



# Quality of Education Statement

## German

### Curriculum Intent

#### Subject Vision and Rationale Statement

##### Wyvern College Vision Statement

**“To become the finest version of yourself...**

**Think deeply**, *read widely, discuss openly and listen intently. Study with PRIDE, forever Prepared, Respectful, Involved and Dedicated.*

**Grow personally**, *in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.*

**Care passionately** *about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values”*

**Explain the vision for your subject’s curriculum. How does your subject curriculum support the whole-college vision statement? Please ensure your vision statement is written in three paragraphs: Think, Grow, Care.**

**Think:** We will provide opportunities for students to develop their receptive skills of listening and reading, together with the productive skills of speaking and writing. Students will be exposed to a range of materials, including authentic texts, encompassing a wide range of reading and listening skill development. We will consistently work with students in encouraging them to study with PRIDE, for example in presentation of work, language learning techniques and independent study.

**Grow:** Within the language classroom we strive to develop the inter-curricular skills of turn-taking and listening, alongside the development of resilience, confidence and independence. We hope to prepare students for their future lives with the ability to understand and communicate in another language at varying levels. We also aim for students to recognise that languages are a lifelong skill for employment, education and leisure.

**Care:** We aim to develop an inclusive classroom environment, where all students support each other and learn through taking positive risks, often out of their comfort zone. Through the study of foreign languages, our aim is for our students to develop a respect for, and appreciation of, different countries and cultures within the Wyvern community and beyond. We seek to develop student awareness that languages play an essential role in mutual understanding, a sense of global citizenship and personal fulfilment.

## Principles of Effective Curriculum Design



### An Equitable Curriculum

#### Key principles

**“An Equitable Curriculum-** *All students access the same curriculum, whichever teacher they have and whatever group they are in. Students are not denied this curriculum because of their SEND, their prior attainment or their teacher. The curriculum rationale ensures what students get taught, not teachers’ personal preferences – and this is every child’s entitlement.”*

Explain your strategy and decision-making to ensure all students access an equitable curriculum. How do you ensure students with SEND, PP, or with different classes and teachers access the same curriculum?

The GCSE German scheme of work is clearly written and well resourced. Resources and teaching & learning strategies are constantly shared across the department to ensure that all students have access to high quality, relevant resources and benefit from current ideas and ideals in MFL teaching. Themes and topics are consistent across all languages and there is a clear rationale behind the sequence of content and skills development. Where appropriate, content and/or approach is adapted to ensure suitability and accessibility to the curriculum for all students, including PP students, SEND students and students of all prior attainment levels.

## A Vertical Curriculum & A Spiral Curriculum

### Key principles

**“A Vertical Curriculum-** *The curriculum is used as a progression model, it unfolds with increasing levels of challenge. Units are sequenced in such a way that each one builds on what went before and prepares for what comes next. It builds learning up towards clear end points, whilst also being clear what students are expected to know and do at each defined intermediate point. Knowledge and skills therefore get progressively more complex; conceptual understanding becomes more sophisticated because conceptual links are maximised.*

**“A Spiral Curriculum-** *The curriculum explicitly identifies for teachers, students and parents the subject’s “Big Ideas” - the essential knowledge, skills and concepts in each unit that need to be retained beyond that unit as they are built upon in later units. The curriculum doesn’t just introduce the Big Ideas once, but repeatedly revisits them in ways that provide students with retrieval practice opportunities to ensure curriculum continuity, coherence and retention. This supports students in transferring knowledge and understanding to their long-term memory and makes it easier for them to understand new learning.”*

### Curriculum End Points for End of KS4

List here the skills, knowledge and concepts that you are aiming for students to have mastered by the time they leave us. Think about the assessment objectives for the course you teach at KS4 but also any wider educational outcomes you think students should have been able to acquire.

In Key Stage 4 we continue to base our curriculum on the 5 main strands of Oracy, Literacy, Knowledge about Language, Intercultural Understanding & Contact and Language Learning Strategies. Whilst these originate from the primary languages initiative, we feel that these encompass the ethos for learning a language at any level and are therefore fully relevant throughout students’ language learning journey. In our language lessons and through home learning we will ensure that we continue to apply the principles of spacing and interleaving, constantly revisiting and building upon students’ prior learning. We will work with students to build up their language and their skills in preparation for GCSE and we will seek to promote their independence in learning and using a language. At the same time, we will continue to ensure that students’ language learning is a positive experience and ultimately a life skill. We aim to achieve the following by the end of Key Stage 4:

- Development of **Oracy** (Listening and Speaking skills), including:
  - continuing to promote good pronunciation of familiar and unfamiliar language by referring to prior phonics knowledge.
  - further development of students’ ability to use and recognise intonation, tone of voice & non-verbal cues such as gesture to aid their understanding of spoken language and to communicate meaning.
  - developing students’ ability to recognise / use key markers and intonation to indicate mood, opinions, time frames etc.
  - developing students’ listening skills and strategies in order to cope with a range of texts and question types at varying levels of difficulty and spoken by native speakers at near normal speed.
  - developing students’ ability and confidence in using the target language more spontaneously to convey what they want to say with increasing accuracy and to express and develop thoughts and ideas.
  - developing students’ ability to hypothesise and speculate in the target language to promote and support spontaneity.

