







# Unit 1: Vorbilder

In MFL at Malbank, we will challenge students intellectually as they acquire knowledge of how other languages are structured and memorise vocabulary and understand the use of tenses etc. They develop skills in reading, writing, listening and speaking. We enhance their personal development by: broadening their horizons; developing their multi-cultural awareness; improving their communication skills; building resilience and asking them to show initiative by working independently and teamwork skills when they work in pairs. All of these facilitate students building confidence to deal with material and situations which for many students are outside their typical experiences in Nantwich and Crewe.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>- Knowledge of adjectives, the perfect tense with <i>haben</i> and <i>sein</i> and a range of pronouns</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- describe their music preferences</li> <li>- Make comparisons</li> <li>- Use a range of adjectives</li> </ul>
	 <ul style="list-style-type: none"> <li>- Students will learn how to:</li> <li>- Talk about role models</li> <li>- Use the present tense</li> <li>- Talk about past experiences using the perfect tense</li> <li>- Label parts of the body</li> <li>- Use imperatives</li> <li>- Talk about how to overcome misfortune</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
	 <ul style="list-style-type: none"> <li>- Build confidence and communication skills</li> <li>- Develop resilience</li> <li>- Develop ability to work in pairs/group</li> <li>- Culture: Role models from the German-speaking world</li> <li>- What makes a positive role model?</li> </ul>	
<p><b>HAND - Skills</b></p>	 <ul style="list-style-type: none"> <li>- Listening and reading:</li> <li>- To be able to understand a discussion about role models and be able to note down details about what they have done in their lives (perfect tense).</li> <li>- To develop reading skills and strategies for longer texts with unknown vocabulary</li> <li>- To be able to understand imperatives and translate them into English</li> <li>- Speaking and writing:</li> <li>- To produce language to describe, give opinions about and discuss role models.</li> <li>- To produce language to describe past accidents and injuries.</li> </ul>	




# Unit 2: Musik

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Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>- knowledge of role models, perfect tense with <i>haben</i> and <i>sein</i> and body parts.</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- talk about their ambitions and jobs</li> <li>- Use conditional tense and <i>um...zu</i></li> <li>- Develop an understanding of the accusative and dative case</li> </ul>
	 <ul style="list-style-type: none"> <li>- Students will learn how to:</li> <li>- Talk about music preferences</li> <li>- Use subject and direct object pronouns</li> <li>- Talk about playing or singing in a band</li> <li>- Use <i>seit + present tense</i> (since/for)</li> <li>- Discuss different bands and make comparisons</li> <li>- Describe a music festival</li> <li>- Use separable verbs in the perfect tense</li> <li>- Ask and answer questions spontaneously</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
 <ul style="list-style-type: none"> <li>- Build confidence and communication skills</li> <li>- Develop resilience</li> <li>- Develop ability to work in pairs/group</li> <li>- Culture: German music and bands</li> </ul>		
<p><b>HAND - Skills</b></p>	 <ul style="list-style-type: none"> <li>- Listening and reading:</li> <li>- To be able to understand details about music genres, bands and opinions, and to classify opinions as positive or negative</li> <li>- To be able to understand what instruments people play, for how long and how often</li> <li>- To be able to read for gist and then in closer detail to aid understanding.</li> <li>- Speaking and writing:</li> <li>- To be able to express opinions about music, write an application for a band competition and produce a language about an own experience of a music festival/competition</li> </ul>	




# Unit 3: Meine Ambitionen

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Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>- knowledge of how to express opinions about music, make comparisons and describe a music festival</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- talk about their childhood, compare primary and secondary school and use the imperfect tense</li> </ul>
	 <ul style="list-style-type: none"> <li>- Students will learn how to:</li> <li>- Discuss ambitions</li> <li>- Use the conditional</li> <li>- Use 'um...zu' to give reasons for doing different jobs</li> <li>- Discuss what they would like to be or do</li> <li>- Use correct word order (verb second idea)</li> <li>- Talk about working in a ski-resort</li> <li>- Use <i>in</i> and <i>auf</i> with the accusative and dative cases</li> <li>- Transcribe and decode language</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
	 <ul style="list-style-type: none"> <li>- Build confidence and communication skills</li> <li>- Develop resilience</li> <li>- Develop ability to work in pairs/group</li> <li>- Careers: how will German help me in the future? In which careers can I use my language skills?</li> </ul>	
<p><b>HAND - Skills</b></p>	 <ul style="list-style-type: none"> <li>- Listening and reading:</li> <li>- To be able to understand the conditional in short extracts about ambitions, jobs and future plans.</li> <li>- To be able to understand what job people would like and why.</li> <li>- Speaking and writing:</li> <li>- To produce language describing future plans and ambitions, using the conditional tense</li> <li>- To produce language from the perspective of another person, using the 3<sup>rd</sup> person of the perfect tense</li> </ul>	

# Unit 4: Die Kindheit

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Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>- Knowledge of common jobs and be able to talk about their ambitions.</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Review language from previous units in preparation for an end of year assessment.</p>
	 <ul style="list-style-type: none"> <li>- Student will learn how to:</li> <li>- Compare their childhood to their life today</li> <li>- Use <i>als</i> to mean 'when' in the past</li> <li>- Talk about childhood activities</li> <li>- Use the imperfect of modal verbs</li> <li>- Compare primary school to secondary school</li> <li>- Use the superlative</li> <li>- Read short literary texts</li> <li>- Use the imperfect tense</li> <li>- Write a story in German in the style of a Fairy tale</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
 <ul style="list-style-type: none"> <li>- Build confidence and communication skills</li> <li>- Develop resilience</li> <li>- Develop ability to work in pairs/group</li> <li>- Culture: German literature: Grimms Märchen</li> </ul>		
<p><b>HAND - Skills</b></p>	 <ul style="list-style-type: none"> <li>- Listening and reading: To be able to understand short extracts of people comparing their childhood to their life today, talking about their childhood activities, and comparing their primary and secondary schools.</li> <li>- To be able to transcribe and translate short extracts</li> <li>- Writing and speaking: To be able to produce language to describe your childhood, childhood activities and to compare primary school to secondary school using a mixture of the present and past tenses</li> </ul>	