Curriculum overview document_ Key Stage 4

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 4 curriculum vision

Our curriculum delivers a rigorous, high-challenge academic experience designed to transform learners into articulate, autonomous, and culturally astute communicators. Fully aligned with Pearson Edexcel specifications, our intent is underpinned by a systematic approach to phonics, vocabulary, and grammar, ensuring students confidently decode and manipulate the target language with high levels of grammatical accuracy. By front-loading sound-symbol correspondences and high-frequency vocabulary, we build strong cognitive foundations that enable a seamless transition from structured practice to spontaneous expression. Beyond preparation for external assessment, we actively develop cultural capital through immersion in authentic contexts. Ultimately, we foster intellectual curiosity and essential communication skills, equipping students with the linguistic resilience and international awareness required for higher education and global employability.

<u>At the end of KS4. German students will:</u>

- have key skills of a linguist
- be able to communicate in German and analyse the world around them
- start analysing aspects of their world and the German speaking world

Year 10- Topic 1

Topic Title	Unit 1: Back to school (Zurück zur Schule)
Pupils will know	**Cultural knowledge**:Understanding the school system and school life in Germany **SSC**: Key sounds including the v and w sounds in German, vowels with umlauts **Grammar**: present tense (regular weak verbs alongside irregular, strong verbs) Modal verbs followed by an infinitive The perfect and imperfect tenses (asking and answering questions) Using because and that in German followed by the correct word order **Language**: High-frequency vocabulary relating to the school environment (subjects, routines, and facilities). The rules governing plural nouns and adjective agreement. The grammatical framework of modal verbs and subordinating conjunctions (weil, dass).
Pupils will know how to (procedural knowledge)	● Discuss school subjects, life at school and school rules ● Construct justifications for opinions using subordinating conjunctions to extend sentences. (*weil, dass*) ● Apply knowledge of the perfect and imperfect tenses to recount past school experiences and events accurately ● Respond to questions in German giving their opinions and ideas ● Understand when reading about and listening to people talking about school life ● Use adjectives to describe school uniforms and other nouns
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Specific use of the past tenses to describe past events ● Correct usage of adjectives and their endings in the accusative case ● Modal verbs followed by an infinitive ● Combining three tenses to create longer, more fluid descriptions
Prior knowledge	● Linked to Year 7 Unit 3. ● Recall of KS3 school subjects, basic opinion phrases, and present tense verbs. ● Use of the the three main tenses: Past, Present and Future
Future knowledge	● Year 10 Unit 2: Me, my family and friends, extending opinion and justification structures. ● Future plans: Unit 2 Freetime
Key vocabulary	● School subjects, opinions (positive/negative), frequency phrases, uniform items, and school rules. Modal verbs and infinitives LINK to BOOKLET

Year 10– Topic 2

Topic Title	Unit 2: Freetime (Endlich mal Freizeit)
Pupils will know	**Cultural knowledge**: German speaking musicians, freetime activities and popular choices, discussing what to do and where to go at the weekend **SSC**: Key sounds including a with an umlaut, the sch, sp and st sounds at the start of a word, the ei/ie rule, the vowel sounds, the eu sound. **Grammar**: the future tense using the time, manner, place rule for word order, sequencers, separable verbs in the present tense, asking questions in German, using the imperfect and perfect tenses together **Language**: hobbies, preferences, online activities, advantages and disadvantages of life online, opinion and preference structures, asking questions
Pupils will know how to (procedural knowledge)	● Apply Time-Manner-Place word order rules ● Use the perfect/imperfect tenses for past review, ● Use the future tense for planning transactional role-plays (booking/invitations) ● Express opinions about films and TV shows ● Correctly express ideas about the advantages and disadvantages of life online ● Hold conversations inviting people out and buying tickets ● Extend syntax using subordinating conjunctions. ● Track spoken German when people are discussing their plans and hobbies ● Draft written pieces about their own plans accurately
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Reinforcement of Unit 1 present tense/opinion structures, linking justification to preference structures. ● Consolidation of using the imperfect and perfect tense together ● Proficiency in asking and answering questions in a role play scenario ● Ability to express preferences
Prior knowledge	● Linked to KS4 Unit 1: School subjects, opinions, present tense, modal verbs, subordinating conjunctions. ● Year 7: Unit 2 (My town and my hobbies) ● Year 9: Unit 1 (Music and Film)
Future knowledge	● Unit 3: Me, my family and friends (extended relationship dynamics and social interactions).

