



### Curriculum Intent

Subject: MFL (Spanish)

Year 10

	What?	Why?	National Curriculum Links
<b>Term 1-1</b>	<p><b><u>Recap Basic Crucial Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Time phrases</li> <li>• Opinions</li> <li>• Adjectives</li> <li>• Key Verbs and Phrases</li> <li>• Connectives</li> <li>• Set Phrase</li> </ul> <p><b><u>Complete General Conversation Theme 1</u></b></p> <p><b><u>Recap of theme 1</u></b></p> <ul style="list-style-type: none"> <li>• Family and relationships</li> <li>• Future plans</li> <li>• Free time</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Cómo es tu familia? (What is your family like?)</i></li> <li>• <i>¿Te gustaria casarte en el futuro? (Would you like to get married in the future?)</i></li> <li>• <i>¿Qué planes tienes para el futuro? (What plans do you have for the future?)</i></li> </ul>	<p>Pupils start the year by recapping the basic crucial knowledge that they will need to know throughout their five years studying Spanish at CCSC. They will be taught words that are absolutely essential to the learning of Spanish as they are used in every topic and will guarantee them complexity in their work when writing and speaking. Pupils will then be assessed on this and this will give MFL staff a baseline.</p> <p>Once pupils have completed the Theme 1 General Conversation, pupils will spend the first two weeks of term, recapping Theme 1 and the basics, key phrases and tenses.</p> <p>Pupils will be assessed on crucial knowledge to ensure that this is secure before moving onto a new topic.</p> <p>Pupils will then spend this time completing part of their Theme 1 for their General Conversations.</p>	<ul style="list-style-type: none"> <li>• To use a wide range of vocabulary and justify opinions.</li> <li>• Identify and use tenses.</li> <li>• To prepare pupils for future study.</li> <li>• To allow pupils to write at varying lengths on different topics.</li> <li>• Initiate and develop conversations.</li> <li>• Translate into English.</li> <li>• Translate into Spanish.</li> <li>• Express ideas and points of view clearly in both speaking and writing.</li> </ul> <p>Cope with unfamiliar language and unexpected responses.</p>



	<ul style="list-style-type: none"> <li>¿Qué te gusta hacer en tu tiempo libre? (What do you like to do in your free time?)</li> </ul>		
<b>Term 1-2</b>	<p><b><u>New Technology</u></b></p> <ul style="list-style-type: none"> <li>Using the internet</li> <li>Using your mobile phone</li> <li>Opinions about the internet and social media</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>¿Para qué usas el Internet? (What do you use the Internet for?)</li> <li>¿Para qué usas tu móvil? (What do you use your mobile for and why?)</li> <li>¿Cuales son las ventajas y las desventajas del internet? (What are the advantages and disadvantages of the Internet?)</li> <li>¿Qué piensas de las redes sociales? (What do you think about social media?)</li> </ul>	<p>Pupils will be able to talk about why they use the internet using the language structure “I use it in order to” (lo uso para...). They will then recycle language in order to talk about what they use their mobile phone for. Pupils will then look at advantages and disadvantages of the Internet and then use opinion phrases to talk about which social media they prefer.</p> <p>Pupils will then be assessed on their Writing and Speaking skills to assess their application of crucial knowledge.</p>	<ul style="list-style-type: none"> <li>Speak with confidence, fluency and spontaneity</li> <li>To be able to ask questions</li> <li>Take part in discussions</li> <li>How to use grammar spelling and punctuation</li> <li>Listen to a variety of forms of spoken language</li> <li>Transcribe words and short sentences that they hear with accuracy</li> <li>Initiate and develop conversations</li> <li>Cope with unfamiliar language and unexpected responses</li> </ul>
<b>Term 2-1</b>	<p><b><u>Customs and Celebrations</u></b></p> <ul style="list-style-type: none"> <li>Spanish customs and festivals</li> <li>An opinion on a festival in the past</li> <li>What happened at a festival in the past</li> <li>Celebrations in the past (Christmas, New Year’s Eve, Birthdays)</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>¿Cual es tu fiesta española preferida? (What is your favourite Spanish festival?)</li> </ul>	<p>Pupils will learn about Spanish festivals and celebrations. They will learn specific vocabulary to talk about festivals and express their opinions on their favourite festival. Pupils will then use the preterit tense to talk about a Spanish festival they may have gone to in the past. They will then use the imperfect tense to talk about a holiday they used to celebrate when they were little.</p> <p>Pupils will be assessed on their Speaking skills by completing a mock Speaking Exam and their Reading and Listening skills on the topics covered so far in</p>	<ul style="list-style-type: none"> <li>Translate into English</li> <li>Read literary texts</li> <li>Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>Translate into the TL</li> <li>To foster pupils’ curiosity and deepen understanding of the world</li> <li>To express ideas and thoughts in another language and respond by speaking and writing.</li> </ul>



