

# French Curriculum Map

Year 7	Year 8
<p>C'est Perso - Personal Information            Moi et mes animaux - Physical Appearance and Pets            Ma famille et mes préférences - Family and Personal Interests            Ma Zone- My Town            Miam Miam! - Food</p>	<p>Les vacances –Holidays            Paris, Je t'adore! - A Visit to Paris            Au collège –School            T'es branché? -Technology and Social Media            Mes préférences - Television, film, music            Aux magasins - Clothes and Shopping</p>

Year 9	Year 10	Year 11
<p>Ma Vie Sociale d'Ado—My Teenage Social Life            Bien dans sa Peau – Health, Fitness &amp; Well-being            A l'horizon – The Future            Spécial Vacances - Holidays            Mon Clan, ma tribu –Relationships</p>	<p>Mon Clan, ma tribu –Relationships (recap from Y9)            Tu as du temps à perdre –Free Time            Ma vie scolaire –School and future plans            En pleine forme –Healthy living            Numéro vacances –Holidays</p>	<p>Numéro vacances –Holidays (continued from Year 10)            Notre planète –Environmental issues            Mon petit monde à moi –Home town            Mes projets d'avenir –Future plans</p>

Year 12	Year 13
<p>Les changements dans les structures familiales – Changing Trends in Family Life in France            L'éducation– French Education System            Le monde de travail– The World of Work in France.            La musique—Francophone music            Les medias –impact on Society and Politics of Written and Online Press            Les festivals—Festivals and Traditions in France and Francophone countries            Introduction to the Individual Research Project            Intouchables –study of a film</p>	<p>L'impact positif de l'immigration en France –positive impact of immigration in France            Les défis de l'immigration et de l'intégration en France –the challenges of immigration and integration            L'extrême droite –Far Right            La France occupée –occupied France            Le régime de Vichy –the Vichy Regime            La résistance –the Resistance            Boule de Suif –study of a text</p>

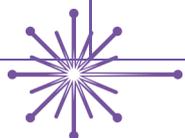


# German Curriculum Map

Year 7	Year 8
Meine Welt und ich- Personal Information Familie und Tiere - My Family and Animals Meine Meinung - my opinions and free time Technologie und Freizeit– Technology and free time Die Schule– school	Meine Stadt –my town Ich liebe Ferien- Holidays Bist du ein Medienfan?- Media Bleib gesund- Healthy Living Klassenreisen machen Spaß- School Trips Wir gehen aus- Going out

Year 9	Year 10	Year 11
Vorbilder - Role Models Musik – Music Meine Ambitionen - Ambitions Die Kindheit - Childhood Zurück zur Schule - School	Zurück zur Schule - School (recap) Endlich mal Freizeit – Free Time & Leisure Activities Meine Welt, deine Welt – Relationships with Family and Friends Bleib gesund – Healthy living	Meine Ecke –Neighbourhood Schöne Ferien –Holidays Unsere Welt –Environmental issues Wie sieht die Zukunft aus –Future Plans

Year 12	Year 13
Natur und Umwelt—Environmental Awareness and Sustainability in Germany Bildung –Education in Germany and Professional Training Die Welt der Arbeit –The World of Work Musik –Music in German speaking Countries Die Medien –Media Influences on Society and Politics Die Rolle von Festen und Traditionen –The Role of Festivals and Traditions Introduction to the Individual Research Project Good Bye Lenin – Wolfgang Becker - The Study of a Film	Der Besuch der alten Dame—Friedrich Dürrenmatt - The Study of a Play Die positive Auswirkung von Integration –Positive Effects of Integration Die Herausforderung von Immigration und Integration –the Challenges of Immigration and Integration Die Staatliche und soziale Reaktion zur Immigration – The state and social reaction to immigration Die Gesellschaft in der DDR vor der Wiedervereinigung –Society in the GDR before reunification Ereignisse vor der Wiedervereinigung –Events before reunification Deutschland seit Wiedervereinigung –Germany since reunification



# MFL

## Assessment Guidance

Work completed by students in the MFL Department will be marked in one of the following ways:

Light Touch Marking e.g. ticks, stamps, stickers;  
Verbal Feedback;  
Self-Assessment;  
Peer Assessment;  
Deep Marking.

Star stampers are used to indicate pleasing aspects of work and will be used for rewards. For every three stamps received, students are awarded a house point.

Arrow stamps are used to indicate an area or areas for improvement. Students are expected to respond to the teacher feedback in a timely fashion, using green pen. Students should be encouraged to have a green pen as part of their basic lesson equipment.

### **Assessments**

The core MFL skills of listening, speaking, reading and writing/ translation are tested regularly in the form of mini assessments per module, which take place in the course of a lesson. Regular vocabulary tests also take place. Formal assessments in a range of skills are undertaken twice a year.

In KS5, extended pieces of writing will be marked using Edexcel mark schemes.