Key vocabulary	• Hobbies, music genres, technology (online habits), cinema/TV, transactional phrases (booking tickets/inviting). • Online activities LINK to BOOKLET 2

Year 10 – Topic 3

Topic Title	**Unit 3: My world, your world (meine Welt, deine Welt)**
Pupils will know	**Cultural knowledge**: Festivals and cultural events in German speaking countries **SSC**: Key sounds including the vowel sounds, vowel sounds with umlauts, consonants such as b and d at the end of words, the v and w sounds in German **Grammar**: descriptions using adjectives and agreements, possessive adjectives, relative pronouns, pronouns and possessive adjectives in the dative case, feminine nouns, weaving the past and the present tenses together **Language**: Relationships, descriptions of family members and friends. Equality and identity, role models, family celebrations, discussing parties
Pupils will know how to (procedural knowledge)	• Discuss their relationships with family members and friends • Use qualifiers and intensifiers to improve the quality of written and spoken language • Extend their use of time frames, combining the past and present tenses • Write about a friend using three time frames • Correctly recount a family celebration in the past and discuss future plans • Track conversations in German describing people and relationships
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Consolidation of using time frames accurately and confidently • Proficiency in using qualifiers and intensifiers • Ability to use the German word order rules correctly • Mastery of possessive adjectives and pronouns in the dative case • Use of different time frames together (past and present combined then future tense) • Correct use of relative pronouns
Prior knowledge	• Linked to Unit 1 Year 7: Introducing yourself • Year 9: Unit 2: Talking about my ambitions
Future knowledge	• Year 12: Unit 1: The changing family (relationships) • Y10 Talking about my lifestyle (Unit 4) Year 11 Unit 8: Future

	plans
Key vocabulary	• Possessive adjectives, relative pronouns, qualifiers and intensifiers, feminine nouns, time phrases. LINK to BOOKLET 3

Year 10 – Topic 4

Topic Title	Unit 4: Lifestyle and Wellbeing (Bleib gesund!)
Pupils will know	**Cultural knowledge**: Favourite sports in the German speaking world, traditional food and drink in Germany **SSC**: Key sounds including the letter z at the start of words, the letter v, and using umlauts on vowels, -ig at the end of words **Grammar**: Comparatives and superlative adjectives and adverbs, the phrase in order to (um..zu) modal verbs in the imperfect tense, using since and the present tense, ago as a time phrase, infinitive construction, if and the present tense. **Language**: healthy lifestyles, good and bad habits, accidents and illnesses, wellbeing, what is important to you
Pupils will know how to (procedural knowledge)	• Describe symptoms of illness and healthy/unhealthy habits; Formulate direct advice using the imperative tense • Use modal verbs to express duty regarding health • Articulate nuanced opinions on the importance of a balanced lifestyle • Give an opinion in different ways • Use modal verbs in the imperfect tense • Use Infinitive constructions • Master the pronunciation of umlauts • Talk about wellbeing and what is important to them • Draft phrases using the in order to construction • Understand conversations at the doctors and talking about illnesses and accidents • Track spoken German that includes a variety of tenses, spotting false friends and distractors
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Consolidation of modal verb paradigms (specifically *should*); Reinforcement of sentence structures for expressing obligation; Expansion of conversations to encompass health-related concepts. • Secure usage of the *should/must* phrases. • Integration of *Time-Manner-Place* syntax within health-related arguments. • Strengthening of the *weil* and *dass* clauses from previous units to justify health-related opinions.