	<ul style="list-style-type: none"> <li>• ¿Fuiste a una fiesta en el pasado? (Did you go to a festival in the past?)</li> <li>• ¿Cómo fue la fiesta? (What was it like?)</li> <li>• ¿Qué hiciste cuando fuiste a la fiesta? (What did you do when you went to the festival?)</li> <li>• ¿Hablame de una fiesta en el pasado? (Describe a festival in the past)</li> </ul>	<p>order to assess their application of the crucial knowledge within those skills.</p> <p>Pupils will then spend some time completing Theme 1 for their General Conversations.</p>	<ul style="list-style-type: none"> <li>• To communicate for practical purposes</li> <li>• To learn new ways of thinking</li> <li>• To read authentic texts</li> <li>• To equip pupils to study or work in different countries</li> </ul>
<p><b>Term 2-2</b></p>	<p><b>THEME 2</b></p> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Food recap</li> <li>• Healthy and unhealthy food</li> <li>• Healthy and unhealthy lifestyles – what you do to keep healthy</li> </ul> <p><b>Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <i>¿Qué comes? (What do you eat?)</i></li> <li>• <i>¿Qué bebes? (What do you drink?)</i></li> <li>• <i>¿Llevas una vida sana? (Do you lead a healthy lifestyle?)</i></li> <li>• <i>¿Qué vas a hacer para mantenerte en forma? (What will you do to keep in shape?)</i></li> </ul>	<p>Pupils will recap food items by saying what they eat and drink using the present tense and then go on to explain which foods are healthy and healthy using the adjectives “sano” and “malsano”.</p> <p>Pupils will then be able to say whether or not they lead a healthy lifestyle and including what they eat and drink and also using infinitive verbs to say what they do to keep healthy.</p> <p>Pupils will then use the immediate future and simple future to say what they will do to lead a healthy lifestyle.</p> <p>Pupils will be assessed on their Writing Skills on this topic and their Speaking skills to ensure that they can confidently apply their crucial knowledge.</p>	<ul style="list-style-type: none"> <li>• Identify and use tenses</li> <li>• Use and manipulate a variety of key grammatical structures and patterns</li> <li>• Use a wide range of vocabulary and justify opinions</li> <li>• Take part in discussions</li> <li>• How to use grammar spelling and punctuation</li> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Cope with unfamiliar language and unexpected responses</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Accurate pronunciation and intonation</li> <li>• Read and understand texts</li> </ul>



<p><b>Term 3-1</b></p>	<p><b><u>House and Home</u></b></p> <ul style="list-style-type: none"> <li>• Area where you live (vivo en el campo, en las montañas + adjective)</li> <li>• Types of house</li> <li>• Describing your bedroom</li> <li>• Ideal home</li> <li>• Recap of term and preparation for assessments</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• ¿Donde vives? (Where do you live?)</li> <li>• ¿Cómo es tu casa? (What is your house like?)</li> <li>• ¿Cómo es tu dormitorio? (What is your bedroom like?)</li> <li>• ¿Cómo sería tu casa ideal? (What is your ideal home?)</li> </ul>	<p>Pupils will recap the topic of house and home to be able to say where they live using the verb “ vivo” and extending their language by using adjectives to describe what their house is like and give their opinion.</p> <p>Certain adjectives will be recycled here but pupils will also be introduced to new adjectives to specifically describe the area in which they live.</p> <p>Pupils will be able to go into more detail about their bedroom and different rooms of the house. They will then use the conditional form to talk about their dream home.</p> <p>The recap of the half term will be essential to bring all learning together in preparation for their assessments at the end of the half term.</p> <p>Pupils will be assessed on their Reading and Listening skills to ensure that they can apply the crucial knowledge learned within these skills.</p>	<ul style="list-style-type: none"> <li>• Translate into English</li> <li>• Read literary texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate into the TL</li> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Cope with unfamiliar language and unexpected responses</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Accurate pronunciation and intonation</li> <li>• Read and understand texts</li> </ul>
<p><b>Term 3-3</b></p>	<p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>• Description of town/city (where they live - En mi pueblo hay...)</li> <li>• Environmental and social issues in town</li> <li>• Comparing where they live now with how it may have been in the past</li> </ul>	<p>Pupils will extend their prior learning to describe where they live by saying what there is and isn't in their town using “ hay” and “no hay”. They will then go on to describing the local environmental issues in their town using new vocabulary like “tráfico”, “no hay espacios verdes”.</p>	<ul style="list-style-type: none"> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> </ul>



