

	<b>KS3 National Curriculum prior learning</b>	<b>By the end of the term, students can:</b>	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3
<b>What we want our students to know and remember</b>	Students extend knowledge (vocabulary/structures) from the KS3 topics: <ul style="list-style-type: none"> <li>school</li> <li>hobbies</li> <li>family</li> <li>house</li> <li>town</li> <li>holidays</li> <li>festivals</li> <li>TV/film</li> <li>life at home</li> </ul> to consider these topics on a larger, & not just personal, scale. They also apply existing grammatical knowledge to new contexts & build on it.	Recall the key topic <b>vocabulary</b> :	<b>My Studies</b> School Subjects with Likes/Dislikes, Compulsory & Option Subjects, Relationships with Teachers. <b>Life at School/College</b> School Facilities, School Life in England and Germany, German Education System, School Rules/Uniform, Problems at School, Suggestions for Improvements <b>Free-Time Activities</b> Leisure Activities, Expressions of Frequency, Money and Shopping, Food and Eating Out.	<b>Me, My Family &amp; Friends</b> Family Relationships, Reasons why you do/don't get on with someone, Qualities of a good friend/partner, Future Relationship Plans & Beliefs. <b>Home, Town, Neighbourhood &amp; Region</b> Special Occasions Celebrated inside the Home, Describing Home & Area, Contrasting Homes and Regions in different geographical areas	<b>Customs &amp; Festivals in German Speaking Countries &amp; communities</b> Key Festivals in Germany and Germanic Countries & How They are Celebrated, Personal Festival Celebrations. <b>Travel and Tourism</b> Holiday Preferences, Weather, Describing a Past Holiday, Future Holiday Plans, Transport & Getting Around, Problems on Holiday.	<b>Education Post-16</b> Post-16 Choices & Plans <b>Career Choices &amp; Ambitions</b> Jobs, Qualities needed for Different Jobs, Pros/Cons of Different Jobs, Part-time Jobs & Work Experience, Job Applications, Future Job Plans. <b>Global Issues (Environment)</b> Pollution, Transport Problems, Litter, Global Environmental Issues, How to Protect the Environment, Recycling. <b>Global Issues (Poverty/Homelessness)</b> Homelessness, Poverty, Unemployment, International Issues.	<b>Social Issues (Charity/Voluntary Work)</b> Charity/Volunteering & How to Help the Needy in Society.  <b>Social Issues (Healthy/Unhealthy Living)</b> Diet & Exercise Habits, Well-being & Relaxation, How to Lead a Healthy Life, Reasons for & Consequences of Smoking, Drug & Alcohol Dependency.  <b>Technology in Everyday Life</b> New devices & their Uses, Expressions of Frequency, Social Media, Benefits & Dangers of Mobile Technology.	<b>Revision of All Topics &amp; Preparation for Assessment.</b>
	As the themes & the topics within them straddle both years, rather than taking the conventional approach of teaching each theme one by one in full, the grammar is transferrable so each unit builds on	Recall the <b>knowledge</b> :	1) case system and terminology eg subject, direct object, indirect object (nominative, accusative and dative) 2) using verbs in the present tense 3) giving opinions with reasons using denn and weil and discussing word order 4) Using the past perfect tense with haben and sein	1) gern, lieber, am liebsten 2) using possessive adjectives 3) using the dative case with mit 4) separable verbs in the perfect and present tenses 5) reflexive verbs 6) prepositions with cases 7) dass clauses	1) verb order – using two verbs in a sentence 2) comparative and superlative adjectives 3) using imperatives 4) using demonstrative article dieser 5) Using wenn clauses	1) masculine and feminine adjectives 2) adverbs such as <i>vielleicht, hoffentlich</i> and word order 3) revision of future tense to outline future plans 4) recap of tenses learnt so far 5) modal verbs linked to behaviours (must do/can do/should do/could do etc)	1) dieser, jeder <i>in all cases</i> 2) wenn <i>clauses of type</i> wenn ich wäre, würde ich... 3) perfect and imperfect tenses together; how life has changed 4) recap on modal verbs + word order (see <a href="#">Modal verbs: Activity</a> ) 5) modals in affirmative and negative 6) <i>um...zu</i> + infinitive	