	• Proficiency in using the key tenses • Ability to ask questions in different tenses • The ability to weave tenses to to write with confidence about lifestyle and wellbeing
Prior knowledge	• Y10 Unit 3 (Relationships, personal identity, and reflexive verbs). • Y8 Unit 1 (Healthy living) references to food and drink and daily habits to stay fit and healthy • Tense formations across KS3 (present, past and future tenses) • Comparatives and superlatives (KS3)
Future knowledge	• Unit 5 (Local area, town, and global environmental issues). • Year 12 Jugendkultur
Key vocabulary	• Healthy/unhealthy, body parts, illnesses, physical activity, food/diet, advice structures, obligation, booking a doctors appointment, question words LINK to BOOKLET 4

Year 11 – Topic 5

Topic Title	**Unit 5: My neighbourhood (meine Ecke)**
Pupils will know	**Cultural knowledge**: Key facts about German speaking countries **SSC**: Key sounds including -ch on the end of words, umlauts to create superlatives, the eszett letter, the e sound in words, umlauts used to create plurals of nouns, a with umlaut to create the conditional tense. The sounds s, ss, at, sp, sch **Grammar**: the superlative tense, prepositions with the accusative case, prepositions using the dative case (no movement) prepositions with the accusative case (movement) and dual case prepositions. Word order after the conjunctions because/ although. Adjectives and qualifiers to improve the quality of the overall language. Understanding and recognising register (the formal and informal versions of you) Compound nouns, the imperfect and conditional tenses. **Language**: describing where you live and your home, including advantages and disadvantages. Transport, asking for information in different situations, roleplays at the station, tourist office and shops. Discussing shopping habits. Describing an ideal place to live.
Pupils will know how to (procedural knowledge)	• Discuss how they travel giving reasons for their choice • Understand how some prepositions use the accusative case, others use the dative case and some use both cases • Use the correct word order with modal verbs and after conjunctions such as because and although

	• Practise roleplays at the station, tourist office and shops • Combine a range of tenses to describe their ideal place to live • Express opinions • Describe where they live using a variety of adjectives with intensifiers and qualifiers • Translate phrases using different cases, saying where you are going and where things are • Buy train tickets and buy clothes asking for different sizes
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Proficiency in asking and answering questions in further role play situations • Competence in the case system after prepositions • Ability to ask and answer questions, recognising different types of register. • Specific use of the imperfect and conditional tense in the context of describing an ideal place to live • Reinforcement of different German compound nouns and plurals
Prior knowledge	• Linked to Year 7 Unit 2: My town and hobbies • Describing your town and where you live, what you can do there • Y9 Unit 3: a journey through Germany • Talking about train travel, asking and answering questions
Future knowledge	• Linked to Year 11 Unit 6: Travel and Tourism • Building on transactional language (roleplays at the train station , tourist information and shopping) and the grammatical structures of prepositions and the case systems
Key vocabulary	• Where you live and would like to live (advantages and disadvantages) • A specific focus on prepositions (requiring mastery of accusative, dative, and dual case usage) • Transactional vocabulary necessary for specific scenarios (train station, tourist office and shops) Shopping habits LINK to BOOKLET 5

Year 11 - Topic 6

Topic Title	**Unit 6: Lovely holidays! (Schöne Ferien!)**
Pupils will know	**Cultural knowledge**: Travel destinations in the German-speaking world, holiday norms, and handling travel-related scenarios.

	SSC: Key sounds including revision of the vowels with umlauts, the short a and o sounds, the short e and long e sounds, the ch sound, the Eszett letter, the letters b,d and g at the end of a word. **Grammar**: Forming the imperative (orders/commands), advanced question formation, use of the words for who, revising possessive adjectives, prepositions with the genitive case, and interrogative/demonstrative adjectives. Word order in the future and conditional tenses **Language**: Holiday destinations, making reservations, discussing holiday problems/complaints, describing past holidays (including weather), and articulating future/ideal holiday plans.
Pupils will know how to (procedural knowledge)	● Navigate transactional situations (making reservations, buying tickets, making complaints). ● Express past experiences using a range of tenses (Perfect/Imperfect) to recount holidays and weather. ● Formulate complex sentences using interrogative and demonstrative adjectives. ● Use the imperative for clear instructions and commands. ● Construct arguments regarding future and ideal holidays using modal structures and zu + infinitive clauses.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Proficiency in high-stakes transactional role-plays (complaints/reservations). ● Competence in integrating the genitive case with prepositions. ● Ability to manipulate word order for complex questions. ● Language for contrasting past experiences with future aspirations. ● Reinforcement of man kann + infinitive structures for general descriptions.
Prior knowledge	● Linked to Year 11 Unit 5 (Local area/transport/shopping transactional language). ● Knowledge of three-tense usage from Year 10 (present, perfect, imperfect).
Future knowledge	● Year 11 Unit 7 & 8: Revision and exam preparation for the speaking, writing, reading, and listening papers.
Key vocabulary	● Descriptive language to do with holidays, booking accomodation, problems with bookings and accommodation, descriptive language to do with past and future holidays. LINK to BOOKLET 6