- developing students' ability to use repair strategies where appropriate in order to sustain communication.
  - developing students' ability to understand and use transactional language and reapply functional language to multiple situations.
  - developing students' ability to understand & respond to an ever-increasing range of instructions, praise & questions in the target language.
  - developing students' confidence in thinking about the language that they have already learnt and considering how they can reapply and use this language across different topic areas rather than trying to translate from English.
- Development of **Literacy** (Reading & Writing skills), including:
    - further developing students' reading skills and strategies to cope with a range of target language texts at varying levels of difficulty and in different styles and registers, including literary texts in the target language.
    - developing students' ability to write in the target language, making use of models and resources as appropriate and applying grammatical rules and structures to develop and improve their written work.
    - further development of students' ability to apply familiar language and structures in new contexts.
    - developing students' skills in translation both into and out of the target language.
    - developing students' confidence with using synonyms and antonyms in order to convey meaning and cope with more challenging phrases and expressions in translations from English into the target language.
    - developing students' ability to cope with target language questions.
    - developing students' confidence in thinking about the language that they have already learnt and considering how they can reapply and use this language across different topic areas rather than trying to translate from English.
- Development of students' **Knowledge about Language**, including:
    - further development of students' ability to recognise similarities and differences between their own language and the target language they are learning (e.g. gender, accents, word order etc.).
    - further development of students' ability to recognise word classes and understand their function.
    - supporting students to enrich their vocabulary in order to increase their independence with producing and understanding language in a range of contexts
    - further development of students' ability to recognise positive and negative statements and language.
    - further development of students' grammatical knowledge, including developing their confidence in recognising, forming and using key verbs in a variety of tenses.
- Development of students' **Intercultural Understanding & Contact**, including:
    - further development of students' understanding of festivals celebrated in the countries in which the language they are studying is spoken.
    - develop students' awareness and understanding of the culture and identity of the countries and communities where the language they are studying is spoken.
    - continuing to expose students to a range of authentic texts and resources including songs, poems, films etc.
    - giving students the opportunity to participate in trips and extra-curricular activities.

- Development of **Language Learning Strategies**, including:
  - developing students' understanding of the GCSE success criteria across all 4 skill areas.
  - developing students' exam techniques across all 4 skill areas.
  - further development of students' revision strategies.
  - exposing students to a range of tools and strategies to support the learning of vocabulary and chunks of language.
  - further development of students' ability to use their resources, a bilingual dictionary, online dictionaries & translation tools and other online resources to support their learning.

**The 'Big Ideas' for the GCSE course are as follows:**

### **Year 9 German**

- students will develop an increased awareness of sentence structure and word classes, including nouns, pronouns, gender, adjectival agreement, question words, key verbs in the four main tenses (present, perfect, future, conditional) and adverbial time phrases.
- students are able to give + justify their own opinions across a range of topics using a wide range of opinion phrases and connectives.
- students will begin to develop an understanding of key GCSE success criteria across all four skill areas.
- students will further develop their range of language learning skills and strategies including vocabulary learning strategies, listening and reading skills, the successful use of a bilingual dictionary and online resources and the use of resources to support them with production of language.
- students will begin to move from giving basic answers to individual questions to demonstrating the ability to sustain a conversation using the target language more spontaneously to convey what they want to say with increasing accuracy and to express and develop thoughts and ideas.

### **Year 10 German**

- students will have an increased awareness of sentence structure and word classes, including nouns, pronouns, gender, adjectival agreement, question words, key verbs in the four main tenses (present, perfect, future, conditional) and adverbial time phrases.
- students are able to give + justify their own opinions across a wider range of topics using a range of opinion phrases and a variety of connectives.
- students will have an increased understanding of different components of the GCSE (all four skill areas) and the success criteria for these.
- students will have an increased awareness of strategies to cope with key elements of the GCSE speaking exam including transactional language, use of repair strategies and the ability to 'steal' and adapt language as appropriate.
- students will further develop their range of language learning skills and strategies including vocabulary learning strategies, listening and reading skills, the successful use of a bilingual dictionary and online resources and the use of resources to support them with production of language.
- students will further develop their ability to give full answers and sustain a conversation using the target language more spontaneously to convey what they want to say with increasing accuracy and to express and develop thoughts and ideas.

## Year 11 German

- language development will continue as detailed in the 'Big Ideas' for the first 2 years of the GCSE course.
- students will have an increased focus on exam technique for all four components of the exam in preparation for their Trial and final exams.
- speaking: students will be given guidance on how to fulfil the success criteria for this component of the exam, as appropriate to their tier of entry.
- listening & reading: students will be exposed to a wider range of question types and styles and will be taught key exam skills and strategies to cope with these, including coping with distractors and unfamiliar language in exams.
- writing: students will be given guidance on how to fulfil the success criteria for this component of the exam, as appropriate to their tier of entry. There will be increased focus on range of language and question choice / interpretation.
- students will further develop their range of language learning skills and strategies, following a clearly structured revision programme.

### Curriculum End Points for End of KS3

List here the skills, knowledge and concepts that you are aiming for students to have mastered before they begin their KS4 courses. Think about how these are stepping stones or staging posts towards the KS4 curriculum end points.

