Curriculum overview document_ Key Stage 3

MFL VISION

Our vision for the French and German curricula is to empower students through an ambitious, knowledge-rich, and carefully sequenced program that fosters both linguistic proficiency and global awareness.

By embedding foundational grammar, vocabulary, and phonetic skills alongside meaningful cultural immersion, we cultivate resilience, independence, and confidence in every learner. Through authentic engagement with the French and German speaking world, our students develop the literacy, communication, and critical thinking skills necessary to express complex ideas, appreciate diverse perspectives, and succeed in an increasingly interconnected global society. Our aim is to inspire students to develop a long lasting respect and curiosity for other cultures and languages. The curriculum is intentionally designed to scaffold learning, with every module explicitly linking current knowledge to the skills and topics required for future success.

Key Stage 3 curriculum vision - German

Our vision for Key Stage 3 is to develop confident, independent linguists who possess both the cultural insight and the linguistic proficiency to navigate an interconnected world. By building a rigorous foundation in phonetics, grammar, and vocabulary, we empower students to move beyond simple communication toward expressing complex ideas.

<u>At the end of KS3. German students will:</u>

- have a clear understanding of what it is to be linguist, making connection between languages
- be able to communicate in German about the world around them
- have cultural knowledge of the equivalent aspects of their lives in German speaking countries

Topic Title	Y7 Module 1: Introductions and cultural lessons (Das sind wir!)
Pupils will know	**Cultural knowledge**: Discussing the German speaking world, talking about where German is spoken **SSC (Sound Symbol Correspondance)**: A start to German sounds and phonics in particular soft ch, s and ß, ie and ei, j, z,-d and -b, au, v,w and eu, aa,a and au, final -e, sch, sp and st, ig **Grammar**: understanding nouns and identifying how they all have capital letters. Introducing and using the essential verbs "sein: to be" and "haben: to have" in the ich, du,er/sie/es forms. Use of the nominative definite and indefinite articles, accusative indefinite articles and nominative possessive articles . The use of adjectives before a plural noun and after a noun. The use of qualifiers **Language**: Vocabulary related to introductions, names and ages, talking about family and friends , describing appearance and personalities.
Pupils will know how to	• Introduce themselves in German, state their name and say

(procedural knowledge)	how old they are. Comprehend others sharing their details ● Ask and answer questions about their family and friends. ● State details such as what colour eyes and hair they have ● Understand the description of a pet using colours as adjectives ● Use of possessive adjectives depending on the gender of who they are describing ● Apply grammatical on verb conjugation when talking about others
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Understanding the conjugation of the key verbs “haben” and “sein” in the ich, du, er,sie,es forms ● Understanding how to pronounce the different sounds in German, ensuring pronunciation is clear and understandable ● Establishing how to use different articles in German ● Understanding basic adjectival endings and recognising compound adjectives when describing people. ● Building essential oral communication skills in German by mastering correct pronunciation in the first weeks of Year 7
Prior knowledge	● Students arrive at TGS with almost no knowledge of German, some have some cultural ideas and may have had some input at Primary School in an after school club
Future knowledge	● Year 7: Theme 3 (My school) ● Year 9: Theme 2 (My ambitions) ● Year 10 (Module 3 (My world/ Family and relationships)
Key vocabulary	● Verb (infinitive) Conjugate/ conjugation (Verb endings) ● Key terms used in class: Cognate, adjective, qualifiers, possessive adjectives, phonics (SSCs: Sound, Symbol Correspondence) ● Topic vocabulary and sentence builder booklet: Link Module 1 booklet Y7 Link to German vocab list Mod 1

Year 7 – Topic 2

Topic Title	**Y7 Module 2: My town and my hobbies (Meine Stadt und Hobbys)**
Pupils will know	● Cultural knowledge: Popular German sports and sports in German speaking countries. Introduction to German cities and towns ● SSC: Mastering the German sounds and phonics in particular the eszett letter, and the long o sound. Sch, sp and st at the start of words, the long and short e sound. Advanced sounds such as using an umlaut. The ei/ ie sounds and the ig sound at the end of words

