

# Huntington School: Languages Department (French, German and Spanish).

## Key Stage 4

### ***Curriculum intent***

Our languages curriculum is broad and ambitious and ensures our learners develop a richness of skills and knowledge. It promotes awareness and tolerance of other cultures and backgrounds. It ensures students can communicate for a variety of different purposes in different contexts. We aim to ensure that students are resilient and feel confident enough to participate in conversations in the Target Language, able to give important information with clarity and to initiate conversations and get to know others both inside and beyond the classroom.

Our curriculum aims to ensure that students are confident with grammar – particularly tenses and conjugations – and metalanguage. The use of phonics and sound patterns is taught explicitly and embedded throughout the curriculum to support students with decoding skills. We are committed to ensuring that the curriculum is accessible for all students.

In addition, the curriculum ensures that students are exposed to a variety of authentic material sources, in both speech and writing, that promote an active curiosity about French, German or Spanish cultures all over the world, including the experiences of young people in these cultures.

***By the end of Key Stage 4 students should be confident speakers of the Target Language, able to apply strategies to decode vocabulary and able to use the past, present and future time frames confidently in a variety of different contexts across all four skills (listening, reading, speaking and writing). They should be accustomed to exposure to a variety of authentic material sources in speech and writing and have a sound knowledge of the culture of the various countries where the language is spoken.***

# Implementation – Year 10 German

TIME PERIOD	CONTEXT	GRAMMAR	VOCABULARY
SEPT-NOV	<p><b><u>Auf in die Schule</u></b></p> <p>Talking about school subjects and clothes            Talking about what you are and are not looking forward to            Describing a school day            Discussing school rules            Learning about different types of German schools            Understanding a literary text            Talking about school exchanges and class trips</p>	<ul style="list-style-type: none"> <li>• revision of past tense</li> <li>• Using the past tense (perfect and imperfect)</li> <li>• Giving opinions using <i>denn</i> and <i>weil</i></li> <li>• Using modal verbs: <i>müssen, können, dürfen</i></li> <li>• Using the future tense</li> </ul>	<ul style="list-style-type: none"> <li>• School subjects</li> <li>• Clothes</li> <li>• School items</li> <li>• The school year, exams, reports</li> <li>• School facilities and equipment</li> <li>• School rules</li> <li>• The German school system</li> <li>• Question words</li> <li>• School trips</li> </ul>
DEC-FEB	<p><b><u>Zeit für Freizeit</u></b></p> <p>Discussing leisure activities            Discussing reading habits            Discussing music            Discussing film and television            Discussing Sport, with a focus on Switzerland            Learning about celebrations and festivals</p>	<ul style="list-style-type: none"> <li>• Using nouns and articles</li> <li>• Using some adverbs of frequency and place</li> <li>• Expressing preferences using <i>gern, lieber, am liebsten</i></li> <li>• Using plural nouns</li> <li>• Using the conditional</li> <li>• Using several tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• General leisure activities</li> <li>• Musical instruments</li> <li>• Reading material</li> <li>• Music genres</li> <li>• Film and TV genres</li> <li>• Sporting activities</li> <li>• Festivals and celebrations</li> <li>• High frequency words</li> </ul>

Phonics / SCC are regularly revisited and covered throughout the GCSE course.

