively and pinpoint which skills or topics they need to focus their efforts on.

Teachers register marks from assessments and terminal exams on a DATA tracker which automatically works out the grade and whether the student is on, above or working towards target, according to their expected grade.

Having students engage on a regular basis with their trackers in KS3 and the AQA GCSE mark schemes and grade criteria at KS4, they are able to develop a good understanding of what is required of them at each stage of their language learning journey to reach their expected target grade and beyond. The interlinked use of both self- and peer-assessment is routine in languages lessons helps student to connect successfully with the criteria.

To further students' understanding of the exam grade criteria, an RMI (Review, Mark, Improve) sheet is sometimes implemented, following a writing task. This allows students to play the role of the teacher by reviewing an example piece of work by a student, correcting, then marking it according to the grade criteria and then, finally, improving it.

Question level analysis following the assessments informs the subsequent planning of lessons which follows, allowing for any gaps in knowledge to be addressed.

ALNS Languages Assessment and Marking Policy

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark books **following a key piece of work** using purple pens.	Students use **pink pen** to take their next steps and feed forward.	Students use **green pen** to peer and self-assess
Only focus **on one piece of work** to mark. For example a written paragraph, speaking preparation or an exam question.	After marking always **allow time in next lesson** for students to take their next steps	There should be an opportunity for self or peer assessment in **most lessons**
Use a **"Next Step Sticker"** to outline what went well and how the student can make further progress from their piece of work.	Students **answer any questions** you have asked them on the content	When marking a specific piece of work, students can write a **"What went well"** comment and an **"even better if comment"** under their peers or their own work
Feedback on the sticker should be **specific**. For example a next step could be "include a 3rd person past tense sentence" or "You need to justify your opinions by giving reasons"	Students **take their next steps** outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	Students **WWW** and **EBI** comments should be **skill specific** and should help the peer/themselves progress
Feedback should allow students to show **progress** by responding to your feedback	Once improved, use **"Learning Objective Achieved" stamp** to acknowledge improvement.	As often as possible, students use **GCSE Criteria** to mark a piece of work and use checklists for **WWW** and **EBI** comments
Where appropriate use **GCSE criteria** as a guidance for feedback given on marking stickers	If necessary give **further verbal/written feedback** so that answer can progress even more	Students should complete **"next steps"** in their assessment grid at the front of their books.
Develop student's knowledge of content by **asking questions within their piece of work** (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g Why is there a capital on the word "Stadt"? or How could you extend this sentence using a modal verb?	After marking always **allow time in next lesson** for students to take their next steps	
Mark **SPAG** using the SPAG **marking code** (students also use this to peer mark SPAG).		

SPAG Code.

- Underline and write 'sp' when there is a spelling error
- //NP for a new paragraph
- G for grammatical errors
- ~~ to show a grammatical error
- P for punctuation-circle the incorrect letter

French Curriculum Intent

Year 7

(Autumn) The Basics	
Vocabulary	
Content	Key Grammar
• Greetings • Introductions • Numbers • Age • Siblings and pets • Locations (countries and cities)	• gender • *J'ai* + age • 1st and 3rd person singular • Plurals • Possessive adjectives (*mon/ma/mes*) • Subordinate clauses (*qui*) • Questions • Connectives (*et*) • Partitive article (du/de la/ des)
Assessment Focus Listening A Reading A	

(Spring) My Hobbies	
Vocabulary	
Content	Key Grammar
• Hobbies • Time phrases • Opinions • Negatives • Personality	• Positive and negative opinions • Conditional (*Je voudrais*) • Subordinate clauses (*qui*) • Connectives (*et/mais/cependant*) • Possessives • Infinitives • Questions
Assessment Focus **Writing: Y7 rainbow template** Writing Photo Writing 40	

(Summer) What I am like	
Vocabulary	
Content	Key Grammar
• 1st person singular opinions • 3rd person singular opinions • 3rd person plural opinions • Personality • Physical description • Colours	• Gender • Adjectival agreement • Quantifiers (*assez/très*) • Connectives (*et*) • Negatives
Assessment Focus Reading Translation Writing Translation	

Year 8

(Autumn) School	
Vocabulary	
Content	Key Grammar
• School subjects • Opinions • Time • Daily routine • School uniform • Ideal school	• Present tense • Conditional tense • Prepositions • 1st and 3rd person singular • 3rd person plural • Adjectival agreement
Assessment Focus Listening A Reading A Writing Photo	