	the previous one, and the structures & grammar that students learn can be constantly reused & recycled by transferring them to other topics & eventually feeding through into KS5.		5) Introduction to the imperfect tense  6) Modal verbs müssen, können, dürfen  7) verb as 2nd idea rule; appropriate; adjective endings rules to enhance descriptions 8) using the future tense 9) negatives including kein 10) using ich möchte to form the conditional tense		6) Seit + present tense  7) Prepositions nach, in, an  8) Present tense with werden  9) <i>es gibt</i> + accusative; common prepositions and cases (see  10) time, manner, place word order rule  11) infinitive constructions with zu  12) pluperfect tense	6) past tense for effects of behaviours on environment  7) <i>wenn</i> sentences revised for outlining consequences of actions  8) pluperfect tense perspective	7) range of negative expressions  8) <i>als</i> + selected imperfects eg <i>war</i> , <i>hatte</i> and modals  9) previous health habits using selected imperfect tenses  10) how things were before technology – imperfect tense of weak and selected strong verbs  11) complexity in expressing opinions and views re life without technology  12)	
<b>What we want our students to do</b>	The KS3 course embeds key language-learning skills, such as decoding, translation & describing a picture and has a clear grammatical progression, thus equipping students for the challenges of KS4.	Demonstrate excellence in these <b>skills</b> :	1. Describe your school & give your opinion on it and understand details about other people's schools. 2. Compare the education systems and school life in England and Germany and understand other people's views on the pros and cons of each system. 3. Describe your school uniform & the pros/cons for wearing one and understand other people's descriptions of what they wear for school & their opinion on it. 4. Describe the rules in your school & if you agree with them or not and understand other people's views on their school rules. 5. Outline how your school could be improved & understand other people's suggestions for improving their school. 6. Describe your leisure habits inside & outside the home and understand details about other people's hobbies.	1. Describe your relationship with members of your family, saying why you do/don't get on & understand information about other people's relationships. 2. Describe your future family plans, including your opinion on marriage and understand other people's future relationship plans. 3. Describe the qualities of a good/bad friend & your ideal partner and understand details about other people's relationships. 4. Describe your daily routine & understand details about other people's daily routine. 5. Describe what you do to help around the house & how often and understand what other people do. 6. Describe a celebration at home and understand details of	1. Describe holiday preference & understand other people's holiday likes & dislikes. 2. Describe a past holiday & understand details about other people's past holidays. 3. Compare holidays from childhood to current & future holiday plans and understand other people's comparisons. 4. Understand other people describing problems on holiday & describe any disasters/problems of your own. 5. Describe your ideal holiday & understand details about other people's dream holidays. 6. Describe journeys to & from holiday destinations and understand details about other people's journeys.	1. Describe what you are going to after GCSEs and understand other people's choices & decisions. 2. Describe your future career plans & the qualities needed for different jobs and understand other people's career ambitions. 3. Describe the advantages & disadvantages of different jobs and understand other people's opinions on specific jobs. 4. Describe a part-time job (if you have one) and understand details of other people's. 5. Describe your work experience & understand information about other people's work placements. 6. Understand details of job adverts & interviews and prepare your answers to typical interview questions. 7. Compare university & apprenticeships and understand other people's reasons for choosing a particular pathway. 8. Understand and describe the causes & consequences of	1. Understand and describe the causes of poverty & homelessness on a local & global scale. 2. Understand and describe what individuals & organisations do to help the poor & needy. 3. Describe what you do to help others & for charity and understand what others do. 4. Describe your diet & exercise regime and understand details about other people's lifestyle choices. 5. Explain why people smoke/drink alcohol and understand other people's reasons for doing so. 6. Explain how you could be healthier & what people should do to be fit and healthy and understand other people's health objectives. 7. Describe how often & for what purpose you use new technology in everyday life and understand other	

