

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	SharePoint – MFL shared area – GERMAN folder
Curriculum intent and rationale:	At John Port Spencer Academy, our German curriculum is carefully designed to be ambitious, inclusive and knowledge rich. We aim to develop confident, articulate, and culturally aware students of German. We aim to: - develop students' confidence and competence in using the language across a variety of contexts - build their ability to communicate effectively in speaking, listening, reading, and writing, while also fostering an appreciation and understanding of the diverse cultures of German-speaking countries - encourage learners to become independent, culturally aware, and motivated language users who can apply their skills in real-life situations, further education, or future careers seek to inspire a love for languages and support students in becoming global citizens. Curriculum Organisation: Students are taught in mixed ability classes. Students receive x2 lessons of German a week; this may be with one or with two teachers, depending on the timetable.
National Curriculum Links:	While the national curriculum primarily sets out the framework for key stages 1 to 3, the GCSE builds on those foundations, focusing on developing skills in Listening, Speaking, Reading and Writing. Specifically, the national curriculum emphasizes the importance of: - developing an understanding of the language's structure and vocabulary. - communicating effectively in the target language. - gaining insights into the culture and society of German-speaking countries. - encouraging intercultural understanding. The GCSE AQA German course supports these aims by deepening students' language skills and cultural knowledge, preparing them for further study or real-world use of the language. It essentially extends and consolidates the skills introduced earlier in the national curriculum, ensuring students are well-equipped to use German confidently and competently.

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)					
By the end of the year students will know how:					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Theme 3 – Communication and the world around us – Unit 7 – Travel and tourism, including places of interest Start Theme 1 – People and lifestyle – Unit 2 – Healthy living and lifestyle To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages. To talk about the weather. To describe holiday time activities (while away on holiday or at home) and give opinions. To describe holiday destinations in the present, past and future. To say whether holidays are important and why. To describe an ideal holiday.	Finish Theme 1 – People and lifestyle – Unit 2 – Healthy living and lifestyle Theme 3 – Communication and the world around us – Unit 9 – The environment and where people live To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking,	Theme 2 – Popular culture – Unit 6 – Celebrity culture To refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. To give opinions and personal details on a variety of celebrities/famous people. To give opinions about celebrities' activities/influences on young people and wider society. To refer to events involving famous people eg music, film, TV, fashion, culture and technology. See individual vocabulary lists in German folder on SharePoint <u>Key skills and concepts:</u>	Theme 2 – Popular culture – Unit 4 – Free time activities To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams. To talk about film and television. To give reviews and opinions.	GCSE Speaking exam Revision in HT4, HT5 and HT6 for actual GCSE 2026 exams Suggested order to revise before the exams: Vocabulary Review Focus on the core vocabulary from all Themes, especially those you find challenging. Use flashcards or apps to reinforce memory. Themes and Topics Review each of the 3 main Themes: People and lifestyle (Theme 1), Popular Culture (Theme 2) and Communication and the world around us (Theme 3). Make sure you understand key vocabulary and grammar points for each. Grammar Practice	n/a