	• Grammar: understanding how to use the conjunction “denn” expressing opinions and giving reasons why. Using “gern and nicht gern” with verbs. Including modifiers and present tense time phrases to make sentences • Language: Town vocab such as places in a town, sports, leisure activities, opinions, quantifiers and time phrases.
Pupils will know how to (procedural knowledge)	• Discuss what there is and isn’t in their town. Describe what they can do. Discuss their interests and state what they like to do and not do • Spot the differences between likes and dislikes • Describe what others like to do • Understand how to use a basic range of modifiers and time phrases • Ask others about their preferences
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Understanding how to express likes and dislikes • Consistent application of the German phonetic system when using new language • Specific use of quantifiers such as “immer, nie, oft, manchmal” • Applying negatives appropriately “*es gibt einen/ es gibt keine*.."
Prior knowledge	• Basic pronunciation of key German sounds • Conjugating verbs to include a variety of pronouns • Some aspects of German word order
Future knowledge	• Year 8: Topic 2 (school) talking about what there is/ isn’t in their school • Year 9: Theme Two: Meine Ambitionen (talking about what you would do/ types of extreme sports and activities • Year 10: Module 2: Endlich mal Freizeit (online activities/ music and film) Module 4: Bleib gesund!
Key vocabulary	• Town and places in town, sports, leisure activities, • Sport and Hobbies • Link to module 2 vocab (to add in)

Year 7 – Topic 3

Topic Title	**Y7 Module 3: My School (Komm in die Schule!)**
Pupils will know	**Cultural knowledge:** Introduction to the German education system and life at school **SSC**: Mastering the German sounds and phonics in particular the long and short i sounds, the letter g at the end of a word, pronouncing cognates or near cognates, the long e sound.

	Grammar: understanding the use of verbs in the present tense, using definitive articles in the accusative case. Using definite articles in the accusative case and recognising and using modal verbs followed by the infinitive. Introduction to regular and irregular verbs alongside present tense verb endings and different pronouns (the irregular verb tragen: to wear) **Language**: My school subjects, school uniform, opinions (gern, nicht gern, am liebsten) Describing a picture
Pupils will know how to (procedural knowledge)	● Talk about their life at school using regular verbs (e.g. spielen) ● Conduct mini conversations asking and answering questions about their own likes and dislikes ● Express their opinions in more detail ● Spot the differences between regular and irregular verbs ● Apply the rules of how to conjugate regular and irregular present tense verbs ● Correctly distinguish between the changes in the accusative case (Ich trage einen Rock, eine schwarze Bluse) ● Describe a picture in German to do with school and school life
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Mastery of the verbs “haben: to have and sein: to be” ● Specific use of the words gern/ nicht gern etc ● Understanding the construction and usage of adjectival endings to describe school uniform ● Mastery of the vowel changes in strong verbs in the present tense (e.g., *tragen → du trägst*). ● Continued application of the German phonics ● Proficiency in forming longer sentences.
Prior knowledge	● Using nouns in German (with gender) ● Using possessive adjectives (Mein, meine, mein) ● The basic singular forms of the verbs haben and sein (ich bin, er hat) ● German word order making sure the verb is the second idea in the sentence ● The difference between weak and strong verbs
Future knowledge	● Year 10 (Module 1: Back to school)
Key vocabulary	● Infinitive, pronoun, conjugation, strong and weak verbs ● Y7: My School Link to vocab list (Module 3)

