

# **MODERN FOREIGN LANGUAGES**

## **MODERN FOREIGN LANGUAGES CURRICULUM INTENT**

At EPCS we value the importance of language learning in today's global economy. We recognise that language learning is a life skill highly valued by employers and universities in today's global job market. As a team of language specialists, we aim to deliver a stimulating, quality first learning environment in which all students feel supported, valued and challenged on their language learning journey.

Our MFL curriculum is designed to engage students of all abilities and lessons are interactive and fun. With an emphasis on communication, skills and transactional language, we aim to develop confident language learners. In order to bring languages to life in the classroom, we use a wide variety of resources, including technology, realia and authentic materials. MFL lessons are delivered with enthusiasm and focus on interactive, fun activities which maximise engagement and promote a positive learning environment for students.

Through Enrichment projects, MFL clubs, language workshops and trips, we also aim to develop wider cultural awareness and offer students an insight into other languages spoken within our school community and beyond. Indeed, EAL students are actively encouraged to take a GCSE in their home language.

**DISCOVERY:** Students study either German OR Spanish on entry in year 7. They have 3 x 70 min lessons a cycle (2 weeks) and all MFL groups are mixed ability. Our curriculum at KS3 focuses on developing and embedding language learning skills, as well as introducing a variety of topics which will be revisited in more detail at GCSE.

Year 9, for those who have opted to take a language at GCSE, is a FOUNDATION year in which students will become increasingly familiar with GCSE style questions in all four skill areas. We focus on developing a range of transactional language and structures for use in real life scenarios e.g at the train station, in a shop, buying tickets etc. There is also an emphasis on developing spontaneous speech, knowledge of grammar and understanding of customs and traditions.

In year 10 and 11 we follow the AQA course for both German and Spanish.

Students are formally assessed for GCSE in Listening, Speaking, Reading and Writing (25% each) at the end of year 11 (there is no controlled assessment). GCSE themes are: Identity and Culture, Local, National, International and Global areas of Interest and Current and Future Study and Employment.

**Programme of Study: 2019-2020**

**Discovery - KS3: Students study either German or Spanish**

Our MFL curriculum is designed to engage students of all abilities and lessons are interactive and fun. With an emphasis on communication, skills and transactional language, we aim to develop confident language learners. In order to bring languages to life in the classroom, we use a wide variety of resources, including technology, realia and authentic materials. MFL lessons are delivered with enthusiasm and focus on interactive activities which maximise engagement and promote a positive learning environment for all students.

**Curriculum map:**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p><b>FAIRYTALE FAMILY PROJECT</b></p> <ul style="list-style-type: none"> <li>• Cultural introduction to Germany/Spain</li> <li>• Greetings</li> <li>• Numbers 1-31</li> <li>• Alphabet</li> <li>• Family members</li> <li>• Personality</li> <li>• Physical description</li> </ul>	<p><b>FAIRYTALE FAMILY PROJECT</b></p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Clothes</li> <li>• Time</li> <li>• Daily routine</li> <li>• Christmas customs in Germany/Spain</li> </ul>	<p><b>THROUGH THE KEYHOLE PROJECT</b></p> <ul style="list-style-type: none"> <li>• House types</li> <li>• Rooms in the house</li> <li>• Description of a room</li> <li>• What you do In your room</li> <li>• Household chores</li> </ul>	<p><b>THROUGH THE KEYHOLE PROJECT</b></p> <ul style="list-style-type: none"> <li>• Describing Bracknell</li> <li>• Buildings in the town</li> <li>• What you can do in your town</li> <li>• Comparing your town with other towns</li> <li>• Opinions about your town</li> <li>• you did in your town last week</li> </ul>	<p><b>MY SCHOOL</b></p> <ul style="list-style-type: none"> <li>• My school</li> <li>• School subjects</li> <li>• School uniform</li> <li>• German/Spanish school system</li> </ul>	<p><b>CREATIVE WRITING PROJECT</b></p> <p><b>GERMAN - Gruffalo</b></p> <p><b>SPANISH - Hungry Caterpillar</b></p>

<i>Students learn how to:</i>	<p>Introduce themselves</p> <p>Greet others</p> <p>Recognise numbers</p> <p>Describe personality</p> <p>Describe physical appearance e.g hair, eyes, size</p>	<p>Say what they like/dislike doing in their free-time</p> <p>Describe outfits</p> <p>Tell the time</p> <p>Talk about daily routine</p> <p>Understand customs and traditions in German/Spanish speaking countries</p>	<p>Describe their house</p> <p>Say what they have/don't have in their bedroom</p> <p>Give opinions about their home</p> <p>Say what they do at home</p> <p>Say how they help in the household</p>	<p>Describe where they live</p> <p>Give opinions about where they live</p> <p>Describe what there is to do in Bracknell</p>	<p>Describe school buildings</p> <p>Give opinions about school subjects</p> <p>Describe school uniform</p> <p>Give opinions about school uniform</p> <p>Understand German/Spanish school system</p>	<p>Identify key words in a story</p> <p>Identify word groups</p> <p>Work out meaning from context</p> <p>Create a children's story in German/Spanish</p>
<i>Assessment</i>	Students are assessed in all four skill areas LISTENING, SPEAKING, READING and WRITING at the end of the unit of each unit of work. All assessments are GCSE style questions.					