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To list and describe places of interest, locally and elsewhere and give opinions about them. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. To talk about illness and injuries. To say what your lifestyle was like in the past and your future intentions See individual vocabulary lists in German folder on SharePoint <u>Key skills and concepts:</u> The demonstrative adjective dies- Using es gibt and es gab Revising the Future Tense Relative pronouns Pronunciation: er Indefinite pronouns (jemand and niemand) Revising the Perfect and Imperfect Tenses Pronunciation: b, d and g Plural indirect object pronouns Using es gibt and es gab Pronunciation: er Singular indirect object pronouns Using verbal nouns Pronunciation: hard and soft ch Revising relative pronouns Avoiding using the passive <u>Core content:</u>	smoking/vaping, drugs, alcohol, etc) including consequences. To talk about illness and injuries. To say what your lifestyle was like in the past and your future intentions. To discuss environmental problems. To talk about saving the planet. To talk about areas where people live. To talk about places to live. See individual vocabulary lists in German folder on SharePoint <u>Key skills and concepts:</u> The Perfect Tense with haben (regular past participles) Articles and cases (nominative and accusative) Pronunciation: zw Negation with nicht and kein The Perfect Tense with sein Pronunciation: The sp sound at the start of words) Using ein and kein The Perfect Tense with haben Pronunciation: ei and ie Articles and cases (nominative and accusative) Using seit with the Present Tense Possessive adjectives The Perfect Tense with haben and sein Pronunciation: pf Using sondern to say 'but' The Imperfect Tense of sein Pronunciation: sp at the start of words <u>Core content:</u> Talking about food and a healthy lifestyle Talking about a healthy lifestyle Talking about health and happiness Discussing lifestyle choices To discuss environmental problems. To talk about saving the planet.	Revising Modal verbs Adjective endings after the definite article Pronunciation: v and w Adjective endings after the definite and indefinite article Revising the Future Tense) Adjective endings in the nominative and accusative cases Revising the Perfect Tense Adjectival nouns after viel, etwas, nichts and alles Different ways to use werden Pronunciation: w and v Checking adjective endings Modal verbs in the Imperfect Tense (singular forms) Dative reflexive pronouns Modal verbs in the Imperfect Tense (all forms) <u>Core content:</u> Describing role models / Talking about films German-speaking celebrities from the past Famous German-speaking people Talking about celebrities Talking about positive and negative aspects of fame <u>Links and themes:</u> Revision / Expansion of KS3 vocabulary Revision / Expansion of KS3 grammar Breaking the language down to aid understanding Language manipulation <u>Challenge, grammar and pronunciation:</u> st v w o/ ö u / ü pf ei / ie 3rd person singular verb tragen, essen, nehmen <u>Misconceptions:</u>	To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. To discuss reading habits. To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. To discuss shopping habits and preferences, including favourite shop/location. See individual vocabulary lists in German folder on SharePoint Possible GCSE Speaking Exam <u>Key skills and concepts:</u> Revising weil and wenn The Future Tense with werden Using ich möchte to say what you would like Using the accusative case Asking questions using inversion Using gern and lieber The Future Tense with werden Pronunciation: w Using beim/am + infinitives as nouns The Present Tense of wissen Question words mögen and wollen Pronunciation: o and ö Using the demonstrative adjective dies- Using ich möchte to say what you would like <u>Core content:</u> Talking about free time activities Talking about sports and extreme sports Making plans	Revise essential grammar points such as verb tenses (present, past, future, conditional, imperfect, pluperfect*), adjectives, adverbs, and sentence structures. Practice applying these in writing and speaking. *Higher Tier Listening Skills Practice past exam listening papers and exercises to improve comprehension. Focus on understanding main ideas and specific details. Reading Skills Read past exam texts, articles, and comprehension exercises. Practice answering questions accurately and quickly. Writing Practice Write essays, emails, or short responses on common topics. Focus on accuracy, vocabulary, and grammar. Exam Technique Review the format of each paper, time management strategies, and how to approach different question types. Review Mistakes Go over your practice exams and exercises to understand errors and avoid repeating them. See individual vocabulary lists in German folder on SharePoint for the purpose of revision <u>Key Skills and Concepts:</u> Past, present and future Verb as second idea Co-ordinating conjunctions Sub-ordinating conjunctions (Higher Tier) um...zu TMP Verb agreement Common dative prepositions	
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Giving opinions about holidays Talking about past holidays Giving details about places of interest Describing holidays <u>Links and themes:</u> Revision / Expansion of KS3 vocabulary Revision / Expansion of KS3 grammar Breaking the language down to aid understanding Language manipulation <u>Challenge, grammar and phonics:</u> st v w o/ ö u / ü pf ei / ie es gibt plus accusative es wird ... geben man and verb agreement / possessive pronoun AQA adjective list such as hervorragend etc. <u>Misconceptions:</u> Confusing words such as Ausflug Knowing synonyms such as Reise / Fahrt Phrases with Ferien, Urlaub / Feiertag / Ferienort Use of formal and informal Sie /du. Students might think that all tourism is harmful to the environment or local communities, without recognizing that sustainable tourism aims to minimize negative impacts. Some might also assume that tourism only involves visiting popular destinations, overlooking the variety of	To talk about areas where people live. To talk about places to live. <u>Links and themes:</u> Revision / Expansion of KS3 vocabulary Revision / Expansion of KS3 grammar Breaking the language down to aid understanding Language manipulation <u>Challenge, grammar and phonics:</u> st v w o/ ö u / ü pf ei / ie seit and Dative plural nicht nur ... sondern auch <u>Misconceptions:</u> Thinking that only strict dieting or intense exercise are necessary for health or believing that certain foods are completely "bad" or "good" without considering moderation. Students might also assume that healthy living is only about physical health, overlooking mental well-being and rest. It's important to remember that a balanced lifestyle includes a variety of healthy habits, such as good nutrition, regular activity, adequate sleep, and mental health care.	The idea that celebrities are always perfect and happy, when in reality, they often face many challenges and pressures. Another misconception is that celebrity culture is entirely superficial and has no impact on society, but it can influence trends, values, and even people's self-esteem. Additionally, some might think that celebrities are completely disconnected from everyday life, whereas many are involved in charitable work or social issues. Some might believe that the vocabulary is only about famous people, but it also includes words related to media, fame, and the impact of celebrity culture on society. Understanding these nuances can help you discuss celebrity culture more thoughtfully in your exams!	Talking about films <u>Links and themes:</u> Revision / Expansion of KS3 vocabulary Revision / Expansion of KS3 grammar Breaking the language down to aid understanding Language manipulation <u>Challenge, grammar and pronunciation:</u> st v w o/ ö u / ü pf ei / ie <u>idiomatic</u> gern / lieber / am liebsten die Medien plus plural verb <u>Misconceptions:</u> Thinking that all vocabulary related to free time is only about hobbies or sports, when in fact it also includes activities like watching TV, listening to music, or going out with friends. Another misconception is assuming that the grammar used in free time topics is always simple, but students often need to use different tenses, like the present, past, and future, to talk about their activities accurately. Additionally, some students might believe they only need to focus on vocabulary but understanding how to structure sentences and use correct verb conjugations is equally important.	<u>Misconceptions:</u> Thinking that the use of cases must be perfect to gain a higher GCSE grade. Students may need guidance on development of answers and what this means with regards to AQA writing Difference between statement of fact (sie ist klein) and opinion (sie ist freundlich) Because and word order da, weil and denn Danach/ nachher / später and nachdem Know false friends such as Gift, sensibel, eventuell etc.	
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tourism types like eco-tourism, cultural tourism, or rural tourism. Additionally, students might believe that tourism is always a positive economic boost, not considering potential downsides like over-reliance on tourism or economic disparities.					
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Previous learning that is particularly relevant:

At KS3 German, several areas of previous learning are particularly relevant and essential for success at GCSE. These include:

- Basic Grammar and Sentence Structure:** Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE.
- Vocabulary for Everyday Topics:** Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE.
- Pronunciation and Listening Skills:** Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams.
- Cultural Awareness:** Knowledge of German-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE.
- Basic Tenses and Time Expressions:** Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE.
- Functional Language Skills:** Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use.

These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will encounter and develop during GCSE German. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.

Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?

GCSE German content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress:

- 1. Advanced Grammar and Tenses:** GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently.
- 2. Expanded Vocabulary:** GCSE broadens vocabulary across topics such as environment, technology, social issues, and global concerns. This wider vocabulary is essential for engaging with more complex texts and discussions at KS5.
- 3. Reading and Listening Skills:** GCSE develops skills in understanding authentic materials, including articles, podcasts, and videos. These skills are crucial for KS5, where students encounter more challenging and diverse sources.
- 4. Writing and Speaking Skills:** GCSE tasks involve producing detailed written responses and engaging in extended conversations. These skills are foundational for KS5 coursework, debates, and presentations.
- 5. Cultural Knowledge:** GCSE introduces students to cultural aspects of German-speaking countries, fostering intercultural understanding. This cultural awareness enriches KS5 studies, especially when exploring literature, film, and social issues.
- 6. Preparation for Academic and Professional Use:** The skills gained at GCSE, such as critical thinking, argument development, and nuanced language use, prepare students for higher education and careers where German is relevant.

Overall, the content at GCSE German acts as a bridge, equipping students with the necessary skills, knowledge, and confidence to excel in KS5 German and future language-related pursuits.

Outcomes:
By the end of the year students will be able to solve/create/produce/write:

Our curriculum is structured for students to learn more to remember more ensuring that the AQA assessment objectives are completed:

1. Listening (25%)
- Understand spoken German from a variety of authentic sources, such as conversations, announcements, and recordings.
 - Answer questions that test students’ ability to grasp main ideas, details, opinions, and attitudes.
 - The questions may include multiple-choice, short answer, or matching exercises.
2. Reading (25%)
- Read and understand different types of written German, including articles, emails, advertisements, and texts.
 - Respond to questions that assess comprehension of main points, specific details, opinions, and attitudes.