- Global issues
- Homelessness and Poverty

## Communicative Functions

- *¿Cómo es tu ciudad? (What is your town/city like?)*
- *¿Qué se puede hacer en tu ciudad? (What can you do in your town/city?)*
- *¿Qué problemas hay en tu ciudad? (What problems are there in your town/city?)*
- *¿Cómo era tu ciudad en el pasado? (What was your town like in the past?)*
- *¿Cuales son los problemas medioambientales en el mundo de hoy? (What are the environmental problems in the world today?)*
- *¿Que piensas de los necesitados/de los sin techo? (What do you think about homeless people?)*

Pupils will then recap the past tense (the imperfect” to describe their town in the past in detail. “Había” and “era”.

Using the same structures pupils will then be able to talk about global issues, homelessness and poverty. Specific vocabulary will be taught but pupils will need to give their opinion on each of the issues. Pupils may extend their language to talk about how these issues may have changed over time.

Pupils will be assessed on their Writing Skills to ensure that they can apply their crucial knowledge confidently.

Pupils will then spend some time completing Theme 2 for their General Conversations.

- Cope with unfamiliar language and unexpected responses
- Express ideas and points of view clearly both in speaking and writing
- Accurate pronunciation and intonation
- Read and understand texts
- Translate into English
- Read literary texts
- Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.
- Translate into the TL
- Identify and use tenses
- Use and manipulate a variety of key grammatical structures and patterns
- Use a wide range of vocabulary and justify opinions
- Take part in discussions
- How to use grammar spelling and punctuation
- To foster pupils’ curiosity and deepen understanding of the world
- To express ideas and thoughts in another language and respond by speaking and writing.



## Curriculum Intent

Subject: MFL (Italian)

Year 10

	What?	Why?	
Term 1-1	<p><u>Customs and festivals</u></p> <ul style="list-style-type: none"> <li>Italian society &amp; culture</li> <li>Local customs, festivals, food and drink</li> <li>Italian culture module / research project</li> <li>Modal verbs</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Qual'è la tua festa preferita? (what's your favourite festival)</p> <p>Cosa fai per festeggiare? (what do you do to celebrate?)</p> <p>Come hai festeggiato nel passato? (how did you celebrate in the past?)</p> <p>Com'era? (what was it like? {imperfect})</p>	<ul style="list-style-type: none"> <li>Pupils will learn about local Italian festivals and customs</li> <li>Pupils will undertake an independent research module looking at a range of Italian culture and society topics. This module includes some teacher-led discussion and independent work which is assessed via a presentation in English about any aspect of Italian culture or society and a written summary in Italian.</li> </ul>	<ul style="list-style-type: none"> <li>To reiterate the importance of developing curiosity and a deeper understanding of the world</li> <li>Understand and respond to spoken and written language from a variety of authentic sources</li> <li>Speak with confidence, fluency and spontaneity</li> <li>To equip pupils to study or work in different countries</li> <li>Listen to a variety of forms of spoken language</li> <li>Transcribe words and short sentences that they hear with accuracy</li> <li>Initiate and develop conversations</li> <li>Cope with unfamiliar language and unexpected responses</li> <li>Develop dexterity in dealing with unfamiliar language</li> </ul>
Term 1-2	<p><u>House, Home and where you live</u></p> <ul style="list-style-type: none"> <li>Countries, regions and places to live</li> <li>My home - rooms of the house, where things are &amp; dream home</li> <li>My bedroom</li> <li>How you help out at home</li> <li>My home town</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will need to learn rooms of the house and basic house vocabulary in order to be able to describe in detail where they live.</li> <li>Pupils will describe the rooms of the house using prepositions, their home and what their</li> </ul>	<ul style="list-style-type: none"> <li>To equip pupils to study or work in different countries</li> <li>Listen to a variety of forms of spoken language</li> <li>Transcribe words and short sentences that they hear with accuracy</li> </ul>