Year 8 – Topic 1

Topic Title	Healthy Living (Gesund Leben)
Pupils will know	**Cultural knowledge**: Introduction to German food and drink Talk about traditions and cultural preferences in Germany and the German speaking world **SSC**: German sounds and phonics built upon previous knowledge **Grammar**: introduction of modal verbs (should and could) followed by infinitives. Using the idiom "..tut weh/ ..tun weh" **Language**: Food and drink (breakfast and typical German dishes) Roleplay phrases (was isst du gern/ nicht gern)
Pupils will know how to (procedural knowledge)	• Discuss food and drink, stating their favourite things to eat and drink • Express their preferences in more detail, including a wider range of connectives • Create a conversation using transactional language in a restaurant • Conduct a role play at the Doctors • Develop their listening skills through a wider range of listening strategies such as prediction, listening for gist, dictation and transcription
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of expressing opinions • Establishing the rules of of word order when using modal verbs • Consistent application of practical vocabulary for restaurants and medical appointments. • Correct pronunciation of German popular food and drink • Developing the ability to more fluently, maintaining a strong German accent.
Prior knowledge	• Introduction to expressing opinions in the positive and negative using the Present Tense • Basic knowledge of German word order rules • Asking and answering questions in German
Future knowledge	• Using longer, more complex opinions • Year 10/ 11: Module 4: Bleib gesund • Talking about lifestyle, health and fitness • Mastering role play scenarios discussing health and fitness issues
Key vocabulary	• Modal verbs • Inversion • Use of the conjunction "weil" plus word order changes

	Link to vocab Y8 Unit 1

Year 8 – Topic 2

Topic Title	My School (Meine Schule)
Pupils will know	**Cultural knowledge**: The German school system vs. the UK (grading, school day structure, 'Schulordnung'). **SSC**: Pronunciation of 'sch', 'st', 'sp', and vowel lengths in school-related vocabulary. The letters g, u and hard a sound in German, the letters -ich at the end of a word. Revision of the letter a with an umlaut. **Grammar**: Subordinating conjunction 'weil' (verb-to-end), modal verbs 'müssen' and 'dürfen' (modal bracket construction) **Language**: School rooms and facilities, school subjects, telling the time and describing timetables, the future tense and the simple past (imperfect tense, uniform, and school rules.
Pupils will know how to (procedural knowledge)	• Compare school systems and describe your school including facilities using the phrase “there is/ are” followed by the accusative case • Justify opinions using because and although followed by the correct word order • Explain what you can and can’t do at school using modal verbs, Describe their uniform and school routine, • Tell the time accurately in German, relating it to their timetable and school day • Apply the correct word order after the german conjunctions because and although (weil and obwohl) • Structure the future tense incorporating future tense time tags • Translate school rules to and from German, using a range of modal verbs followed by the infinitive • Draft sentences including the simple past tense to describe what they did yesterday
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Understanding how the accusative case works after the phrase ‘there is/ there are’ (es gibt..) • Specific use of definite and indefinite articles • Mastery of verb second rule (main clauses) versus verb-at-the-end (subordinate clauses with 'weil' and ‘obwohl’) • Consistent application of modal verb + infinitive construction • Consistent use of the accusative case; adjective endings for uniform description.

	• Correct pronunciation of the -ich sound at the end of the word • Specific use of the future tense to express future plans • Using two tenses to describe past events and future events • Language for describing what you may and may not do at school.
Prior knowledge	• Y7 Module 3 (basic school vocabulary), present tense verb conjugation, noun genders.
Future knowledge	• Year 10 Unit 1 (Back to School) preparation (3-tense synthesis), advanced conjunctions ('dass', 'obwohl'), introduction to the Perfect tense to describe more complex events in the past.
Key vocabulary	• School subjects, timetable, school rules, uniform, modal verbs (should, must, allowed to) Future tense time tags, conjunctions (because and although) LINK to BOOKLET 2

