

Subject:	MFL: Spanish and German
Specification:	GCSE 9 – 1
Exam Board	AQA

Ms Stickland, Mrs McEvoy and Mr Blanchflower all teach both Spanish and German. In addition, Ms Stickland is Head of the Academic Learning Faculty. In 2019 we chose to introduce German to our Year 7 children so that they could all start a new language together, from scratch, regardless of the language they studied in Key Stage 2; we aim to build on language skills acquired in junior school or at home. Prior to that, students of previous cohorts had studied Spanish and French, with most of the current Key Stage 4 preparing for GCSE in Spanish.

Between them, our MFL teachers speak French, German, Spanish, Italian and a little Japanese. They enjoy travelling abroad during the holidays, to speak different languages and experience different cultures. They aspire to enable our students to become global citizens as they take their place in the world of work.

We are very pleased that next year's MFL trips, the first since before Covid, will see over 40 students from Years 9 and 10 visiting Germany, and 27 Key Stage 4 students flying to Madrid. This will be the very first time some of our students have been abroad.

Key Stage 3: German

All KS3 students learn a Modern Foreign Language (MFL); in September 2021, this is German in Years 7, 8 and 9. Each student studies the same language for three years, and the majority will continue with this language to take the GCSE in Year 11. Our scheme of work in German follows the *Stimmt* coursebook (Pearson Active Learn). We focus on communication, enabling learners to use the language themselves from their earliest lessons. All students have four MFL lessons each fortnight, often beginning with retrieval tasks or low stakes testing of learning from previous lessons to allow a confident start. We aim to practise and improve the four skills of listening, speaking, reading and writing in each lesson. Homework is set according to the Academy calendar, and should take 30 to 40 minutes. All students are encouraged to use their Knowledge Organisers to support learning, and we make extensive use of online resources such as Textivate and Quizlet to practise extended writing and to learn vocabulary.

Year 7 Students focus on the present tense, high frequency words, connectives, expressing likes and dislikes, and simple opinions. Numbers and the alphabet are also learnt. The structures will be covered in the contexts of: Myself, My Family & Pets; Free Time; School; and Holidays.

Year 8 The future and past tenses are added to the structures studied in Year 7. In Year 8, the structures will be covered in the context of: School; Holidays; Media; Healthy Lifestyles; School Trips and Going Out.

Year 9 We revisit the topics and grammar content from previous years and enhance previously learnt material, aiming to develop fluency and competence as a basis for future learning. Students will be expected to understand longer passages and try to extend their conversations.

Key Stage 4: Spanish

In KS4 students have five lessons per fortnight and in Year 11, after their two-year course, they sit a GCSE examination. We use the AQA examination board. Like AQA, our objective is to enable students of all abilities to develop their modern foreign language skills to their full potential, equipping them with the knowledge to communicate confidently in a variety of contexts. Three distinct themes are covered, and these are each made up of four topic areas: Identity and culture (Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in Spanish- or French- speaking countries/communities); Local, national, international and global areas of interest (Home, town,

neighbourhood and region; Social issues; Global issues; Travel and tourism); Current and future study and employment (My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions) Opportunities naturally arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied. The four skills of speaking, listening, reading and writing are tested by final examination in May of year 11. Regular revision sessions are run for Year 11.

Extra Resources:	<p>KS3 Knowledge Organisers: these are produced in house, allowing students to work independently at home on learning vocabulary and practising what they have studied in class.</p> <p>KS4 revision guides and workbooks: we provide all MFL students with CGP <u>Exam Practice Workbooks</u> and <u>Revision Guides</u>, as well as a host of useful booklets created by us in school to support independent work in Writing and Speaking skills.</p>
Useful websites: <i>(Students are given usernames and passwords in class where necessary)</i>	<p>www.textivate.com</p> <p>www.memrise.com</p> <p>www.quizlet.com</p> <p>www.kahoot.com</p> <p>BBC Bitesize KS3 German</p> <p>BBC Bitesize KS4 Spanish</p>