Year 11 – Topic 7

Topic Title	Unit 7: Our World (Unsere Welt)
Pupils will know	**Cultural knowledge**: Activism and role models in German-speaking countries, issues facing young people and environmental challenges. **SSC**: Key sounds including the letter r in different words, how to pronounce compound nouns placing the emphasis in the correct place, the stressed and unstressed forms of the letters er. **Grammar**: Genitive prepositions, verbs followed by prepositions, compound nouns, modal verbs (wollen/sollen), 'man' as an impersonal pronoun, and 3 time frames (past, present, future). **Language**: Global issues, personal vs. international responsibility, justifying complex opinions, and role-model characterisation.
Pupils will know how to (procedural knowledge)	● Discuss/justify personal opinions on activism and social issues. ● Discuss international responsibilities and actions ● Identify personal worries and environmental solutions. ● Manipulate modal verbs (wollen/sollen) to propose actions. ● Use 'man' correctly to increase register. ● Construct coherent arguments for/against global issues.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Proficiency in articulating complex social opinions. ● Competence in using genitive prepositions accurately. ● Ability to weave three time frames seamlessly in a single response Language for structuring formal arguments. ● Reinforcement of subordinating conjunctions to extend syntax. ● Solidifying the ability to use compound nouns to expand vocabulary range. ● Mastery of 'man' for impersonal statements
Prior knowledge	● Linked to Y10 Unit 4 (Lifestyle and Wellbeing) and Y11 Unit 6 (Holiday destinations).
Future knowledge	● Year 11 Unit 8: Final exam revision and synthesis of all skills across the four papers.
Key vocabulary	● Activism, role models, environmental terminology, worries, modal verbs, connectors for argument (e.g., arguments for/against), and specific verbs followed by prepositions. LINK to BOOKLET 7

Year 11 – Topic 8

Topic Title	Unit 8: What does the future look like? Wie sieht die Zukunft aus?
Pupils will know	**Cultural knowledge**: Learning about military and civilian service **SSC**: Key sounds including the vowels a,o,u with an umlaut, the -ieren/ -iert sound in the present and past tense **Grammar**: Future tense (werden + infinitive), infinitive clauses (um... zu), "dass" clauses to link hopes/desires, consolidation of modals (wollen/sollen/können) for planning, and impersonal structures (man). Using reflexive verbs, forming past participles of -ieren verbs. Revision of the conditional and imperfect subjunctive. Subordinating conjunctions, relative clauses, using adjectives as nouns. **Language**: Expressing dreams and hopes for the future, talking about strengths and ambitions, discussing jobs you would like to do in the future; discussing the pros and cons of a gap year
Pupils will know how to (procedural knowledge)	● Articulate and justify personal hopes/dreams (career, family, lifestyle). ● Discuss and write in detail about personal strengths and skills ● Construct formal arguments using sophisticated connectives and subordination. ● Manipulate complex sentence builders to weave three time frames (past, present, future) into a single accurate response. ● Engage in spontaneous discussion about life goals and hope for the future.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● The ability to synthesize all prior grammatical knowledge (tenses, modals, cases) into fluid, high-register writing and speech. ● Proficiency in formulating "opinion + justification" structures without relying on rote-learned phrases. ● Mastery of the "Future" time frame to match the GCSE exam requirements. ● The ability to use "Sentence Builders" to spontaneously build complex sentences for the Speaking and Writing papers.
Prior knowledge	● Cumulative knowledge from Units 1–7 (School, Hobbies, Relationships, Lifestyle, Environment, Holidays). ● Year 9: Unit 1 (Music and Film) using the future tense ● Year 9: Unit 2 (My ambitions) discussing jobs and dreams for the future
Future knowledge	● Exam preparation: Final synthesis of all skills across the four papers (Reading, Listening, Writing, Speaking) and transition to post-16 study.
Key vocabulary	● Plans for life after school, dream jobs, strengths and skills. ● Vocab relating to gap years and their pros and cons.

	• Vocabulary to do with hopes for the future. Global future issues such as artificial intelligence and technical advances. LINK to BOOKLET 8