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- Tasks may involve multiple-choice, short answers, or matching exercises.

3. Speaking (25%)

- Students engage in a spoken conversation with their teacher
- Demonstrate your ability to express opinions, describe experiences, and develop ideas.
- Students will prepare and deliver responses to prompts, answer questions, and participate in discussions.
- Use appropriate vocabulary, grammar, and pronunciation.

4. Writing (25%)

- Write in German for different purposes and audiences, such as messages, descriptions, or opinions.
- Organize ideas clearly and accurately, using a range of vocabulary and grammatical structures.
- Include opinions, descriptions, and arguments as required.
- Writing should be coherent and appropriately structured.

Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged students.

Formative:

Recall knowledge tests – key AQA vocab tests weekly
Questioning – methods of participation
Homework – knowledge based
Development tasks – whole class/individual
Low stakes assessment
Independent written work – self and peer assessment

Summative (& cumulative)

Written work is marked regularly in line with school policy
HT1- Kerboodle assessment on holidays
HT2- Year 11 mock exams 1st session: Listening, Reading & Writing
HT3-Kerboodle assessment on topics to date / Year 11 mock Speaking exam
HT4-Year 11 mock exams 2nd session: Listening, Reading and Writing / actual Speaking exam ?
HT5-actual Speaking exam ? / actual Listening, Reading and Writing exams
HT6-n/a
Regular peer and self-assessment
Regular exam practice within lessons / set as Homework e.g. for the skill of Speaking: Role Play / Reading Aloud / Photo Card

Opportunities to revisit past learning:

The nature of learning an MFL means interleaving takes place often and refers to KS3 knowledge often.
Students will have a summative assessment in June for all 4 skills that they do at GCSE.

Opportunities for homework (including apps):

CGP vocabulary booklet
CGP GCSE Workbook
CGP Complete GCSE revision and practice workbook
BBC Bitesize
Duolingo
Quizlet

How is the curriculum adapted to meet the needs of SEND and disadvantaged students, while maintaining high expectations?

In the German department we support SEND (Special Educational Needs and Disabilities) and disadvantaged students by implementing inclusive teaching strategies that aim to meet high expectations for all students:

- **Differentiated Instruction:** Teachers tailor activities and resources to accommodate different learning styles and needs, ensuring that all students can access the content effectively.
- **Use of Supportive Resources:** Providing visual aids, bilingual dictionaries, or simplified texts helps students with language difficulties or learning needs to engage with the material confidently.
- **Flexible Assessment Methods:** Offering alternative ways to demonstrate understanding, such as oral presentations or visual projects, supports students who may find traditional written assessments challenging.
- **Targeted Support and Interventions:** Additional support sessions or tailored feedback help disadvantaged students catch up and stay motivated, while maintaining high expectations.
- **Creating an Inclusive Environment:** Promoting a classroom culture that values diversity and encourages all students to participate actively helps build confidence and aspiration.

The goal is to ensure that all students, regardless of their starting point, are challenged to achieve their best while receiving the necessary support...

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

1. **Cultural Exploration:** Students get to learn about German-speaking countries' traditions, festivals, music, and cuisine, which broadens cultural awareness and appreciation.
2. **Travel Opportunities:** If some have the chance to visit German-speaking countries, it allows them to practice language skills in real-life situations and immerse themselves in different cultures.

Literacy, Oracy and disciplinary language:

Literacy: This involves the ability to read and write in German. Students will work on understanding written texts, such as articles, emails, or stories, and improving their vocabulary and grammar to write accurately and effectively. Activities like reading comprehension exercises, writing, and practicing spelling and grammar help strengthen literacy skills.

Oracy: This focuses on students speaking and listening skills. They will participate in conversations, role-plays, for example, to develop their ability to understand spoken German

Cross-Curricular opportunities / Opportunities to develop 'character':

History and Geography: Exploring the cultures, histories, and geographical features of German-speaking countries enhances understanding of global issues, cultural diversity, and historical events. For example, studying the history of Germany can complement lessons in history or geography.

Music and Art: Engaging with German music, art, and literature allows students to appreciate cultural expressions and develop creative skills. They might analyse German artists or musicians, or create projects inspired by German culture.