	<ul style="list-style-type: none"> <li>The advantages and disadvantages of living in a town and countryside</li> </ul> <p><b>Communicative functions:</b>                  Dove abiti? (where do you live?)                  Com'è casa tua? (what's your house like?)                  Ti piace casa tua? (do you like your house?)                  Com'è la tua camera da letto? (what's your bedroom like?)                  Com'è la tua città? (what is your town like?)                  Preferisci la città o la campagna? (do you prefer the city or the town?)                  Cosa fai nella tua città? (what do you do in your town?)                  Quali sono i problem nella tua città? (what are the problems in your city?)</p>	<p>dream home would look like and where they used to live in the past and compare.</p> <ul style="list-style-type: none"> <li>Pupils will be able to talk about their town and where they live, what there is to do there and what they would like to have in their town</li> <li>Pupils will be able to use opinions and set phrases to talk about advantages and disadvantages about where they live</li> </ul>	<ul style="list-style-type: none"> <li>Initiate and develop conversations</li> <li>Express ideas and points of view clearly both in speaking and writing</li> <li>Accurate pronunciation and intonation</li> <li>Read and understand authentic texts</li> <li>Translate into English</li> <li>Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions</li> <li>Introduce some literary texts</li> <li>Translate <b>into</b> the Italian</li> <li>Translate <b>into</b> English</li> </ul>
Term 2-1	<p><b>Holidays &amp; tourism</b></p> <ul style="list-style-type: none"> <li>Where you normally go on holiday, what you normally do, how you get there, who you go with, your opinion.</li> <li>Your past holiday</li> <li>Future holiday plans</li> </ul> <p><b>Communicative functions:</b>                  Dove vai in vacanza? (where do you go on holiday?)                  Come vai in vacanza? (how do you go on holiday?)                  Cosa fai quando sei in vacanza? (what do you do on holiday?)</p>	<ul style="list-style-type: none"> <li>Pupils need to be able to say where they normally go on holiday, where they went last year and where they would like to go/are going to go next year (express opinions and ideas in all three timeframes)</li> <li>To be able to use time phrases to say when they did certain free time activities and holiday destinations and give opinions.</li> </ul>	<ul style="list-style-type: none"> <li>To read authentic texts</li> <li>To equip pupils to study or work in different countries</li> <li>To communicate for practical purposes</li> <li>Use a wide range of vocabulary and justify opinions</li> <li>Take part in discussions</li> <li>How to use grammar (focus on comparing time frames), spelling and punctuation</li> </ul>



	<p>Dove sei andato/a in vacanza l'anno scorso? (where did you go on holiday last years?)                  Dove andrai in vacanza l'anno prossimo? (where are you going on holiday next year?)</p>		
<p>Term 2-2</p>	<p><b><u>Jobs, Education and future plans</u></b></p> <ul style="list-style-type: none"> <li>• School subjects and description of school</li> <li>• My timetable</li> <li>• What are your teachers like?</li> <li>• School uniforms and rules</li> <li>• Future studies and jobs</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Che cosa studi alla scuola? (what do you study at school?)                  Qual'è la tua materia preferita? (what's your favourite subject?)                  Cosa ti piaceva alla scuola primaria? (what did you like at primary school?)                  Cosa vuoi studiare nel futuro? (what do you want to study in the future?)                  Quale lavoro vuole fare nel futuro? (what job do you want to do in the future?)                  Quale sarebbe il tuo lavoro ideale? (what would your ideal job be?)                  Che lavoro volevi fare da giovane? (what job did you want to do when you were younger?)</p>	<ul style="list-style-type: none"> <li>• Pupils will need to describe their school and what they study – this will introduce key vocabulary and prepare them for the GCSE exam</li> <li>• Pupils will describe their school uniform and their opinion on school rules</li> <li>• Pupils will need to look at what they plan to do in the future – either go to college or university or do an apprenticeship</li> <li>• Pupils will learn job titles in the ITALIAN and look at job responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• To equip pupils to study or work in different countries</li> <li>• To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>• Write at varying length on the subject of education and jobs using different grammatical structures</li> <li>• Give highly detailed accounts of opinions and how these have changed over time</li> <li>• Read and understand texts</li> <li>• Translate into English</li> <li>• Translate into Italian</li> </ul>
<p>Term 3-1</p>	<p><b><u>Social Issues and Homelessness</u></b></p> <ul style="list-style-type: none"> <li>• Charities and what they do</li> <li>• Types of volunteer work &amp; how to help</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to talk about different charities and how they help the needy</li> <li>• Pupils will understand what basic needs the poor have using key set phrases</li> </ul>	<ul style="list-style-type: none"> <li>• To foster pupils' curiosity and deepen understanding of the world</li> <li>• Looking at social issues from a global and comparative point of view</li> </ul>