Year 8	<b>HEALTHY LIVING</b> <ul style="list-style-type: none"> <li>● Food/drinks</li> <li>● Eating habits</li> <li>● Healthy/unhealthy lifestyles</li> <li>● A past meal</li> <li>● Top tips for healthy living</li> <li>● Healthy living resolutions</li> </ul>	<b>EATING OUT</b> <ul style="list-style-type: none"> <li>● Eating out</li> <li>● In the restaurant</li> <li>● Making a complaint</li> </ul>	<b>THE WORLD OF WORK</b> <ul style="list-style-type: none"> <li>● The importance of languages in the workplace</li> <li>● Jobs</li> <li>● Personality</li> <li>● The work place</li> <li>● Future plans</li> <li>● Choosing a career</li> <li>● Part time jobs</li> </ul>	<b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>● The internet</li> <li>● Me and my phone</li> <li>● Social networks</li> <li>● Past tense - technology</li> </ul>	<b>MY FUTURE HOLIDAY</b> <ul style="list-style-type: none"> <li>● Weather</li> <li>● Holiday destinations</li> <li>● Holiday types</li> <li>● Transport</li> <li>● Accommodation</li> <li>● Holiday activities</li> </ul>	<b>APPRENTICE HOLIDAY PROJECT</b> <ul style="list-style-type: none"> <li>● A future holiday</li> </ul>
<i>Students learn how to:</i>	<p>Recognise a range of healthy/unhealthy foods</p> <p>Give positive and negative opinions about eating habits</p> <p>Formulate simple questions</p> <p>Describe a past meal</p> <p>Apply the imperative to create a healthy eating plan</p>	<p>Order food</p> <p>Understand authentic German/Spanish menus</p> <p>Make a complaint</p> <p>Recognise traditional German/Spanish regional dishes</p>	<p>Understand the importance of languages in the workplace</p> <p>Recognise a range of jobs/professions and workplaces</p> <p>Recognise that different personalities are suited to different jobs</p> <p>Describe future plans</p>	<p>Say what you use the internet for</p> <p>Discuss the dangers of the internet</p> <p>Talk about what you use your phone for</p> <p>Give opinions about social networks</p> <p>Say what you did recently with your technology.</p>	<p>Say what the weather is like</p> <p>Recognise a variety of holiday destinations</p> <p>Say how you like to travel and where you can stay</p> <p>Describe holiday activities</p>	<p>Create and present a future holiday to a German/Spanish speaking country</p>
<i>Assessment</i>	Students are assessed in all four skill areas LISTENING, SPEAKING, READING and WRITING at the end of the unit of each unit of work. All assessments are GCSE style questions.					

Cross curricular links:

Food Technology

Discovery Curriculum enhancement:

- German Christmas markets trip to Cologne (Dec 2019)
- Rhineland trip: July 2021 (tbc)
- Spanish trip: July 2021 (tbc)
- Languages Club
- French club
- LATIN workshop
- Careers week guest speaker - “The Importance of Languages in the Workplace”
- ENRICHMENT PROJECTS

### Year 9 - Foundation Pathway

Curriculum intent:

Year 9, for those who have opted to study a language at GCSE level, is a FOUNDATION year in which students will become increasingly familiar with GCSE style questions in all four skill areas. We focus on developing a range of transactional language and structures for use in real life scenarios e.g at the train station, in a shop, buying tickets etc. There is also an emphasis on developing spontaneous speech, knowledge of grammar and understanding of customs and traditions.

### Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 9	<b>LIFE IN A GERMAN/SPANISH SPEAKING COUNTRY</b> <ul style="list-style-type: none"> <li>• Classroom language</li> <li>• Greetings</li> <li>• Geography/landmarks</li> <li>• Die Hitparade/Top Musical</li> <li>• What's on?</li> <li>• Lights, camera, action!</li> </ul>	<b>OUT AND ABOUT!</b> <ul style="list-style-type: none"> <li>• Let's go!</li> <li>• Arranging to meet</li> <li>• Making excuses</li> </ul>	<b>OUT AND ABOUT!</b> <ul style="list-style-type: none"> <li>• In town</li> <li>• At the train station</li> <li>• Illness</li> <li>• At the doctors</li> </ul>	<b>FESTIVALS</b> <ul style="list-style-type: none"> <li>• Regional festivals</li> <li>• Traditions</li> <li>• Comparing festivals</li> <li>• A recent festival</li> <li>• My favourite festival</li> </ul>	<b>IN MODE/LA MODA</b> <ul style="list-style-type: none"> <li>• Outfits</li> <li>• Buying clothes on the high street</li> <li>• Giving compliments</li> </ul>	<b>SCHOOL'S OUT</b> <ul style="list-style-type: none"> <li>• My year this year...</li> <li>• What did I learn?</li> <li>• My opinions about my year</li> <li>• Targets for next year</li> </ul>
<i>Students learn how to:</i>	Understand and use target language in the classroom  Recognise key landmarks in German/Spanish-speaking countries  Talk about music preferences  Discuss TV programmes  Give opinions about films Create a film review	Arrange to meet someone  Suggest a time  Say when/where they are going to meet  Give excuses  Suggest alternatives	Understand street signs  Apply transactional language in a shop  Buy tickets at a train station/bus station  Ask for journey information  Understand  Describe illnesses	Recognise festivals in German/Spanish speaking countries  Compare festivals  Describe a recent festival  Give opinions about festivals	Describe outfits  Give opinions about clothes  Understand signs in clothes shops  Give compliments	Describe their school  Describe what they did during the school year  Give past tense opinions  Talk about future plans
<b>Assessment</b>	Students are assessed in all four skill areas LISTENING, SPEAKING, READING and WRITING at the end of the unit of each unit of work. All assessments are GCSE style questions. There will be a focus on ROLE PLAY					

## Year 9 - Curriculum enhancement

- German Christmas markets trip to Cologne (Dec 2019)
- Rhineland trip: July 2021 (tbc)
- Spanish trip: July 2021 (tbc)
- Languages Club
- French club
- LATIN workshop

## Destiny - KS4:

Exam board and Specification details: **AQA GCSE GERMAN/SPANISH**

Assessment objectives: Students are assessed on all four skills at the end of the course: LISTENING, SPEAKING, READING and WRITING (25% each)

### **THEMES:**

- **Identity and culture**
- **Local, national, international and global areas of interest**
- **Current and future study and employment**

## Curriculum map: for 2019/2020 based on 3 year GCSE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 10	<b>LIFE AT SCHOOL/COLLEGE</b> <ul style="list-style-type: none"> <li>• School rules</li> <li>• School pressures</li> <li>• Sport</li> <li>• Education post-16</li> </ul>	<b>TRAVEL AND TOURISM</b> <ul style="list-style-type: none"> <li>• A past holiday</li> <li>• Weather</li> <li>• Eating out</li> </ul>	<b>HEALTHY/ UNHEALTHY LIFESTYLE</b> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Healthy lifestyle</li> <li>• Unhealthy lifestyle</li> <li>• Smoking</li> <li>• Drugs</li> <li>• Alcohol</li> </ul>	<b>MARRIAGE/ PARTNERSHIP</b> <ul style="list-style-type: none"> <li>• Ideal partner</li> <li>• Ideal future family</li> <li>• Modern family</li> <li>• Pros and cons of marriage</li> <li>• Modern relationships</li> </ul>	<b>TECHNOLOGY IN EVERYDAY LIFE</b> <ul style="list-style-type: none"> <li>• Twitter</li> <li>• Facebook</li> <li>• Mobile technology</li> <li>• Opinions about technology</li> </ul>	<b>CUSTOMS AND FESTIVALS</b> <ul style="list-style-type: none"> <li>• Customs, festivals and traditions</li> </ul>
<i>Students learn how to:</i>	Describe school rules  Give opinions about school rules  Say what they think of different sports  Discuss future plans	Describe a past holiday  Say what the weather is like  Order food	Describe eating habits  Talk about healthy/unhealthy lifestyles  Talk about the dangers of smoking, drugs and alcohol	Describe their ideal partner  Talk about modern family life  Discuss the pros and cons of marriage	Describe how they use social media  Give opinions about social networks	Talk about festivals and traditions in German/Spanish speaking countries
<i>Assessment</i>	Students are assessed using Exampro GCSE past exam questions in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work.					
Year 11	<b>GLOBAL ISSUES</b> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Saving the</li> </ul>	<b>CHARITY AND VOLUNTARY WORK</b> <ul style="list-style-type: none"> <li>• Types of charity</li> </ul>	<b>CAREER CHOICES AND AMBITIONS</b> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>	REVISION	EXAMS	