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3. **Communication Skills:** Developing the ability to speak, listen, read, and write in German boosts confidence and prepares students for future travel, work, or study abroad experiences.
4. **Personal Development:** Learning a new language encourages independence, resilience, and adaptability as students tackle new vocabulary and grammar.
5. **Career Advantages:** Being bilingual can open doors to careers in international business, tourism, translation, and more, giving students a competitive edge in the job market.
6. **Social Connections:** Students might meet new friends or pen pals from German-speaking countries, fostering global friendships and understanding.

Our curriculum supports the school value of:

Joy	Foster enthusiasm and engagement through speaking and listening activities via role plays, conversations, and listening exercises get students actively involved, not just passively reading or writing. Language learning often includes fun tools like bingo or vocabulary competitions that spark excitement. There is Cultural Relevance as lessons include music, films, food, traditions, and festivals from German-speaking countries—making learning feel meaningful and alive. Students see how German can be used in real-world scenarios (like ordering food, making friends abroad, or working in tourism), which increases motivation, and by figuring out how to form sentences or understand tricky phrases keeps students mentally stimulated.
Progress	We monitor and support progress through assessments both summative and cumulative, peer and self-assessment and reflecting on past mistakes and learning ways on how to improve speaking and writing.
Success	We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.
Act with care, kindness, respect, and integrity	We build meaningful connections with our students by creating a supportive, inclusive classroom environment where every voice is heard, and every student feels respected, valued, and safe to express their views.

and respond confidently. Listening exercises, such as understanding dialogues or audio clips, and speaking tasks, for example, completing a Reading Aloud task, are key parts of students' learning.

Disciplinary Language: This refers to the specific language used within the subject of German itself—grammar, vocabulary, and structures unique to the language. Students will learn how to use tenses correctly, expand their vocabulary related to topics like family, school, or holidays, and understand how to apply grammatical rules. This disciplinary language is embedded through targeted lessons, vocabulary building, and grammar exercises, helping students communicate accurately and appropriately in different contexts.

By integrating literacy, oracy, and disciplinary language throughout key stage 3, a well-rounded set of skills that supports overall language proficiency is developed.

Business Studies: Learning German can support understanding of international trade, marketing, and business communication, especially if students explore careers involving German-speaking markets.

Technology and Media: Using digital tools to research German-speaking countries or create multimedia presentations helps develop ICT skills while practicing language skills.

Literature and Language Arts: Comparing German literature with works from other cultures fosters critical thinking and cultural awareness, enriching language and literacy skills.

Cultural Studies: Projects or events celebrating German festivals, traditions, or cuisine promote cultural understanding and social awareness.

Overall, learning German at KS3 provides valuable opportunities to make connections across different subjects, encouraging a more integrated and engaging learning experience.

Our curriculum supports personal development by:

Discussion around empathy and emotional intelligence, cultural awareness and tolerance, moral and ethical reflection, communication, identity, social issues and preparation for the future

Careers / Employability skills:

How does the curriculum link to the following employability skills:

Listening – Class and group discussions promote respectful listening, negotiation, and cooperation.

Speaking – Students develop the confidence to speak in pairs and in groups.

Problem solving – Learning German helps students understand and making sense of new information, apply grammar rules creatively, think on their feet in speaking tasks, translate and interpret, overcome communication barriers, manage tasks under exam conditions.

Aiming high – Challenging texts and listening exercises build academic resilience. Setting personal goals, refining essay writing, and pushing for higher structures of grammar teaches students to strive for high standards.

Critical thinking – Encouraging students to question, analyse, and make informed decisions about language, meaning, and culture.

Staying positive – Improving brain health, opening the mind and improving confidence.

Leadership – Leading a group activity, discussion, or peer feedback session helps develop initiative, confidence, and responsibility—key traits of effective leadership.

Teamwork – Collaborative tasks like group analysis or peer editing build cooperation, compromise, and shared responsibility.

Creativity – Expressing opinions in new ways, boosting cognitive flexibility, being creative in class, appreciating art, music and literature.

Employment Sectors discussed include: travel and tourism, business and media, arts and entertainment, education, healthcare and social care, law and government and translating and interpreting.



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Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.		
When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
June 2025	Ofsted coming in 2026	QA monitoring
	Changes to GCSE MFL made 2024 ready for exams in 2026	Faculty meetings, moderation, examination reports, recall of exam scripts, Webinars
		CPD