	<ul style="list-style-type: none"> <li>Homelessness and poverty - effects and reasons</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Cosa fai per aiutare gli altri? (what do you do to help others?)          Cosa dovremo fare per aiutare? (what should we do to help?)          Cosa dovrebbe fare il governo per aiutare? (what should the government do to help?)          Cosa fanno le organizzazioni benefice? (what do charities do?)</p>	<ul style="list-style-type: none"> <li>Using the past tense phrases, pupils will identify patterns in texts to look at anecdotes from different people to look at how they became homeless</li> </ul>	<ul style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources</li> <li>Speak with confidence, fluency and spontaneity</li> <li>To be able to ask questions and use language related to offering solutions to problems</li> <li>Write and speak at varying length on different topics using different grammatical structures</li> </ul>
<p>Term 3-2</p>	<p><b><u>Food and Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>Recap food items with a focus of healthy and unhealthy food</li> <li>Keeping fit and a healthy lifestyle</li> <li>What our diet/ lifestyle was like in the past</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Cosa mangi per stare sano? (what do you eat to keep healthy?)          Hai una vita sana? (do you have a healthy lifestyle?)          cosa farai per stare in forma? (what will you do to keep fit?)</p>	<ul style="list-style-type: none"> <li>Pupils will be able to say what they eat and what they don't eat at different times of the day</li> <li>Pupils will learn what they do to be healthy and what an unhealthy lifestyle looks like and talk about their own</li> <li>Learning of vocab related with current lifestyle will be compared to what their lifestyle used to look like in the past and compare it to what they SHOULD do to become healthier</li> </ul>	<ul style="list-style-type: none"> <li>Use and manipulate a variety of key grammatical structures and patterns</li> <li>Use a wide range of vocabulary and justify opinions and how their opinions / lifestyles have changed</li> <li>Take part in discussions and debates about healthy lifestyles</li> <li>How to use grammar spelling and punctuation correctly</li> <li>Read and understand texts</li> <li>Translate into English</li> <li>Write confidently and spontaneously using accurate grammar and vocabulary</li> <li>Translate into Italian</li> </ul>



### Curriculum Intent

Subject: MFL (German)

Year 10

	What?	Why?
<b>Term 1-1</b>	<p><b><u>Crucial Knowledge Recap from Y9</u></b></p> <p><b><u>Customs and festivals</u></b></p> <ul style="list-style-type: none"> <li>• German society &amp; culture</li> <li>• Local customs, festivals, food and drink</li> <li>• Perfect tense</li> <li>• Past, present and future</li> <li>• Time, manner, place rule recap</li> </ul> <p><b><u>Communicative functions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Kannst du dein Lieblingsfest beschreiben? (what's your favourite festival)</i></li> <li>• <i>Wie feierst du Weihnachten/ Silvester? (how do you do to celebrate Christmas/ New Year?)</i></li> <li>• <i>Wie hast du früher gefeiert? (how did you celebrate in the past?)</i></li> </ul>	<p>Pupils will learn about German festivals and customs and recap and visit past, present and future tenses to be able to talk about festivals in a variety of time frames. Pupils will learn about the cultural importance of festivals in German speaking countries and then be able to apply this to answer questions about festivals.</p>
<b>Term 1-2</b>	<p><b><u>House, Home and where you live</u></b></p> <ul style="list-style-type: none"> <li>• Countries, regions and places to live</li> <li>• My home - rooms of the house, where things are &amp; dream home</li> <li>• My bedroom</li> <li>• How you help out at home</li> <li>• My home town</li> <li>• The advantages and disadvantages of living in a town and countryside</li> </ul> <p><b><u>Communicative functions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Wo wohnst du? (where do you live?)</i></li> <li>• <i>Kannst du dein Haus beschreiben? (what's your house like?)</i></li> <li>• <i>Magst du dein Haus? (do you like your house?)</i></li> </ul>	<p>Pupils will learn rooms of the house and basic house vocabulary in order to be able to describe in detail where they live. They will use prepositions to say what their home and what their dream home would look like and where they used to live in the past and compare. Pupils will be able to talk about their town and where they live, what there is to do there and what they would like to have in their town. Opinions and comparison phrases will also be learnt to talk about advantages and disadvantages.</p>