(Spring) My house and home	
Vocabulary	
Content	Key Grammar
• Countries and nationalities • Family members • Areas • Dwellings • Rooms • Present Tense Activities • Furniture Prepositions • Ideal House	• *J'aime* + infinitive verb • *Use of "Il y a ", Il n'y a pas de"* • Past tense • Complex opinions (bien que,etc..) • Negative sentence • RAINBOW template • *Conditional tense* • PREPOSITIONS
Assessment Focus Listening B *Reading B* Reading Translation	

(Summer) My town	
Vocabulary	
Content	Key Grammar
• Places in Town • Opinions • Things to do • Past Tense Activities • Directions • Numbers • Times • At the Train Station • At the Lost Property Office • Environment	• *J'aime* + infinitive verb • Past tense • Complex opinions (bien que,etc..) • Negative sentence • RAINBOW template • *on peut* + infinitive • *Il faut/on doit* + infinitive
Assessment Focus Writing Photo Writing 40 Writing Translation	

Year 9

GCSE Theme 1 Family & Relationships	
Vocabulary	
Content	Key Grammar
• Family Members • Possessives • Personality • Relationships • Relationship problems	• Possessives • Reflexive verbs • Negative sentence • RAINBOW Template 40 words • Adjectives • 1st person singular and plural • 3rd person singular and plural
Assessment Focus Listening A	

GCSE Theme 1 Future Plans	
Vocabulary	
Content	Key Grammar
• Future tense • Future Plans • Marry or not	• Future Tense • Conditional Tense
Assessment Focus Speaking Photo Card	

GCSE Theme 1 Food & Eating Out	
Vocabulary	
Content	Key Grammar
• Food and Drink • At the market • Quantities • Eating in a restaurant • Inviting someone out • Speaking Practice	• Question Formation • Conditional Tense • Past tense • Partitive article (du/de la/ des)
Assessment Focus Speaking Role-Play	

GCSE Theme 1 Customs and Festivals	
Vocabulary	
Content	Key Grammar
• Birthdays • Christmas • Special Occasion Past Tense • Special Events • Cultural Events	• Present tense • Past Tense • Near future tense
Assessment Focus Speaking Photo Card	

Reading A Writing Photo	Writing 40 Reading Translation	Speaking General Conversation Listening A	Listening B Reading B

Year 10

GCSE Theme 1 Free time Activities	
Vocabulary	
Content	Key Grammar
• Sport • Speaking Practice • Conditional Tense • Future Tense • Music • Favourite band • Instruments • Films • TV • Favourite Actor • Cinema Habits • Past Tense Cinema • Film description	• Present tense • Past tense • Conditional tense • Future tense • Prepositions ex:masculine= *du/au (je joue au/ je fais du)* • *Il s'agit d'* • *Le film parle de/d'* • Rainbow template 90 words
Assessment Focus Writing 90 Writing Translation	

GCSE Theme 1 Technology and Social Media	
Vocabulary	
Content	Key Grammar
• New Technology • Social media • Safety on the Internet • Mobile phones	• Present tense • Past tense • Conditional tense • Future tense
Assessment Focus Listening A Reading A Writing 40	

GCSE Theme 3 School Subjects, Uniform and Rules	
Vocabulary	
Content	Key Grammar
• German School system • School Subjects • Opinions • Complex Opinions • Comparisons • Uniform • For or against uniform • Teachers • Description of school • School rules • For or against rules	• Present tense • *Bien que…* • Comparative form *Plus/moins…que* • *Aussi…que* • *Ce que j'aime le plus*
Assessment Focus Speaking Role-play Speaking Photo Card Speaking General Conversation	

GCSE Theme 3 Education Post-16, Jobs and Ambitions	
Vocabulary	
Content	Key Grammar
• Plans for after school • Jobs and Careers • Future Ambitions • World of work • School system	• Present tense • Future tense • Conditional tense • Comparisons • *Pour être… Il faut* • *Si je pouvais, j'aimerais*
Assessment Focus Writing 90 Listening B Reading B	