In Key Stage 3 our main focus is on developing skills in order to address the variation in language learning experiences that our students have previously had. We are also seeking to promote a positive attitude towards languages and other cultures through our own passion for languages. We recognise that individual students' receptive & productive skills will develop at different speeds. We work throughout Key Stage 3 to develop students' productive skills, both in terms of speaking and writing, whereby they can actively use the language acquired through their further developed receptive skills. Our aim is to achieve the following by the end of Key Stage 3, through our language lessons, home learning and extra-curricular opportunities:

- Development of **Oracy** (Listening and Speaking skills), including:
  - developing students' recognition of phonics & their ability to use this knowledge to promote good pronunciation of familiar and unfamiliar language.
  - developing students' ability to use and recognise intonation, tone of voice & non-verbal cues such as gesture to aid their understanding of spoken language and to communicate meaning.
  - developing students' ability to listen, understand & respond to an ever-increasing range of instructions, praise & questions in the target language.

- Development of **Literacy** (Reading & Writing skills), including:
  - developing students' reading skills and strategies (e.g. predicting, scanning, reading for gist, narrow reading etc.) across a range of texts containing familiar and unfamiliar vocabulary and structures.
  - developing students' ability to write accurately in the target language, making use of models and resources as appropriate.
  - ensuring that students are beginning to recognise grammatical rules and structures and apply these in their own written work.
  - developing students' ability to apply familiar language and structures in new contexts.
  - developing students' ability to use their phonics knowledge to transcribe words and short sentences with increasing accuracy.
  - developing students' ability to translate from English into TL and from TL into English.
  
- Development of students' **Knowledge about Language**, including:
  - developing students' ability to recognise similarities and differences between their own language and the target language they are learning (e.g. gender, accents, word order etc.).
  - developing students' ability to recognise word classes and understand their function.
  - developing students' ability to recognise positive and negative statements and language.
  - developing students' grammatical knowledge, including verb declension of high frequency verbs.
  - developing students' ability to recognise voices and moods.
  
- Development of students' **Intercultural Understanding & Contact**, including:
  - developing students' understanding of festivals celebrated in the countries in which the language they are studying is spoken.
  - exposing students to a range of authentic texts and resources including songs, poems and rhymes, films etc.
  - giving students the opportunity to participate in trips and extra-curricular activities.
  
- Development of **Language Learning Strategies**, including:
  - developing students' revision strategies.
  - exposing students to a wide range of tools and strategies to support the learning of vocabulary and chunks of language.
  - developing students' ability to use their resources, a bilingual dictionary and online resources to support their learning.

**The 'Big Ideas' for the KS3 course are as follows:**

#### **Year 7 German**

- students will begin to recognise and apply phonemes and graphemes to promote good pronunciation and aid spelling in the target language.
- students will begin to have an awareness of sentence structure and word classes, including nouns, gender, adjectival agreement, pronouns, key verbs in the present tense and adverbial time phrases.
- students are able to understand the opinions of others and will be beginning to give + justify their own opinions across a range of topics.
- students will begin to develop a range of language learning skills and strategies including vocabulary learning strategies, listening and reading skills, the successful use of a bilingual dictionary and online resources and the use of resources to support them with production of language.

#### **Year 8 German**

- students will build up a greater awareness of sentence structure and word classes and will begin to develop their own production skills (speaking and writing) applying relevant grammatical structures and rules.
- students will begin to build up their range of language across new topic areas, including key verbs in three tenses.
- students will begin to develop their understanding of longer utterances and written texts using an ever-increasing range and variety of authentic texts and resources.
- students will begin to develop their skills in using models and adapting language from current and previous topic areas to form their own responses.
- students will begin to develop their knowledge and understanding of key transactional language and conversational language across a variety of topics.