			<div>7. Describe your shopping habits &amp; how you fund them and understand details about other people’s shopping trips.</div> <div>8. Outline issues relating to fashion and understand other people discussing them.</div> <div>9. Describe your favourite type of food &amp; how often you eat out and understand other people’s descriptions of meals in a restaurant.</div> <div>10. Understand the main Francophone festivals &amp; how they are celebrated.</div> <div>11. Describe what festivals &amp; traditions are important to you and understand details about other people’s traditions and beliefs.</div> <div>12. Describe how you celebrate specific festivals and understand details about other people’s celebrations.</div>	<div>other people’s celebrations.</div> <div>7. Describe your house &amp; the area in which it is situated and understand details about where other people live.</div> <div>8. Describe what you can do in the town/region you live in and understand what there is to do in areas that other people live in.</div> <div>9. Compare different geographical regions and understand details about different francophone countries.</div> <div>10. Describe where you would like to live in the future and understand other people’s plans.</div> <div>11. Give your opinion on different school subjects, including why you have chosen certain subjects, and understand other people’s opinions on school subjects.</div>		<div>environmental issues on a local &amp; global scale.</div> <div>9. Describe what you do to help protect the environment and understand what other people do to look after the planet.</div> <div>10. Explain what should be done to protect the environment on a local &amp; global scale and understand other people’s views on the subject.</div>	<div>people’s habits &amp; preferences.</div> <div>8. Compare older and newer forms of technology and understand other people’s opinions on them.</div> <div>9. Analyse the pros &amp; cons of social media and understand other people’s opinions on it.</div> <div>10. Analyse the benefits &amp; dangers of the Internet and other mobile technologies and understand other people’s views on this.</div>	
<div>Key assessment questions:</div>			<div>HT1: 90 word question: Du schreibst ein Blog für ein deutsches Online-Forum über deine Schule und dein Schulleben.</div> <div><ul style="list-style-type: none"><li>etwas über deine Schule<ul style="list-style-type: none"><li>welche Fächer du gut/nicht gut findest</li></ul></li><li>was du gestern in der Schule gemacht hast</li><li>was du im nächsten Schuljahr machen wirst.</li></ul></div> <div>Was gibt es auf dem Foto? Describing a photocard</div> <div>General conversation questions</div> <div>HT2: <u>90 word question:</u></div>	<div>HT3 90 word question: Beschreib deine Familie und Freundin</div> <div><ul style="list-style-type: none"><li>Mit wem verstest du am besten in deine Familie?<ul style="list-style-type: none"><li>Wie ist ein guter Freund?</li></ul></li><li>was du kürzlich mit deiner Familie gemacht hast</li><li>was du nächste Woche mit deine Freunden machen wirst</li></ul></div> <div>HT4 90 word question :</div> <div><ul style="list-style-type: none"><li>über etwas Positives und Negatives an der Stadt</li><li>was du machst, im Haus, zu helfen</li></ul></div>	<div>HT5 90-word question:</div> <div><ul style="list-style-type: none"><li>wie lange du im Urlaub bist</li><li>wie du den Urlaubsort findest</li><li>wie das Wetter gestern war</li><li>was deine Pläne für heute Abend sind.</li></ul></div> <div>150 word question :</div> <div><ul style="list-style-type: none"><li>Schreib über etwas Positives und Negatives um Urlaub zu machen</li><li>Wo möchtest du in der Zukunft fahren</li></ul></div>	<div>HT1 90- word question</div> <div><ul style="list-style-type: none"><li>Was für Arbeit machen deine Eltern</li><li>Deine persönlichen Qualitäts</li><li>Ein Praktikum dass du gemacht hast</li><li>Was du im Zukunft machen möchtest</li></ul></div> <div>150 word question</div> <div><ul style="list-style-type: none"><li>Wie wichtig ist es, Geld zu haben</li><li>Dein Beruf in der Zukunft</li></ul></div> <div>HT2 90 word question</div> <div><ul style="list-style-type: none"><li>Warum du gern oder nicht gern recyclest</li></ul></div>	<div>HT3 90 word question</div> <div><ul style="list-style-type: none"><li>Deine Lieblingsessen</li><li>Wie wichtig ist es, fit zu sein?</li><li>Was du gestern gegessen hast</li><li>Was du in der Zukunft machen wirst, fit zu bleiben</li></ul></div> <div>150 word question</div> <div><ul style="list-style-type: none"><li>Wie wichtig ist es, fit zu sein</li><li>Was du in der Zukunft machen wirst, um gesund zu bleiben</li></ul></div> <div>90 word question</div>	<div>Paper 1: Listening 25% Foundation 35 mins Higher 45 mins Questions/Answers in English &amp; French</div> <div>Paper 2: Speaking 25% Foundation 7-9 mins Higher 10-12 mins (+ preparation time) Role-play, photo card, general conversation</div> <div>Paper 3: Reading 25% Foundation 45 mins Higher 1 hr Questions/Answers in English &amp; French, including French-English translation</div> <div>Paper 4: Writing 25% Foundation 1 hr Higher 1hr 15 mins</div>