	<ul style="list-style-type: none"> <li>• <i>Wie ist dein Schlafzimmer (what's your bedroom like?)</i></li> <li>• <i>Wie ist deine Stadt? (what is your town like?)</i></li> <li>• <i>Was machst du in deiner Stadt? (what do you do in your town?)</i></li> <li>• <i>Was sind die Probleme in Stoke-on-Trent? (what are the problems in your city?)</i></li> </ul>	
<p><b>Term 2-1</b></p>	<p><b><u>Holidays &amp; tourism</u></b></p> <ul style="list-style-type: none"> <li>• Where you normally go on holiday, what you normally do, how you get there, who you go with, your opinion.</li> <li>• Your past holiday</li> <li>• Future holiday plans</li> </ul> <p><b><u>Communicative functions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Wo fährst du in den Urlaub? (where do you go on holiday?)</i></li> <li>• <i>Was machst du im Urlaub? (what do you do on holiday?)</i></li> <li>• <i>Wo bist du letztes Jahr hingegangen? (where did you go on holiday last year?)</i></li> <li>• <i>Wohin gehst du nächstes Jahr? (where are you going on holiday next year?)</i></li> </ul>	<p>Pupils need to be able to say where they normally go on holiday, where they went last year and where they would like to go/are going to go next year (express opinions and ideas in all three timeframes). To be able to use time phrases to say when they did certain free time activities and holiday destinations and give opinions.</p>
<p><b>Term 2-2</b></p>	<p><b><u>Jobs, Education and future plans</u></b></p> <ul style="list-style-type: none"> <li>• School subjects and description of school</li> <li>• My timetable</li> <li>• What are your teachers like?</li> <li>• School uniforms and rules</li> <li>• Future studies and jobs</li> </ul> <p><b><u>Communicative functions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Was lernst du in der Schule? (what do you study at school?)</i></li> <li>• <i>Was ist dein Lieblingsfach? (what's your favourite subject?)</i></li> <li>• <i>Was möchtest du in der Zukunft studieren? (what do you want to study in the future?)</i></li> </ul>	<p>Pupils will need to describe their school and what they study and describe their school uniform, also giving their opinion on school rules. They will be able to express what they plan to do in the future, learn job titles in German and use the future tense.</p>



	<ul style="list-style-type: none"> <li>• <i>Was für einen Beruf möchtest du in der Zukunft machen? (what job do you want to do in the future?)</i></li> <li>• <i>Was wäre dein Traumberuf? (what would your ideal job be?)</i></li> <li>• <i>Was wolltest du als Kind machen? (what did you want to do when you were younger?)</i></li> </ul>	
<p><b>Term 3-1</b></p>	<p><b><u>Social Issues and Homelessness</u></b></p> <ul style="list-style-type: none"> <li>• Charities and what they do</li> <li>• Types of volunteer work &amp; how to help</li> <li>• Homelessness and poverty - effects and reasons</li> </ul> <p><b><u>Communicative functions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Wie hilfst du anderen Menschen? (how do you help others?)</i></li> <li>• <i>Was sollen wir tun, um anderen zu helfen? (what should we do to help?)</i></li> <li>• <i>Was sollte die Regierung machen, um anderen zu helfen? (what should the government do to help?)</i></li> <li>• <i>Was machen die Hilfsorganisationen? (what do charities do?)</i></li> </ul>	<p>Pupils will be able to talk about different charities and how they help those in need using set key phrases.</p> <p>Pupils will use all three tenses to talk about past problems, current issues and how things could/ will be in the future to use the future and conditional tenses.</p>
<p><b>Term 3-2</b></p>	<p><b><u>Recap of German Basics</u></b></p> <p><b><u>Healthy Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Recap food items with a focus of healthy and unhealthy food</li> <li>• Keeping fit and a healthy lifestyle</li> <li>• What our diet/ lifestyle was like in the past</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p><i>Was isst du um Gesund zu sein? (what do you eat to keep healthy?)</i></p> <p><i>Hast du einen Gesunden Lebensstil? (do you have a healthy lifestyle?)</i></p> <p><i>Was wirst du tun, um Fit zu bleiben? (what will you do to keep fit?)</i></p> <p style="text-align: center;"><b><u>General conversation Theme 2 and 3 Preparation</u></b></p>	<p>Pupils will recap the basics and fundamentals of the language, fitting across all topics but also revisiting food and lifestyle.</p> <p>Pupils will be able to say what they eat and what they don't eat at different times of the day. Pupils will be able to say what they do to be healthy and what an unhealthy lifestyle looks like. Learning of vocab related with current lifestyle will be compared to what their lifestyle used to look like in the past and compare it to what they should do to become healthier.</p>