TERM	CONTEXT	GRAMMAR	VOCABULARY
MARCH-APRIL	<p><b><u>Menschliche Beziehungen</u></b>            Describing families            Talking about what makes a good friend            Describing relationships            Exploring different views on marriage            Discussing weekend activities            Comparing your life as a child with your life now</p>	<ul style="list-style-type: none"> <li>• Using possessive adjectives</li> <li>• Using the dative with <i>mit</i></li> <li>• Using separable verbs with the present and perfect tenses</li> <li>• Using the prepositions <i>in</i> and <i>an</i></li> <li>• Using modal verbs in the imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Personal characteristics</li> <li>• Appearance</li> <li>• What makes a good friend</li> <li>• Reasons for why you do or don't get on with someone</li> <li>• Nouns and adjectives to describe a wedding</li> <li>• Weekend activities</li> </ul>
MAY-JULY	<p><b><u>Willkommen bei mir</u></b>            Describing your house and home            Describing food and drink items            Meeting and greeting an exchange partner            Talking about what you do on a typical day            Discussing traditional German/Austrian/Swiss meals            Explaining how you stay fit and healthy            Discussing how and when you use social media and technology            Discussing advantages and disadvantages of social media and technology</p>	<ul style="list-style-type: none"> <li>• Using irregular verbs in the present tense</li> <li>• Using separable verbs</li> <li>• Applying the correct register: <i>du</i> or <i>Sie</i></li> <li>• Prepositions with accusative and dative</li> <li>• Using reflexive verbs</li> <li>• Giving opinions in the past tense</li> <li>• Using a range of pronouns</li> <li>• Using <i>wenn</i> clauses</li> <li>• Expressing complex opinions with <i>dass</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rooms in the house</li> <li>• Types and locations of house</li> <li>• Food and drink items</li> <li>• Specialities of cuisine from German-speaking countries</li> <li>• Phrases for coping on an exchange visit</li> <li>• Healthy living vocab</li> <li>• Technology and social media terminology</li> <li>• Adjectives and phrases for describing advantages and disadvantages</li> </ul>

# Implementation – Year 11 German

TERM	CONTEXT	GRAMMAR	VOCABULARY
<p><b>Sept - end Nov</b></p>	<p><b><u>Im Urlaub und Zu Hause</u></b>            Talking about popular holiday destinations            Talking about the weather            Describing forms of transport            Buying train tickets and making a hotel booking            Describing holiday accommodation and associated problems            Discussing different types of holidays            Discussing holiday experiences            Discussing holiday plans            Shopping for souvenirs            Ordering at a restaurant            Describing places where people live            Asking for and understanding directions to sights in Vienna            Assessing the advantages and disadvantages of where you live</p>	<ul style="list-style-type: none"> <li>• Using clauses and subordinate clauses with two verbs</li> <li>• Comparative and superlative adjectives</li> <li>• Using the demonstrative article <i>dieser</i></li> <li>• Using <i>nach, in</i> and <i>an</i> to say where you are going to</li> <li>• Using imperatives</li> <li>• Using prepositions with the genitive</li> <li>• Using the pluperfect tense</li> <li>• Using <i>seit</i> + present tense</li> <li>• Using infinitive constructions with <i>zu</i></li> <li>• Using <i>es gibt</i> with <i>ein</i> and <i>kein</i></li> <li>• Saying what you could, should or would do</li> <li>• Using <i>wenn</i> clauses with the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Revisiting weather</li> <li>• Holiday accommodation</li> <li>• Directions</li> <li>• Geographical locations</li> <li>• Places in a town</li> <li>• Holiday activities</li> <li>• Functional language to make reservations/complaints/buy tickets/order food</li> </ul>
<p><b>Dec - Feb</b></p>	<p><b><u>Rund um die Arbeit</u></b>            Describing jobs and places of work            Asking and answering questions about a job            Talking about work experience            Understanding job descriptions            Preparing a personal profile for job applications            Talking about your dream job            Discussing reasons for learning German and other languages</p>	<ul style="list-style-type: none"> <li>• Using masculine and feminine nouns</li> <li>• Using conjunctions and intensifiers</li> <li>• Recognizing and using sequencers</li> <li>• Development of word order in complex sentences with <i>weil</i></li> <li>• Using a variety of tenses</li> <li>• Using <i>um...zu</i></li> </ul>	<ul style="list-style-type: none"> <li>• Jobs and professions</li> <li>• Places of work</li> <li>• Adjectives for describing character traits</li> <li>• Work-related activities</li> <li>• Advantages of knowledge of languages</li> </ul>

Phonics / SCC are regularly revisited and covered throughout the GCSE course.