Year 8 – Topic 3

Topic Title	Austria (Österreich)
Pupils will know	**Cultural knowledge**: Discovering a new German speaking country, Looking at traditions, food and drinks, national pastimes and sports **SSC**: Key sounds including the letters j, z, g, e, tz, au, u with an umlaut in German. The short vowel sounds in the imperfect tense **Grammar**: Mastering of the use of modal verbs (specifically man kann + infinitive) Using the construction (um..zu..) to describe reasons for choosing an activity The preposition with followed by the dative case How to form the Perfect tense in German **Language**: Modal verbs to describe what you can do in Austria,
Pupils will know how to (procedural knowledge)	• Discuss Austrian tourism and major sights. • Narrate past holiday experiences using the Perfect tense. • Use um...zu to justify reasons for travel or activities (e.g., Ich fahre nach Wien, um Museen zu besuchen). • Use man kann to make recommendations for tourists. • Complete a role play scenario in a hotel setting
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• The mechanical formation of the Perfect tense (recognizing regular/irregular past participles). • Use of the correct word order and the differences between the two auxiliary verbs (haben and sein) • Understanding that um...zu shifts the infinitive verb to the end of the clause. • Distinguishing between Austrian and German cultural

	nuances. ● Consolidating the use of the time, manner, place rule in German sentence structures
Prior knowledge	● Y8 Module 2 (My School): Use of modal verbs, present tense, school/facility vocabulary. ● Y8 Module 1 (Healthy Living): Food and drink vocabulary, basic opinions.
Future knowledge	● Y9 Topic 3: A journey through Germany (using more advanced travel vocabulary and complex structures). ● GCSE (KS4 Topic 6): Travel and Tourism module (narrating past trips and planning future holidays).
Key vocabulary	● Travel related vocabulary (where you stayed and activities) ● Opinions and reasons for choices, with plus the dative case, the key auxiliary verbs to have/ to be. Roleplay phrases to do with hotel scenarios LINK to BOOKLET 3

Year 9 – Topic 1

Topic Title	Music and Film (Musik und Film)
Pupils will know	**Cultural knowledge**: Learn about German music and the different genre characteristics in German music. Discover more about German film, watching a film with historical significance (Das Wunder von Bern) (Nordwand) or (Ballon) **SSC**: Key sounds including advanced phonics: focus on *-ung* suffix, unstressed prefixes (*be-*, *ver-*), and diphthong variations in music/film terminology. (ei / a/ au/ eu) **Grammar**: Three-tenses synthesis (Present/Perfect/Future). Comparative and superlative structures (*am besten*, *besser als*). Subordinating conjunctions with advanced word order (*während*, *obwohl*). **Language**: Musical genres, film vocabulary, opinions and justifications, comparisons and tenses
Pupils will know how to (procedural knowledge)	● Talk confidently about music and film preferences ● Justify preferences using comparative/superlative adjectives. ● Weave three distinct time frames (Past/Present/Future) into a coherent, extended text. ● Develop more complex opinions, using comparisons ● Express nuanced opinions using 'dass' and 'weil' clauses.

	• Describe films using high-frequency vocabulary and adjectival qualifiers.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of the future and past tenses in the written form • Weave three distinct time frames (Past/Present/Future) into a coherent, extended text. • Integrating "Verb-second" main clauses with "Verb-at-the-end" subordinate clauses. • Correct auxiliary verb usage (*haben/sein*) in the Perfect tense, and formation of the future tense with *werden*. • Firm grasp of the dative case after specific prepositions • Correct application of TMP word order in statements. Understanding that *dass/obwohl* forces the verb to the end of the clause. • Ability to link complex sentences using a range of high-level conjunctions.
Prior knowledge	• Y8 Module 3 (Austria): Mastering the mechanical formation of the Perfect tense to enable the narration of past events. • Y8 Module 2 (School): The use of the subordinating conjunctions *weil* and *obwohl*. • Y7/8: Present tense conjugation and basic opinion vocabulary.
Future knowledge	• GCSE (KS4 Theme 2): Travel and Tourism. Preparation for transactional speaking exams and complex descriptive writing tasks. • Year 10/11 Writing: Transitioning from "opinion" writing to "analytical/argumentative" writing (pros/cons), necessary for the 150-word GCSE task.
Key vocabulary	• Film and music vocabulary linked to genres and opinions • Frequency phrases, adjectives, comparatives and coordinating conjunctions, past tense time tags and intensifiers. • Roleplay language based on the topic of cinema LINK to BOOKLET 1: Music and films