MFL (German) Curriculum Sequencing Rationale

1a.	<p>What are the key topics taught in Year 7?</p> <p>We teach the present tense, high frequency words (connectives, time phrases), expressing likes and dislikes, and simple opinions. The future tense is introduced. Numbers and the alphabet are also learnt. The structures will be covered in the contexts of: Myself, My Family & Pets; Free Time; School; and Holidays. We teach phonetics and pronunciation.</p> <p>We teach language learning skills and strategies students need to become independent language learners.</p>
1b.	<p>Why is this?</p> <p>Students' KS2 experiences in MFL differ greatly according to Junior schools (and impact of Covid), and so we made the decision four years ago to 'do different' by introducing a new language, German, and teaching from scratch, building on any language-learning skills they may have, rather than specific language.</p> <p>Learning pronunciation and spelling at this stage is crucial to future success. Topics chosen are of interest to the students, motivating them to learn.</p>
2a.	<p>What order is this taught in and why?</p> <p>We follow the order of progression of our main coursebook, Stimmt 1, with teachers using their own additional or supplementary resources as wished. We chose this textbook carefully, and are confident of its role in introducing topics in an engaging way, allowing students access to German culture as well as language.</p> <p>Systemic sequencing of grammar support competence and progress and develop linguistic competence. This ensures all students gradually increase their knowledge and skills, building on all themes through the year. Regular retrieval and assessment (both formally and informally) ensure prior knowledge is not forgotten.</p>
3a.	<p>How do we build on these topics and rationale in Year 8?</p> <p>The future and past tenses are added to the structures studied in Year 7. In Year 8, the structures will be covered in the context of: School; Holidays; Media; Healthy Lifestyles; School Trips and Going Out. Regular retrieval, including from Year 7 learning, ensures prior knowledge is not forgotten.</p>
3b.	<p>What order is this taught in and why?</p> <p>See 2a, above: We follow the order of progression of our main coursebook, Stimmt 2.</p>
4a.	<p>How do we build on these topics and rationale in Year 9?</p> <p>We revisit the topics and grammar content from previous years and enhance previously learnt material, aiming to develop fluency and competence as a basis for future learning. Students will be expected to understand longer passages and try to extend their conversations.</p>
4b.	<p>What order is this taught in and why?</p> <p>See 2a, above: We follow the order of progression of our main coursebook, Stimmt 2/3. NB We are currently behind schedule in Year 9, due to lockdown, and are due to be back on track by the end of the year.</p>
5a.	<p>Select one concept/theme you teach in your subject across more than one key stage</p> <p>How is this taught in each year?</p> <p>5b. How does this become progressively more challenging? Travel</p> <p><i>This topic is introduced in Year 7 with simple grammar – relevant nouns, with common grammatical structures. In Year 8 the topic is revisited, with past tenses added to known topic-specific vocabulary. In Year 9, an aspect of the topic (finding your way) is taught. This involves more detailed and longer texts and written tasks. This allows students to build confidently on their knowledge.</i></p> <p>Year 7 – describing a town (<i>es gibt ein / kein + noun</i>); talking about snacks & souvenirs (<i>ich möchte + noun</i>); talking about holiday plans (<i>werden + verb</i>)</p> <p>Year 8 – talking about a past holiday (<i>perfect & imperfect tenses introduced: haben + past participle; war, hatte, es gab</i>)</p> <p>Year 9 – directions; festivals (<i>in / auf + dative.</i>) This topic includes some work on raising aspirations in terms of taking a year out, working abroad).</p>

	<p><i>Over forty KS3 students will be taking part in a school trip to the Rhine in July.</i></p> <p><i>NB Current KS4 language is Spanish</i></p> <p><i>Work from KS3 is revisited and developed so that knowledge of vocabulary and structures increase. Other tenses and more complex grammatical structures are introduced.</i></p> <p>Year 10 – In Year 10. The topic of Travel is used to consolidate all three time phrases, so students write and talk about past and future holidays. They use comparative and superlative adjectives to compare their experiences (real or imaginary). The concepts are more abstract, and may well be outside of the students' own real life experiences, eg booking a hotel room, and dealing with complaints abroad.</p> <p>Year 11 – In Year 11, the theme is further developed, introducing longer texts about cities and countryside in the TL country, including global issue, or other local environmental problems specific to the TL countries. Other tenses, eg conditional, is used to describe fictional travel, eg If I were rich, I would...)</p> <p><i>Twenty-eight of our Year 11 students will be taking part in a school trip to Madrid in September.</i></p>
6.	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <p>GCSE AQA</p> <p>All exam boards are very similar in content and skill requirements; we have been using AQA for several years now, and find it links well with our KS3 curriculum.</p> <p>We have built a bank of cloze exercises on Textivate based on previous years' AQA writing exams, and students are used to these as support for their own creative writing.</p> <p>(A level – NA)</p>
7.	<p>What career opportunities does the study of your subject bring?</p> <p>Studying a foreign language can be useful in all sorts of career choices; we do not teach German to 'be German', or 'to talk like a German', but to show empathy and openness towards others. Studying a foreign language helps us understand our place in the world; especially post-Brexit, it reminds us that we are not alone, and that we do still have relationships with others. Making mistakes is part of learning a language, and makes us more resilient. Additionally, the determination to succeed in another language also helps with literacy in one's own language. The skills enhanced by learning a language are not limited to the understanding of the language and cultures, but include many soft skills such as problem solving, coding, and using one's memory – all of which are important in almost any career.</p>