TERM	CONTEXT	GRAMMAR	VOCABULARY
<b>Feb - Apr</b>	<p><b><u>Eine wunderbare Welt</u></b>            Describing international festivals and events            Discussing ways of being involved in a sporting event            Debating the advantages and disadvantages of a global sporting event            Coping with numbers and dates            Explaining how social problems affect young people            Understanding texts about homelessness and poverty            Explaining what a school does to be environmentally friendly            Explaining what a country can do to be environmentally friendly            Understanding texts about international and local campaigns</p>	<ul style="list-style-type: none"> <li>• Forming questions</li> <li>• Using prepositions with the accusative</li> <li>• Using adjectives with <i>etwas</i> and <i>nichts</i></li> <li>• Developing an awareness of adjectival nouns</li> <li>• Using comparative and superlative adjectives and adverbs</li> <li>• Using subordinate clauses</li> <li>• Developing an awareness of the passive</li> </ul>	<ul style="list-style-type: none"> <li>• Compound numbers and dates</li> <li>• Issues arising from global sporting events</li> <li>• Social issues (drugs, alcohol, cigarettes, homelessness, poverty)</li> <li>• Environmental problems</li> <li>• Consequences and possible solutions of environmental problems</li> <li>• Campaigns and good causes</li> </ul>
<b>April - June</b>	<p><b><u>Revision</u></b>             Revision of all taught content through exam-style practice questions. These are from the Lesen und Hören and Extra sections of the Stimmt text book, from Exampro and past papers including specimen materials.</p>	<p>All seen grammar – particular focus on use of the past, present and future tenses in order to successfully answer exam questions (speaking and writing)</p>	<ul style="list-style-type: none"> <li>• Revision of all vocabulary for each module.</li> </ul>

<b>Assessment</b>	<p><b>Ongoing Formative assessment:</b>  Vocabulary tests (recall of key vocab)  Grammar tests (conjugations, recall of key verbs)  In class paired speaking assessment</p> <p><b>Summative assessment:</b>  End of Unit tests across the four skills (reading, listening, speaking and writing)  End of Year assessments In Year 10  GCSE practice exam questions and full papers.</p>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>- <b>Verbal feedback</b> given in lessons to correct and develop spoken language.</li> <li>- <b>Detailed written feedback</b> given on pieces of students' writing with actionable targets</li> <li>- <b>Vocab test feedback</b> where students are given a mark</li> <li>- <b>Peer feedback</b> during speaking activities</li> </ul> <p>Students are given time to carry out their DIRT (Direct, independent reflection time) in response to feedback</p>
<b>Homework</b>	<p><i>Frequency:</i> Homework will be set no more than once a week and will either build on from, or consolidate, the content learned in lessons.</p> <ul style="list-style-type: none"> <li>- Vocabulary learning which is based around students' Vocabulary and Grammar Booklets and Knowledge Organisers.</li> <li>- Pieces of writing which bring together and consolidate learning from the lesson.</li> <li>- Exam style questions.</li> <li>- Active Learn Reading and Listening tasks.</li> </ul> <p>In addition to official Extended Learning, we recommend that whenever possible students are reflecting on and recapping the content delivered in lessons so that they feel well prepared coming into their next lesson.</p>
<b>How can I support my child?</b>	<ul style="list-style-type: none"> <li>- Look &amp; talk through the contents of your child's orange German exercise book with them. Question them about what they have learned in each lesson. Ask them to translate various vocabulary and texts into English for you.</li> <li>- Test and question your child on the vocabulary from their Vocab and Grammar Booklet. Say the English words to them and ask them to tell you the German.</li> <li>- Support them with logging onto Active Learn regularly to complete reading, listening and grammar activities.</li> <li>- Encourage them to listen to as much authentic German as possible (even if it is hard to understand it!). Play German radio stations (find them through a Google search). German shows on Netflix, German YouTube channels &amp; German playlists on Spotify are all really helpful.</li> </ul>