Year 11

GCSE Theme 2 Charity, Voluntary work, poverty and homelessness	
Vocabulary	
Content	Key Grammar
• Volunteering Abroad • Volunteering in Germany • Charity Work • Poverty and homelessness • Social Problems	• Present tense • Past tense • *En* + present participle • *Il faut* + infinitive verb • *Pour* + infinitive verb
Assessment Focus Reading Translation Reading A Reading B	

GCSE Theme 2 Healthy/Unhealthy Living	
Vocabulary	
Content	Key Grammar
• Food and Drink • Healthy/Unhealthy Eating • Unhealthy Habits • Health Advice • Health Warnings • Future Health	• Present tense • Future tense • *On doit* + infinitive verb • *Il faut* + infinitive verb
Assessment Focus Writing Translation Writing 90 Listening B	

GCSE Theme 2 Home, Town and Environment	
Vocabulary	
Content	Key Grammar
• Dwellings • Rooms and Furniture • Areas • Places in town • Directions • Comparisons • Ideal Town • Environmental activities • What should you do? • What have you done for the environment?	• Prepositions • Imperative • Present tense • Past tense • Comparative form *Plus/moins…que* • aussi…que • *Il faut* + infinitive verb • *quand j'étais petit(e), …*
Assessment Focus Speaking Role-play Speaking Photo Card Listening B	

GCSE Theme 2 Holidays and Tourism	
Vocabulary	
Content	Key Grammar
• Countries • Transport • Accommodation • Weather • Holiday Activities • Holiday Activities last year • Booking a hotel • Holiday problems • Holiday Plans • Ideal Holiday	• future tense • present tense • conditional tense • prepositions : *en/à* for transport • imperfect: *quand j'étais petit(e), …*
Assessment Focus Writing 90 Listening A Reading A	

German Curriculum Intent

Year 7

(Autumn) The Basics	
Vocabulary	
Content	Key Grammar
• Greetings • Introductions/Names • Numbers & Age • Siblings and pets • Where I live • Countries & Cities • Proximity & Cardinal Directions	• Gender • Indefinite articles • Capitals on nouns • 1st and 3rd person singular • 3rd personal plural • Plurals • Common connectives • Subordinate clauses (who)

(Spring) Free-time	
Vocabulary	
Content	Key Grammar
• Hobbies • Time phrases • Opinions • Negatives • Personality	• Accusative and dative cases (implicitly) • Negatives (nicht) • Ich mag (nicht)/liebe/hasse/etc…. • Possessives (mein) • Quantifiers • Word order/ verb inversion • 1st person and 3rd person • Common connectives

(Summer) What I am like	
Vocabulary	
Content	Key Grammar
• 1st person singular opinions • 3rd person singular opinions • 3rd person plural opinions • Personality • Physical description • Colours	• Complex sentences using "dass" • Negative sentences (nicht) • 1st and 3rd person singular • 3rd person plural • Separable verbs (aussehen) • Quantifiers • Adjectival agreement

Year 8

(Autumn) School	
Vocabulary	
Content	Key Grammar
• School subjects • Opinions • Time • Daily routine • School uniform • Ideal school	• Present tense • Conditional tense • Prepositions • 1st and 3rd person singular • 3rd person plural • Adjectival agreement
Assessment Focus Listening A Reading A Writing Photo	

(Spring) House and Home	
Vocabulary	
Content	Key Grammar
• Countries and nationalities • Family members • Areas • Dwellings • Rooms • Present Tense Activities • Past tense home • Furniture Prepositions • Ideal House	• *Opinions + reasons using "weil"* • *Use of "es gibt"* • Past tense • Complex opinions (bien que,etc…) • Negative sentence (nicht/kein) • RAINBOW template • *Conditional tense* • *prepositions*
Assessment Focus Listening B Reading B Reading Translation	

(Summer) My Town	
Vocabulary	
Content	Key Grammar
• Places in Town • Opinions • Things to do • Past Tense Activities • Directions • Numbers • Times • At the Train Station • At the Lost Property Office • Environment	• *gern, lieber, am liebsten* • *man kann* (2nd verb last) • past tense • present tense • comparisons • question formation • imperative • *man soll* (2nd verb last) • *man muss* (2nd verb last) •
Assessment Focus Writing Photo Writing 40 Writing Translation	

