



CURRICULUM OVERVIEW

MFL

FRENCH

Key Stage 3 Curriculum Milestones

By the end of Year 7 students will be able to:

- recognise and use numbers (to 100), the French alphabet and key French sounds
- talk about themselves and their lives
- express opinions with reasons, using conjunctions and a range of adjectives
- talk about and describe others, using a range of subject pronouns and verbs in third person singular and plural forms
- describe two time frames (present and future)
- demonstrate some understanding of the French-speaking world, including the school system as well as some customs and traditions

By the end of Year 8 students will be able to:

- talk about their lives and their likes/dislikes/preferences in more detail
- describe three time frames (past, present and future), including using modal verbs in the present tense, using the near future tense and describing the past using both the perfect tense and some key verbs in the imperfect tense
- use more complex structures (e.g. imperative, comparative, *si* clauses) and reflexive verbs
- use some transactional language (at a market and visiting a doctors' surgery) and some more formal register
- demonstrate deeper knowledge of French culture, including typical French food and festivals, as well as popular tourist attractions and holiday destinations in Francophone countries



By the end of Year 9 students will be able to:

- talk about themselves and others using a wider variety of language
- talk about their lives, and express and justify their opinions in detail
- talk about their hopes and ambitions, using the conditional, and learn about the importance of learning languages for future careers
- use three time frames (past, present and future), including the conditional and simple forms of the imperfect tense
- ask questions in three time frames
- use more complex structures, such as the comparative/superlative
- use transactional language in a wider range of contexts, e.g. going out
- demonstrate further knowledge of French culture, by learning about French music and music festivals, social issues (e.g. the environment) and the wider Francophone world

Key Stage 4 Curriculum Milestones

By the end of Year 11 students will be able to:

- understand and provide information and opinions across three themes (as detailed in the [exam specification](#)), relating to their own experiences and those of other people, including people in countries/communities where French is spoken
- apply their knowledge and understanding of grammar, appropriate to the relevant tier of entry, drawing from the detailed list in the [exam specification](#), which includes knowledge and understanding of: nouns, articles, adjectives, adverbs, quantifiers/intensifiers, pronouns, verbs, prepositions, conjunctions and number, quantity, dates and time
- understand and respond to different types of spoken and written language
- communicate and interact effectively in speech and writing for a variety of purposes

GERMAN

Key Stage 3 Curriculum Milestones

By the end of Year 7 students will be able to:

- recognise and use numbers (to 100), the German alphabet and key German sounds
- talk about themselves and their lives
- express opinions with reasons, using both coordinating and subordinating conjunctions and a range of adjectives
- talk about and describe others, using a range of subject pronouns and verbs in third person singular and plural forms
- describe two time frames (present and future)
- demonstrate some understanding of the German-speaking world, including the school system as well as some customs and traditions

By the end of Year 8 students will be able to:

- talk about their lives and their likes/dislikes/preferences in more detail



- describe three time frames (past, present and future), including using modal verbs in the present tense, expressing the future tense with *werden* and describing the past using both the perfect tense and some key verbs in the imperfect tense
- use more complex structures (e.g. imperative, comparative, *wenn* clauses) and reflexive and separable verbs
- use some transactional language (in a souvenir shop and in a café) and some more formal register
- demonstrate deeper knowledge of Germanic culture, including typical German food and festivals, as well as popular tourist attractions and holiday destinations in Germany, Austria and Switzerland

By the end of Year 9 students will be able to:

- talk about themselves and others using a wider variety of language
- talk about their lives, including their childhood, and express and justify their opinions in detail
- talk about their hopes and ambitions, using the conditional, and learn about the importance of learning languages for future careers
- use three time frames (past, present and future), including the conditional and simple forms of the imperfect tense
- ask questions in three time frames
- use more complex structures, such as the comparative/superlative and *um ... zu ...* clauses
- use transactional language in a wider range of contexts, e.g. going out
- demonstrate further knowledge of Germanic culture, by learning about some famous German brands, popular German bands and music festivals, German art and some famous German artists, including Der blaue Fuchs by Franz Marc, and reading extracts from traditional fairy tales, including Frau Holle by the Brüder Grimm

Key Stage 4 Curriculum Milestones

By the end of Year 11 students will be able to:

- understand and provide information and opinions across three themes (as detailed in the [exam specification](#)), relating to their own experiences and those of other people, including people in countries/communities where German is spoken
- apply their knowledge and understanding of grammar, appropriate to the relevant tier of entry, drawing from the detailed list in the [exam specification](#), which includes knowledge and understanding of: the case system, nouns, articles, adjectives, adverbs, quantifiers/intensifiers, pronouns, verbs, prepositions, clause structures, conjunctions and number, quantity, dates and time
- understand and respond to different types of spoken and written language
- communicate and interact effectively in speech and writing for a variety of purposes