Unit of Work		Vertical Curriculum & Spiral Curriculum Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
7a	<b>Personal Id. (talking about self)</b>  <i>14 weeks</i>	<p>Through this first unit of work in Year 7 we are endeavouring to provide students with the skills and knowledge that they need to begin to develop their understanding and production of the language they are studying across the 4 skill areas of reading, listening, speaking and writing. We will be working with students to build up the basic vocabulary and structures they need to enable them to move from word to phrase to sentence to short paragraph level across these skill areas. Alongside the vocabulary and structures which we will cover within this unit, we will also be beginning to build up students' reading and listening skills, awareness of word classes and phonics and their awareness of language learning techniques and strategies. We are also endeavouring to build up students' confidence and will be seeking to promote a willingness from students to operate in a different language. In addition to the language learning itself, within this first unit we are beginning to develop students' awareness of their own and other cultures and encourage them to recognise similarities and differences between these.</p>	<p>This unit is important to develop a basic framework of language on which students can build over subsequent topics and years with an ever-increasing bank of vocabulary and grammatical structures.</p> <p>This first unit is also important, as it is an opportunity for students to begin to develop key language learning skills and strategies, which can be reapplied throughout their language learning journey.</p>	<p>Verbal production and comprehension of language are constantly assessed throughout each lesson. AFL is used each and every lesson to assess and respond to all students' needs.</p> <p>Regular vocabulary testing of key language will take place throughout the unit.</p> <p>Listening and reading will be formally assessed through Year 7 assessments within this topic area.</p> <p>There will be a speaking assessment within this unit (testing recognition of key phonics).</p> <p>Subsequent assessments will check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics. Linguascope will be used from the start of this unit to support vocabulary learning using a variety of activities and language learning strategies.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
7b	<p><b>Personal Id. (talking about others)</b></p> <p><i>6 weeks</i></p>	<p>Through this second unit of work, we will continue to broaden students' vocabulary, whilst also showing them how they can begin to reapply previously taught language in different contexts i.e. from talking about themselves to talking about other people. This unit will also enable students to understand the opinions of others and to share &amp; begin to justify their own opinions.</p>	<p>This unit follows on naturally from the previous unit and offers us the opportunity to build on the vocabulary and structures taught in the previous unit, consolidating and embedding these wherever possible.</p> <p>We will be continuing to develop students' listening and reading skills within this unit of work, whilst also beginning to train students to make use of resources and models to produce their own spoken and written answers.</p> <p>This unit also enable us to build up students' ability to recognise and understand opinions and justifications using more complex sentence structure.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and we will also continue to use AFL in lessons to assess and respond to all students' needs.</p> <p>We will carry out an open book writing assessment (students writing about self, family &amp; pets, including opinions and justification where appropriate).</p> <p>We will make increased use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' Resources booklet of vocabulary and structures will be increasingly referred to and students will be encouraged to use this on a regular basis to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
7c	<p><b>School &amp; Daily Routine</b></p> <p>14 weeks</p>	<p>This unit enables students to begin to talk about their everyday life and make comparisons with others. It also offers us a further key opportunity to talk about cultural differences and customs, including in their school life and their daily routines.</p>	<p>This unit enables us to begin to develop students' ability to narrate events using an ever-increasing bank of structures including adverbial time phrases.</p> <p>This unit also provides an opportunity for students to apply previously learnt language and structures to give opinions and justifications in a new context.</p> <p>Once again, this unit also gives us the opportunity to continue to develop reading and listening skills as well as further promoting the use of models and other resources to aid in the production of language.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</p> <p>Listening and reading will be formally assessed through Year 7 assessments and these assessments will include content from both this topic area and also from topics &amp; sub-topics studied earlier in the year.</p> <p>There will be a second open book writing assessment (students writing about their favourite school day).</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
7d	Freetime  5 weeks	This unit will enable students to talk about their everyday life outside of school, including opinions and justification. This unit lends itself to the introduction of a greater variety of the key verbs which students will continue to revisit and build on throughout the remainder of their language learning journey.	<p>This topic will help to ensure that students are able to recognise key verbs in the present tense (all parts) and use key verbs in present tense (1<sup>st</sup> person singular &amp; plural) prior to the introduction of other tenses in Year 8.</p> <p>It also provides a further opportunity for student to develop their understanding of and ability to give and justify opinions, using a wider variety of structures.</p> <p>As with previous units, this unit gives us further opportunities to develop reading and listening skills as well as promoting the use of models and other resources to aid students in the production of language. We can also begin here to ‘train’ students to recognise opportunities for developing their answers in order to score highly in the production skills (speaking &amp; writing) using familiar language across a range of topics.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students’ needs.</p> <p>We will carry out a speaking assessment, which will be peer assessed and which will contain a range of pre-prepared questions and answers drawn from the current and previous topics / sub-topics.</p> <p>There will be a formal writing assessment (students writing about themselves and others, applying language from throughout the year.</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students’ resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