	<p>environment</p> <ul style="list-style-type: none"> <li>• Effects on the environment</li> <li>• Consequences - cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Social problems for the young</li> <li>• Homelessness</li> <li>• Poverty</li> <li>• Global and local campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Ideal job</li> <li>• Careers and education</li> </ul>			
<i>Students learn how to:</i>	<p>Say what they do to help the environment</p> <p>Explain what we should do to be more environmentally friendly</p> <p>Describe global environmental issues</p>	<p>Talk about social issues affecting young people</p> <p>Describe issues affecting homeless people</p> <p>Recognise international aid agencies from German/Spanish speaking countries and the work they do</p> <p>Talk about the advantages of a gap year doing voluntary work</p>	<p>Describe your ideal job</p> <p>Talk about possible careers</p> <p>Talk about future plans</p>			
<i>Assessment</i>	Students are assessed using Exampro GCSE past exam questions in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work.					

Destiny curriculum enhancement:

- German Christmas markets trip to Cologne (Dec 2019)
- Rhineland trip: July 2021 (tbc)
- Spanish trip: July 2021 (tbc)
- Languages Club
- French club
- LATIN workshop

## EPCS 6: GERMAN

Exam board: AQA (7662)

Students study technological and social change, looking at the multicultural nature of German-speaking society. They will study highlights of German-speaking artistic culture, including art and architecture, and will learn how Germany's political landscape was formed.

Students will explore the influence of the past on present-day German-speaking communities. Throughout their studies, they will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

### Curriculum map:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<b>FAMILIE IM WANDEL</b>	<b>DIE DIGITALE WELT</b>  Das Internet	<b>JUGENDKULTUR: MODE, MUSIK UND FERNSEHEN</b>  Mode und Image	<b>FESTE UND TRADITIONEN</b>	<b>KUNST UND ARCHITEKTUR</b>	<b>DAS BERLINER KULTURLEBEN DAMALS UND HEUTE</b>

	<p>Beziehungen innerhalb der Familie</p> <p>Partnerschaft und Ehe</p> <p>Verschiedene Familienformen</p>	<p>Soziale Netzwerke</p> <p>Die Digitalisierung der Gesellschaft</p>	<p>Die Bedeutung der Musik für Jugendliche</p> <p>Die Rolle des Fernsehens</p>	<p>Feste und Traditionen..</p> <p>...ihre Wurzeln und Ursprünge</p> <p>...ihre soziale und wirtschaftliche Bedeutung</p> <p>Vielfältige Traditionen in verschiedenen Regionen</p>	<p>Künstler und Architekten</p> <p>Kunst und Architektur im Alltag</p> <p>Vergangenheit, Gegenwart und Zukunft</p>	<p>Berlin geprägt durch seine Geschichte</p> <p>Theater, Musik und Museen in Berlin</p> <p>Die Vielfalt innerhalb der Bevölkerung Berlins</p>
<p><i>Students learn how to:</i></p>	<p>Discuss relationships and problems within a family</p> <p>Understand the changing roles for partnerships in recent history</p> <p>Discuss possible forms of family life</p>	<p>Discuss how we use the internet</p> <p>Talk about the benefits and dangers of social networks</p> <p>Discuss digital society and its future developments</p>	<p>Discuss fashion and the importance of image</p> <p>Talk about different types of music</p> <p>Talk about different types of television programme</p>	<p>Describe and explain the roots and origins of festivals in Germany</p> <p>Discuss the social and economic importance of festivals and traditions in Germany</p> <p>Explore the diversity of festivals and traditions in German-speaking countries</p>	<p>Discuss the influence and role of art and architecture today</p> <p>Discuss how contemporary architecture and art shape our everyday life</p> <p>Discuss developments in art and architecture from past to present and into the future</p>	<p>Discuss the influence of political events on Berlin and debate an historic tour through the city</p> <p>Discuss the role of culture in Berlin today and plan a cultural weekend</p> <p>Discuss aspects and challenges of life in a multicultural city</p>
<p><i>Assessment</i></p>	<p>Students are assessed in LISTENING, SPEAKING, READING and WRITING at the end of each topic. All assessments are AQA exam-style questions and are marked according to the AQA assessment criteria.</p>					

**A-LEVEL GERMAN ASSESSMENT OVERVIEW:**

PAPER 1: Listening, Reading and Writing: 2hr 30mins (50%)

PAPER 2: Writing: 2hr (20%)

PAPER 3: Speaking: 21-23 mins (30%)