			<p>Was machen sie in die Freizeit?</p> <ul style="list-style-type: none"> <li>• Was Musik hörst du gern?</li> <li>• Die Meinungen über Filme und Fernsehen</li> <li>• Was du gestern Abend gemacht hast</li> <li>• Was du nächste Wochenende machen wirst</li> </ul> <p>DP1 – Adapted reading and listening assessment</p>	<ul style="list-style-type: none"> <li>- was du in letzter Zeit in der Stadt gemacht hast</li> <li>- wo du in der Zukunft wohnen möchtest.</li> </ul>		<ul style="list-style-type: none"> <li>- Wie du der Umwelt in der Schule geholfen hast</li> <li>- Etwas über Umweltaktion zu Hause</li> <li>- Was deine Umweltpläne in Zukunft sind</li> </ul> <p>150 word Q</p> <ul style="list-style-type: none"> <li>- Was ist für dich Umweltfreundlich oder nicht?</li> <li>- Was du in letzter Zeit gemacht hast um der Urlaub zu helfen</li> </ul> <p>DP2 – full set of examinations</p>	<ul style="list-style-type: none"> <li>- Welche Technologie benutzt du am liebsten?</li> <li>- Wie oft setzt du dich vor einen Bildschirm</li> <li>- Was hast du letzte Woche am PC gemacht</li> <li>- Was sind deine pläne heute Abend?</li> </ul> <p>150 word Q</p> <ul style="list-style-type: none"> <li>- Wie du Soziale Netzwerke findest</li> <li>- Was du heute Abend im Internet machen wirst</li> </ul>	Short & extended writing tasks, including English-French translation
<b>Disciplinary Rigour</b>		<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?</p>	<p>AQA Themes 1, 2 &amp; 3</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</li> <li>• express and develop thoughts and ideas spontaneously and fluently</li> <li>• listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• 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</li> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• develop language learning skills both for immediate use</li> </ul>	<p>AQA Themes 1, 2 &amp; 3</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently with in speech and writing, conveying what they want to say with increasing accuracy</li> <li>• express and develop thoughts and ideas spontaneously and fluently</li> <li>• listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• 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</li> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• be encouraged to make appropriate links to other</li> </ul>	<p>AQA Themes 1 &amp; 2</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li> <li>• express and develop thoughts and ideas spontaneously and fluently</li> <li>• listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• 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</li> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> </ul>	<p>AQA Themes 2 &amp; 3</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li> <li>• express and develop thoughts and ideas spontaneously and fluently</li> <li>• listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<p>AQA Themes 1 &amp; 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<b>Numeracy</b>			Ages Dates and Years	Money Prices	Dates Transport Timetables	Phone Numbers Percentages/Statistics	Percentages/Statistics	
<b>Literacy</b>			Range of Vocabulary/Structures Comparative/Superlative Compound Sentences Past Tense	Modal Verbs Compound Sentences Future Tense Conditional Tense Negative Forms	Combining Tenses Sequencers Higher Level Structures Complexity in Language Production	More Higher Level Structures Pluperfect Tense	Subjunctive Mood Prepositions	
<b>Cultural &amp; Cross Curricular Links</b>			Different Family Formations Practising of Religion, specifically marriage. Views on Marriage. Cultural/religious celebrations & traditions. Geographical Regions of Germany	Comparison between Schools in Germany & UK. Secularisation in French Education. Leisure Activities in German countries. Healthy/unhealthy lifestyles.	Key German Festivals & How they are celebrated. Holiday preferences of the Germans Key German Holiday Regions.	Environmental Issues & How to Protect the Environment. Environmental Issues in Francophone Countries.	Social issues. Charity & charitable organisations in Germany	
<b>Catholic Values</b>			Call to Family, Community and Participation	Solidarity Rights and Responsibilities	Life and Dignity of the Human person	Care for God’s creation Dignity of Work	Option for the poor and vulnerable	