



<p><b><u>Year 8 Overall Curriculum Goal &amp; Intent</u></b></p> <p>Throughout Key Stage 3, students will learn how to talk about themselves, their family, hobbies, where they live, holidays and their school. The key grammar concepts covered in Key Stage 3 will form a good basis for them to be able to advance successfully to the more complex grammatical structures required for GCSE.</p> <p>Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use it in order to build the skills needed for communication. (MFL Pedagogy Review, p.3)</p>		<p><b><u>Key prior knowledge and skills</u></b></p> <p>Students will have had some experience of foreign language learning at Key Stage 2 and they will also be familiar with key linguistic concepts from their prior learning in French.</p> <p>Students will develop their linguistic skills in four key areas:</p> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul> <p>There will also be a focus on improving grammatical knowledge and accuracy</p>	
	<p><b>Terms 1 &amp; 2</b></p>	<p><b>Terms 3 &amp; 4</b></p>	<p><b>Terms 5 &amp; 6</b></p>
<p><b>Topic Focus</b></p>	<p><b>Introductions</b></p>	<p><b>School</b></p>	<p><b>Family</b></p>
<p><b>Summary of <u>key</u> knowledge &amp; skills</b></p> <p><b>What do you want students to <i>know</i> and <i>learn</i>?</b></p> <p><b>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</b></p>	<ul style="list-style-type: none"> <li>• Talking about self:</li> <li>• Greeting, name, age, question words</li> <li>• Asking Questions</li> <li>• Phonics</li> <li>• Present tense (regular)</li> </ul> <p>Lots of repetition Focus on getting the basics 100% accurate Aiming for automaticity (doing it automatically from memory)</p>	<ul style="list-style-type: none"> <li>• Talking about subject</li> <li>• Giving opinions</li> <li>• Asking questions</li> <li>• Present tense (irregular)</li> <li>• Negatives</li> <li>• Adjective endings</li> </ul> <p>Lots of repetition Aiming for automaticity (doing it automatically from memory) Revision of present tense Recycling of vocabulary from terms 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Talking about your family and friends</li> <li>• Appearance</li> <li>• Personality</li> <li>• Intensifiers</li> </ul> <p>Lots of repetition Aiming for automaticity (doing it automatically from memory) Revision of “haben” and “sein” Revision/extension of term 1 &amp; 2 vocabulary and structure Relative pronouns: I have a brother <b>who</b> is 10</p>



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	<p><b>Terms 1 &amp; 2</b></p> <ol style="list-style-type: none"> <li>1. Writing</li> <li>2. Translation English to German</li> </ol>	<p><b>Terms 3 &amp; 4</b></p> <ol style="list-style-type: none"> <li>3. Reading + translation into English</li> <li>4. Present tense (regular and irregular verbs)</li> </ol>	<p><b>Terms 5 &amp; 6</b></p> <ol style="list-style-type: none"> <li>5. Listening and Speaking</li> <li>6. EOY Exam (L,R,W)</li> </ol>
<p><b>Main common assessments</b></p>			
<p><b>Extended writing tasks</b></p>	<p>Learning High level Model Writing and Speaking from memory (ongoing)</p>	<p>Talking about school and giving opinions  Memorising and adapting a model</p>	<p>Talking about your friends/family  Memorising and adapting a text</p>
<p><b>Examples of opportunities for challenge</b></p>	<p>Application of phonics rules to unknown vocabulary. Using perfect tense (in writing model). Memorising a high level model Personalised work with Department’s Foreign language assistant</p>	<p>Developing use of weil (using a range of verbs) Memorising a high level model Personalised work with Department’s Foreign language assistant</p>	<p>Adapting a model Personalised work with Department’s Foreign language assistant</p>
<p><b>Links to numeracy, literacy and other subjects</b></p>	<p>Phonics Conjugation of present tense Applying grammar rules consistently Identification of nouns/verbs Heightening awareness of own language</p>	<p>Phonics Learning Irregular verbs Literacy: sending verb to the end of the clause Comparing German word order to English word order</p>	<p>Relative pronouns: I have a brother <b>who</b> is 10 Heightening awareness of English grammar Noticing difference/similarities between German and English</p>



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<b>Enrichment, clubs, trips and other extra-curricular activities</b>	MFL club in P8 on Thursday lunchtimes	MFL club in P8 on Thursday lunchtimes	MFL club in P8 on Thursday lunchtimes
<b><u>Opportunities for links to careers</u></b>		<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>	
<p>Discussion on why German? In class discussion of careers with languages. German industries in the local area; influence</p>		<p>Giving opinions  The qualities of a good friend  Education in other countries  Developing confidence/resilience through use of phonics to work out the pronunciation of new vocabulary</p>	
<b><u>How can parents support learning?</u></b>		<b><u>Other comments</u></b>	
<p>Check homework on Classcharts, attend parents’ evenings, help students with vocabulary learning.  Listen to students speaking German.  Read the “wonky English” translation to students so they can translate into good German (spoken on written).  Encourage students to check their own work carefully, so they are able to improve mistakes.</p>			