8a	<b>Introduction to Year 8</b>  <i>1 week</i>	<p>This short unit will enable students to retrieve past knowledge across all four skill areas, whilst enabling teachers to assess levels of retention in new classes and establish expectations. It will also serve as a positive confidence builder for students, reminding them of how much they know / can already do.</p>	<p>Teachers and students can quickly establish key expectations and reminders of good language learning strategies at the start of the year.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</p>	<p>As with all language lessons, students will be supported through scaffolded tasks, moving from receptive skills to their own production and further development.</p>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>8b</b></p> <p><b>Seasons, Weather + Activities</b></p> <p><i>7 weeks</i></p>	<p>This unit will enable students to recap on their understanding of different word classes (nouns, verbs, adjectives), and provide an opportunity to revisit word order rules. It will also enable them to build on prior knowledge (free time activities) within a new context, understanding and producing more complex structures i.e. when ..., I ... / in summer I ... etc. This unit also provides an opportunity to revisit key listening and reading strategies prior to students adapting models for their own spoken and written production.</p>	<p>This topic builds quickly on the last topic area from Year 7 (free time), revising key verbs in the present tense and this will then lead nicely into the topic of holidays where much of the same vocabulary will be used, but key verbs will be taught and practised in the past tense</p> <p>This unit also provides us with an opportunity to revisit high frequency language and structures such as opinions, connectives and time expressions.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</p> <p>We will carry out an informal speaking assessment of students' weather forecast presentation.</p> <p>In addition, Listening, Reading &amp; translation will be formally assessed through Year 8 assessments. These assessments will demonstrate an increased level of challenge and will include content from both this topic area and also from topics &amp; sub-topics studied last year and earlier in the year.</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
8c	<p><b>Holidays</b></p> <p>7 weeks</p>	<p>This unit enables students to begin to talk about past experiences, using key verbs in the perfect and imperfect tense, which students will continue to revisit and build on throughout the remainder of their language learning journey. It will also enable them to reapply previously taught language and structures in a different tense and will reinforce narration skills.</p>	<p>This topic will help to ensure that students are able to recognise key verbs in the past tense and begin to use these in their own production.</p> <p>It also provides an opportunity for students to revisit and build on their narration skills.</p> <p>As with previous units, this unit gives us further opportunities to develop reading and listening skills as well as promoting the use of models and other resources to aid students in the production of language. We can also begin here to 'train' students to commit longer chunks of language to memory.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. Within lessons we will also increasingly assess students' ability to explain grammatical rules and spot patterns and exceptions e.g. with the past tense.</p> <p>There will be a formal writing assessment (students writing about a past holiday) using language from the current unit and applying past knowledge. In addition, Listening and reading will be formally assessed through Year 8 assessments. These assessments will demonstrate an increased level of challenge and will include content from both this topic area and also from topics &amp; sub-topics studied last year and earlier in the year.</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
8d	Local Area  7 weeks	This unit will build on students' knowledge of gender and associated adjective endings when talking about what is in their town & local area. It also provides them with an opportunity to revisit key connectives to produce more complex sentences and an opportunity to introduce modal verbs + infinitive to talk about what you can do / see. The 'ideal town' section of this unit will enable us to introduce key verbs in the conditional tense, which students will continue to revisit and build on throughout the remainder of their language learning journey. This unit also provides us with an opportunity to further develop students' cultural awareness (looking at towns / areas in Germany and German speaking countries).	Up until this point students have predominately produced language in the first person. This topic will revisit key verbs in the third person singular and introduce the concept of the general third person pronoun 'one' to talk about things you can see and do.  It provides a further opportunity for student to develop their understanding of and ability to give and justify opinions, using a wider variety of structures.  As with previous units, this unit gives us further opportunities to develop reading and listening skills as well as promoting the use of models and other resources to aid students in the production of language.	Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.  We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.  Subsequent assessments will also check retrieval of this learning.	Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.  The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.  Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics.  Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.



Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>8e</b></p> <p><b>Food &amp; Drink</b></p> <p><i>7 weeks</i></p>	<p>This unit will enable students to revisit opinions and justification in a new context and will also enable them to revisit key adverbial time expressions and key verbs in the present tense to talk about their eating habits. This unit also enables us to revisit high frequency language e.g. numbers to talk about prices &amp; quantities. Through this unit we will be able to build upon the transactional language covered at the end of Year 7 (market dialogue, cafés &amp; restaurants). Finally, the food and drink topic provides us with the opportunity to further develop reading &amp; listening skills using a variety of authentic materials including recipes, cooking programmes, menus &amp; websites.</p>	<p>This topic provides students to talk in more detail about food and drink, building on the language introduced in the preceding topic and giving them key language for the next topic of healthy living.</p> <p>It also provides a further opportunity for student to develop their understanding of and ability to give and justify opinions, using a wider variety of structures and vocabulary.</p> <p>This unit gives us further opportunities to develop reading and listening skills using an ever-increasing range and variety of authentic texts and resources e.g. websites, recipes, cooking programmes and menus.</p> <p>The topic of food and drink also provides students with an opportunity to develop their creative skills e.g. designing a menu / Carl Warner style picture etc.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>8f</b></p> <p><b>Healthy Living</b></p> <p><i>5 weeks</i></p>	<p>This unit will enable students to analyse and give advice on a range of health issues, building on key language from the previous topic (food &amp; drink) as well as language from earlier in the year (sport). It also provides us with an opportunity to revisit and add to students' bank of infinitive constructions including the future tense and key modal verbs in the present tense, which students will continue to revisit and build on throughout the remainder of their language learning journey.</p>	<p>This topic builds on the key language covered in the previous topic (food and drink). It provides students with an opportunity to draw on prior knowledge from the last two years to give advice, opinions &amp; justification.</p> <p>As with previous units, this unit gives us further opportunities to develop reading and listening skills as well as promoting the use of models and other resources to aid students in the production of language.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>8g</b></p> <p><b>Body &amp; Illness</b></p> <p><i>5 weeks</i></p>	<p>This unit will enable students to revisit word classes including nouns (singular and plural), gender, possessive pronouns &amp; adjective endings. It is a further opportunity for students to recognise imperatives and for them to revisit transactional language in a new context (doctors / pharmacy).</p>	<p>This topic provides a further opportunity for students to learn key transactional language which will be useful regardless of whether they are continuing their language learning journey formally through the GCSE course or informally through future travel to countries in which the language is spoken.</p> <p>This unit also provides students with a further opportunity to develop their creative skills e.g. designing &amp; describing a monster.</p>	<p>Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</p> <p>We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures.</p> <p>Subsequent assessments will also check retrieval of this learning.</p>	<p>Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</p> <p>The students' resources booklet of vocabulary and structures will be regularly referred to and students will be encouraged to use this to support their language development.</p> <p>Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</p> <p>Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</p>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p>9a</p> <p><b>Theme:</b> <b>Identity and Culture</b></p> <p><b>Topic: Free-time activities (music, sport, TV &amp; film, reading)</b></p> <p>20 weeks</p>	<p>This unit will enable students to build on familiar language to enable them to talk about popular culture in the TL. We take this opportunity to revisit high frequency language such as time expressions, connectives, question words, opinions etc. and build students' bank of transferrable language. As we progress through this unit, students will be able to give and understand more complex opinions and recognise the degrees of subtlety within a response. They will be able to recognise and talk about preferences across the sub-topics within this unit, building on language from KS3. Within this unit we can begin to place greater emphasis on students asking questions as well as answering them. This unit enables us to revisit key verbs in all four tenses, using a greater variety of pronouns, thus giving students a foundation on which they can build throughout the remainder of their language learning journey.</p>	<p>We begin with this unit as it gives students the opportunity to retrieve key familiar language from KS3 and build on this with a wider range of vocabulary and structures e.g. when giving opinions and stating preferences. Each sub-topic within this unit provides opportunities for the reapplication and consolidation of key structures, showing students how they can reapply familiar language and structures in a new context. By starting with a topic which students will all have experience of, teachers are able to quickly assess levels of retention in new classes and establish expectations e.g. for students use of TL. This topic will also serve as a positive confidence builder for students, reminding them of how much they know / can already do. Finally, this topic offers us the opportunity to promote the culture of countries where the TL is spoken e.g. through the sharing of popular music.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing assessments for this unit, including language from this topic and key language from KS3. Assessments will include describing a photo card (writing), the 40-word task (writing), translation (reading &amp; writing) and a variety of listening and reading question types and styles. Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</li> <li>- We will reintroduce Quizlet and introduce Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will also check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar &amp; assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>9b</b></p> <p><b><u>Theme: Identity and culture</u></b></p> <p><b>Topic: Customs and festivals</b></p> <p><b>+</b></p> <p><b>New Year's Resolutions</b></p> <p><i>2 weeks (topics covered when relevant)</i></p>	<p>This topic will provide students with greater awareness of the culture of the countries in which the language they are studying is spoken. This helps to develop students' awareness and tolerance of other cultures and demonstrate ways in which our cultures are interlinked or different. Within this unit we introduce students to the use of word reference as an online resource, thereby developing their levels of independence in sourcing unknown vocabulary. The sub-topic of 'New Year's Resolutions' provides us with the opportunity to revisit future tense formation along with further infinitive structures used to talk about future plans.</p>	<p>This unit will not be taught as a discreet unit, but rather the different festivals / key dates will be introduced as appropriate throughout the year. Many of these do take place this term however and therefore we will spend a couple of lessons introducing the festivals and key traditions.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- We will make continued and regular use of Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p>9c</p> <p><b>Theme:</b> <b>Identity and culture</b></p> <p><b>Topic:</b> <b>Technology in everyday life</b></p> <p>10 weeks</p>	<p>This topic will provide students with the opportunity to make use of a wide range of texts (listening &amp; reading) in order to develop their own vocabulary on what is a current topic, with ever evolving vocabulary and concepts. This is invaluable in terms of students understanding that language is constantly changing and demonstrates the way in which English is often used internationally (though not solely) in this vocabulary field. It is a further opportunity for students to talk about popular culture in the TL, expressing viewpoints and opinions on different aspects of this topic. It is also an opportunity to elevate students' ability to recognise and give opinions using the language of debate.</p>	<p>This unit builds a new bank of vocabulary as well as revisiting vocabulary used in the previous topic (free time). It affords students the opportunity to develop a greater range of structures and vocabulary to give and justify opinions.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing assessments for this unit including language from this topic and language from previous topics. Assessments will include describing a photo card (writing), the 90-word task (writing), translation (reading &amp; writing) and a variety of listening and reading question types and styles. Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</li> <li>- We will continue to promote Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will also check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p>9d</p> <p><b>Theme:</b> <u>Identity and culture</u></p> <p><b>Topic: Free-time activities (food, drink &amp; healthy eating)</b></p> <p><b>Theme:</b> <u>Local, national, international and global areas of interest</u></p> <p><b>Topic: Social issues (healthy living)</b></p> <p>7 weeks</p>	<p>This topic provides a further opportunity for students to retrieve key familiar language from KS3 and build on this with a wider range of vocabulary and structures. This will include them reapplying prior language used to talk about sport in a new context (talking about staying healthy). It provides a further opportunity for students to give arguments for and against (smoking &amp; alcohol), drawing on key language from the previous topic. It also gives students a further opportunity to give opinions, reflect and justify their thoughts (how healthy they are &amp; why) and give suggestions for improvements to their lifestyle.</p>	<p>This unit builds on prior language and key structures, but for the first times we are reapplying this to a topic in a different theme (theme 2). Students will become more familiar with the structure of the GCSE exam and the need to be able to reapply language across all topic areas and themes.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing assessments for this unit including language from this topic and language from previous topics. Assessments will include describing a photo card (writing), the 40- &amp; 90-word tasks (writing), translation (writing) and a variety of listening and reading question types and styles Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</li> <li>- We will continue to promote Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will also check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment</li> </ul>



Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>10a</b></p> <p><b>Theme:</b> <b><u>Identity and Culture</u></b></p> <p><b>Topic: Me, my family and friends</b></p> <p><i>13 weeks</i></p>	<p>This unit will enable students to build on familiar language from KS3 and develop this to GCSE standard e.g. developing their own answers to include more detail wherever possible. We take this opportunity to revisit high frequency language and continue to build students' bank of transferrable language, whilst beginning to build up their confidence with more complex grammatical rules and structures e.g. reflexive verbs, relative clauses. modal verbs and possessive adjectives. This unit enables us to revisit key verbs in all four tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey.</p>	<p>We begin Year 10 with this unit as it once again gives students the opportunity to retrieve key familiar language from KS3 and build on this with a wider range of vocabulary and structures. Each sub-topic within this unit provides further opportunities for the reapplication and consolidation of key structures, showing students how they can reapply familiar language and structures in another new context. This topic will also serve as a positive confidence builder for students, reminding them of how much they know / can already do.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing assessments for this unit, including language from this topic and language from previous topics. Assessments will include a photo card (speaking), the 150-word task (writing) and a variety of listening and reading question types and styles Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</li> <li>- We will continue to use Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will also check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder from both this year and last year will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>



Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>10b</b></p> <p><b>Theme:</b> <u>Local, national, inter-national and global areas of interest</u></p> <p><b>Topic:</b> <b>Home, town, neighbourhood and region (local area, house &amp; room, helping at home)</b></p> <p><i>13 weeks</i></p>	<p>This unit again enables students to build on familiar language from KS3 and develop this to GCSE standard e.g. developing their own answers to include more detail wherever possible. We take this opportunity to revisit high frequency language and continue to build students' bank of transferrable language.</p> <p>This unit enables us to revisit and increase confidence with key verbs in all four tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey.</p>	<p>This unit enables us to revisit a large amount of vocabulary from both KS3 and earlier in KS4 as well as many grammatical rules and structures already covered in both key staged and thus promotes retrieval and retention over time. Students can reapply familiar language and structures in another new context with increased confidence, embedding key language in long term memory in order to improve spontaneity and fluency.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing assessments for this unit, including language from this topic and language from previous topics. Assessments will include a role play (speaking), the 90-word task (writing), translation (reading &amp; writing) and a variety of listening and reading question types and styles Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</li> <li>- We will continue to use Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will also check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder from both this year and last year will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>10c</b></p> <p><b>Theme:</b> <b><u>Current and future study and employment</u></b></p> <p><b>Topic: My studies</b></p> <p><b>Topic: Life at school / college</b></p> <p><b>Topic: Education post-16</b></p> <p><b>Topic: Career choices and ambitions</b></p> <p><i>13 weeks</i></p>	<p>This unit contains a mixture of familiar and new language, enabling students to reapply familiar language from KS3 and develop this to GCSE standard, whilst building a new vocabulary field to talk about jobs and future plans. This unit once again enables us to revisit and increase confidence with key verbs in all four tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey. This topic provides us with a further opportunity to consolidate cultural awareness (schools in other countries - similarities and differences).</p>	<p>This is a further opportunity to revisit vocabulary and structures from previous themes and apply them for the first time this to topics in a different theme (theme 3). At this point in Year 10 students will be beginning to consider their future plans and careers and this topic builds up their vocabulary to talk about future plans, which will be reapplied in the first Year 11 topic of holidays.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing assessments for this unit, including language from this topic and language from previous topics. Assessments will include a role play (speaking), the 90-word task (writing), translation (reading &amp; writing) and a variety of listening and reading question types and styles. Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</li> <li>- We will continue to use Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> <li>- Subsequent assessments will also check retrieval of this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder from both this year and last year will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>11a</b></p> <p><b>Theme: Local, national, international and global areas of interest</b></p> <p><b>Topic: Travel and tourism (holidays, weather &amp; accommodation)</b></p> <p><i>12 weeks</i></p>	<p>This unit will enable students to build on familiar language from KS3 and develop this to GCSE standard.</p> <p>This unit enables us to consolidate key verbs in all four tenses, key grammatical structures, opinions, connectives and justifications with a view to using this as one of the key pieces for the speaking exam.</p> <p>This is also an opportunity to revisit key transactional language in preparation for the role play task in the speaking exam.</p>	<p>We begin Year 11 with this unit as it once again gives students the opportunity to retrieve key familiar language from KS3 and from previous topic areas in KS4 and build on this. Students are once again shown how they are able to reapply familiar language and structures in a new context, drawing on key aspects from previous topics e.g. free time, food and drink, local area. This provides a perfect opportunity for interleaving and revision of key topics in preparation for the GCSE exams.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- There will be formal listening, reading &amp; writing &amp; speaking assessments in the form of Trial GCSE Exams and students will be entered at the appropriate tier for these. The Trial Exams will be followed by detailed feedback from the teacher and assisted target setting for individual students. In some cases students may be given the opportunity to then attempt papers at a different tier from their Trial Exam in order to better inform final tier of entry decisions.</li> <li>- We continue to use Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder from both this year and the last two years will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p><b>11b</b></p> <p><b>Theme:</b> <u>Local, national, international and global areas of interest</u></p> <p><b>Topic: Social issues (charity / voluntary work)</b></p> <p><b>Topic: Global issues (homelessness / poverty, environment)</b></p> <p><i>4 weeks</i></p>	<p>This unit contains key vocabulary and structures from topic areas which historically were taught as part of the 'A' Level syllabus. The content from these topic areas is specific vocabulary based and questions on these topics frequently appear on the Higher Tier papers. Success with these questions allows students to access the top grades, in particular in listening and reading papers.</p>	<p>These topics are age appropriate and we feel that by this point many of the students will have their own experience of aspects of these or be beginning to consider social issues within their local area and beyond.</p>	<ul style="list-style-type: none"> <li>- Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs.</li> <li>- The revision programme will be launched here. This has been designed to optimise recall and retention through spacing and interleaving.</li> <li>- Regular revision quizzes will be carried out. These will contain vocabulary and structures from different topic areas as well as the revision topic for that particular week.</li> <li>- We continue to use Quizlet &amp; Memrise as a means for students to self-test on comprehension and production of key vocabulary items and structures and as part of the revision programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout KS3 and KS4 on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts.</li> <li>- A starter booklet will be used every lesson to reinforce key vocabulary, structures and ideas as appropriate to the SOW. These will include content from both the current topic and from previous topics to support retrieval.</li> <li>- Students will be supported in the organisation of resources in their own folders and the resources in this folder from both this year and the last two years will be referred to regularly in lessons with students encouraged to use these to support their language development.</li> <li>- Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics &amp; sub-topics.</li> <li>- Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics.</li> <li>- Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam.</li> <li>- Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback &amp; targets from previous assessments in preparation for each new assessment.</li> </ul>