Year 9

GCSE Theme 1 Family & Relationships	
Vocabulary	
Content	Key Grammar
• Family Members • Personality • Relationships • Relationship problems	• Possessives • Adjectives • 1st person singular and plural • 3rd person singular and plural • *Ich versetehte mich gut mit* • *Ich komme gut mit… aus* • RAINBOW template 40 words
Assessment Focus Listening A Reading A Writing Photo	

GCSE Theme 1 Future Plans	
Vocabulary	
Content	Key Grammar
• Future Plans • Marry or not	• Future Tense • Conditional Tense • *Wenn*
Assessment Focus Speaking Photo Card Writing 40 Reading Translation	

GCSE Theme 1 Food & Eating Out	
Vocabulary	
Content	Key Grammar
• Food and Drink • At the market • Quantities • Eating in a restaurant • Inviting someone out • Speaking Practice	• Question Formation • Conditional Tense • Past Tense
Assessment Focus Speaking Role-Play Speaking General Conversation Listening A	

GCSE Theme 1 Customs and Festivals	
Vocabulary	
Content	Key Grammar
• Birthdays • Christmas • Special Occasion Past Tense • Special Events • Cultural Events	• Present tense • Past Tense
Assessment Focus Speaking Photo Card Listening B Reading B	

Year 10

GCSE Theme 1 Free time Activities	
Vocabulary	
Content	Key Grammar
• Sport • Speaking Practice • Conditional Tense • Future Tense • Music • Favourite band • Instruments • Films • TV • Favourite Actor • Cinema Habits • Past Tense Cinema • Film description	• Present tense • Past tense • Conditional tense • Future tense • *Der Film handelt sich um* • RAINBOW template 90 words
Assessment Focus Writing 90 Writing Translation	

GCSE Theme 1 Technology and Social Media	
Vocabulary	
Content	Key Grammar
• New Technology • Social media • Safety on the Internet • Mobile phones	• Present tense
Assessment Focus Listening A Reading A Writing 40	

GCSE Theme 3 School Subjects, Uniform and Rules	
Vocabulary	
Content	Key Grammar
• German School system • School Subjects • Opinions • Complex Opinions • Comparisons • Uniform • For or against uniform • Teachers • Description of school • School rules • For or against rules	• Present tense • *Es fällt mir leicht/schwer* • *Es gefällt mir (nicht)* • *adj + er* • *adj + ste(n)*
Assessment Focus Speaking Role-play Speaking Photo Card Speaking General Conversation	

GCSE Theme 3 Education Post-16, Jobs and Ambitions	
Vocabulary	
Content	Key Grammar
• Plans for after school • Jobs and Careers • Future Ambitions • World of Work	• Present tense • Future tense • Conditional tense • Comparisons
Assessment Focus Writing 90 Listening B Reading B	

Year 11

GCSE Theme 2 Charity, Voluntary work, poverty, and homelessness	
Vocabulary	
Content	Key Grammar
• Volunteering Abroad • Volunteering in Germany • Charity Work • Poverty and homelessness • Social Problems	• Present tense • *um … zu…*
Assessment Focus Reading Translation Reading A Reading B	

GCSE Theme 2 Healthy/Unhealthy Living	
Vocabulary	
Content	Key Grammar
• Food and Drink • Healthy/Unhealthy Eating • Unhealthy Habits • Health Advice • Health Warnings • Future Health	• Present tense • Future tense • *um … zu…* • *man soll …* • *man muss …*
Assessment Focus Writing Translation Writing 90 Listening B	

GCSE Theme 2 Home, Town and Environment	
Vocabulary	
Content	Key Grammar
• Dwellings • Rooms and Furniture • Areas • Places in town • Directions • Comparisons • Ideal Town • Environmental activities • What should you do? • What have you done for the environment?	• Prepositions • Imperative • *Man soll…* • Present tense • Past tense • *Als ich jünger war, wollte ich..*
Assessment Focus Speaking Role-play Speaking Photo Card Listening B	

GCSE Theme 2 Holidays and Tourism	
Vocabulary	
Content	Key Grammar
• Countries • Transport • Accommodation • Weather • Holiday Activities • Holiday Activities last year • Booking a hotel • Holiday problems • Holiday Plans • Ideal Holiday	• future tense • present tense • conditional tense • *mit dem/der* • no present continuous • *Als ich jünger war, wollte ich..*
Assessment Focus Writing 90 Listening A Reading A	