Year 9 – Topic 2

Topic Title	Y9 Topic 2: My Ambitions (meine Ambitionen)
Pupils will know	**Cultural knowledge:**German speaking celebrities, inspirational figures and role models **SSC:** Key sounds including the ie/ ei sounds, the letter w, the short vowel sounds and long vowel sounds **Grammar:** using adjectives to describe qualities and inspirational figures, Using qualifiers and timetags Using the conditional tense and combining the past, present and future tenses **Language:** Professions, personality traits, personal qualities, dream jobs, childhood memories, things that are important to you in life
Pupils will know how to (procedural knowledge)	● Express future intentions and career goals clearly. ● Use *wenn*-clauses to discuss hypothetical or conditional plans (e.g., *Wenn ich älter bin, will ich...*). ● Recall past experiences (childhood) using the Perfect tense to create a narrative link to current ambitions. ● Formulate opinions on things that are important to you
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Mastery of *Ich werde* + infinitive (future intentions). ● Correct word order in *wenn*-clauses (maintaining the verb-at-the-end rule). ● Ability to correctly use the accusative case when stating a profession (*Ich möchte Arzt werden*). ● Consistent application of superlative structures (*am wichtigsten*). Retrieval of past tense structures from previous modules to contextualize development.
Prior knowledge	● Y9 Topic 1: Tense synthesis (Past/Present/Future). ● Y8 Module 2: Modal verbs and subordinating conjunctions (*weil/obwohl*). ● Y8 Module 3: Perfect tense for narrative past.
Future knowledge	● GCSE (KS4 Theme 3): Current and future study and employment. Interview techniques, writing formal letters of application, and articulating pros/cons of various career paths.
Key vocabulary	● Film and music vocabulary linked to genres and opinions ● Frequency phrases, adjectives, comparatives and coordinating conjunctions, past tense time tags and intensifiers. ● Roleplay language based on the topic of cinema

	• Jobs and employment vocabulary linked to skills and personality traits. • Modal verbs in the imperfect tense.

Year 9 – Topic 3

Topic Title	A journey through Germany (eine Rundreise durch Deutschland)
Pupils will know	**Cultural knowledge:** Regional differences in Germany, major cities and landmarks, eco-friendly travel, and cultural traditions specific to different states. **SSC:** Consolidation of German phonetics, focus on intonation, rhythm, and stress in long, complex sentences. Key sounds including the vowel sounds with and without umlauts, the letters v and w. The letters zt at the end of a word. **Grammar:** Consolidation of the three tenses; past, present and future in the topics of environment. Asking and answering questions. The use of the accusative case after there is/ there are (es gibt..) **Language:** Travel and tourism vocabulary, transport methods, directions, and shopping in German. Roleplay phrases and asking and answering questions about holidays. Accommodation vocabulary and problems. Agreeing and disagreeing with someone Phototask language and expressing opinions. Using “gern/ nicht gern” to express preferences
Pupils will know how to (procedural knowledge)	• Plan a journey using German, navigate cities, ask for directions, buy things from shops and markets, talk about the weather in both the past and present tenses. • Describe past activities, and synthesize complex sentences
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of: Three-tense synthesis (past, present, and future) and the 'man kann' + infinitive construction for describing activities. • Understanding: Transactional language for travel scenarios, including directions, accommodation, and shopping, alongside the grammatical structure of complex sentences. • Ability to: Plan and narrate travel experiences in German, including giving directions, describing locations, and expressing complex opinions on travel and sustainability.
Prior knowledge	• Y8 Module 3 (Austria, Perfect tense), Y9 Topic 1 (Tense synthesis).

Future knowledge	• GCSE (KS4) Theme 2: Travel and Tourism (narrating complex past trips and planning future holidays).
Key vocabulary	LINK to BOOKLET 3 LINK to VOCAB