## A Horizontal Curriculum

### Key principles

**“A Horizontal Curriculum-** *Students’ learning within one subject is linked to their learning in other subjects. These links are meaningful and authentic, rather than contrived or artificial. Where appropriate, common methods for teaching the same numeracy or literacy skills are used across different subjects and where relevant, the Big Ideas students gain from one subject are built upon in another.*”

List here the skills, knowledge and concepts that are common between this course and other courses within the college. After discussions with relevant Curriculum Leaders, explain the decisions that were made around sequencing of taught content and common approaches to teaching methods.

The listening and reading skills which we develop with students from the beginning of KS3 are pertinent across the wider curriculum. Examples include skimming, scanning, prediction and listening for tone and intonation. In addition, key learning strategies are developed in MFL and these can then be applied to other subjects e.g. drama and English. We constantly refer to sentence structure and word classes throughout both the KS3 and KS4 curriculum and make references to English grammar as appropriate, enabling students to make comparisons between their own and other languages. Some of the themes and topics covered in KS3 and KS4 have a cross curricular element e.g. healthy living.

## A Broad and Balanced Curriculum

### Key principles

**“A Broad and Balanced Curriculum-** *The curriculum balances depth (level of detail given to topics or skills) with curriculum breadth (the range of topics or skills covered). The curriculum promotes diversity and includes cultural capital to equip students with the knowledge and skills to succeed in life.*”

Explain your strategy and decision-making to ensure all students access a broad and balanced curriculum. What decisions were made around breadth versus depth? How does your curriculum promote diversity? Which cultural capital opportunities are incorporated into your curriculum and how do these equip students with the knowledge and skills to succeed in life?

Language learning is cyclical and our curriculum is designed to reflect this, revisiting topics and subtopics across the two key stages. At KS3 many topics are introduced and covered with an emphasis on developing confidence with high frequency language and structures. The breadth of curriculum at this stage is provided through the range of topics covered, designed to engage students of all abilities and backgrounds. As we enter KS4, all of these topics are revisited to provide greater depth both at a linguistic level and in their content. Cultural capital opportunities are incorporated at both KS3 & KS4 e.g. music, film, sport, history, food & drink, festivals and literary texts.

## An Inclusive Curriculum

### Key principles

**“An Inclusive Curriculum-** *The curriculum ambition is the same for all students but is made accessible for SEND, low attaining and disadvantaged students. This means the curriculum and its component lessons are planned on the principle of “teach to the top” but are organised into small individual units which are logically sequenced and then scaffolded to help students each reach their individual highest possible level.*”

*Explain the approaches you use to ensure that all students access an inclusive curriculum. Explain how the curriculum is adapted to be accessible for SEND, low-attaining and disadvantaged students. How are lessons and teaching resources differentiated?*

Our curriculum and individual lessons are designed to enable students of all prior attainment levels to make progress over time. Receptive skills are developed at all levels, from comprehension at word level to more sophisticated understanding of complex texts. Levels of expectation for student production in terms of speaking and writing are differentiated as appropriate and students are supported through the use of visuals, gesture, support cards, scaffolded materials (e.g. sentence builders) and differentiated worksheets and resources.

## A Work-Related Curriculum

### Key principles

**“A Work-Related Curriculum-** *Within each programme of study there are opportunities for students to learn about work in related industries and sectors of the economy. This includes gaining the knowledge and understanding of different careers and jobs.*”

*Explain the work-related knowledge and skills that you have built into the curriculum and how these are shared with students. Which careers and jobs are linked to and why?*

We reference the importance of languages in a variety of careers and work sectors, e.g. translation / interpreting, the travel industry and the world of business and finance. In addition, we regularly acknowledge the importance of the skills developed through language learning and the recognition of these by higher education providers and employers in many sectors including journalism, publishing, international affairs and education.

## An Adaptive Curriculum

### Key principles

**“An Adaptive Curriculum-** *Regular planned assessments measure what students have understood from the taught curriculum and there is flexibility to adapt the future curriculum on the basis of this assessment. For example, this could mean finding time to reteach areas of student weakness or to include more opportunities for revisiting content than were originally planned.*”

**Explain how the curriculum has been planned to be adaptive so that areas of student weakness can be retaught.**

Language learning is based on a cyclical learning approach and therefore all language is interleaved and assessed throughout KS3 and KS4 on a regular basis in order to promote retention over time. Topics link back to previous vocabulary and key structures regularly, enabling students to constantly reapply language in new contexts. Verbal production and comprehension of language are constantly assessed each lesson and AFL is used each and every lesson to assess and respond to all students' individual needs. Vocabulary testing (formal and informal, comprehension and production) is carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. Formal assessments have been designed to test current knowledge, but also to revisit high frequency language and structures, vocabulary and content from previous topics. Key independent vocabulary learning resources are used throughout KS3 & KS4 to support independent learning and retention where required.