



German Curriculum Map

<p>Why do we teach Modern Foreign Languages?</p> <p><i>Language is power and how we use it defines us.</i></p> <p>We believe that language learning is not only important for communication, but also for developing empathy and an understanding of different cultures. By fostering cultural competence and literacy, we know that we can help our students become responsible global citizens who are equipped to navigate the complexities of our everchanging world.</p>	<p>How do we teach Modern Foreign Languages? (Key concepts and skills)</p> <p>We provide students with the necessary skills to become successful, independent language learners that are able to communicate confidently and fluently in the classroom and beyond.</p> <p>We do this by:</p> <ul style="list-style-type: none">• Exploring how language works through grammar and phonology (the relationship with sounds and spelling)• Developing language learning skills (including memorisation and repair strategies)• Using a variety of evidence/research-based pedagogies in second language acquisition• Providing challenge and scaffolding• Creating a supportive environment where students are encouraged to take risks to develop their language skills to the best of their abilities and build resilience
<p>What do we teach in Modern Foreign Languages?</p> <p>The topics of study are carefully selected to reflect the interests of our learners and sequenced so that our students are provided with a curriculum that is balanced, meaningful and enjoyable.</p> <p>Students will:</p> <ul style="list-style-type: none">• Develop language awareness (how to manipulate and use language effectively and appropriately)• Learn how to engage in conversations and communicate with others• Develop skills in translating written texts and interpreting spoken language• Explore the culture, literature and history of the target language countries	<p>How is Modern Foreign Languages personalised for our learners?</p> <p>A wide variety of teaching approaches are used to maximise language learning and build confidence in speaking. Language lessons at FHS are tailored to the preferred learning styles of our students. We know our students enjoy learning language through dynamic and communicative activities such as role plays, games, music and debates for example. Our students are particularly interested in the culture and the history where the target languages are spoken.</p> <p>Many of our students are multilingual and their knowledge of another language provides all FHS students with opportunities to reflect on their own culture and a deeper appreciation for the cultural diversity within our school community. We endeavour to provide opportunities for students to use their language learning beyond the classroom through educational visits.</p>



German Curriculum Map

Year 7 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Stimmt 1)	Intro to German, Topic: S1, K1 (p6-17) Meine Welt und ich <i>My world and myself</i>	Topic: S1, K2 (p28 – 39) Familie und Tiere <i>Family and animals</i>	Topic: S1, K3 (p52 – 61) Freizeit! <i>Free time</i>	Topic: S1, K4 (p74 – 83) Schule ist klasse! <i>School life</i>	REVISION & EoY prep Topic: S1, K5 (p96 – 105) Gute Reise! <i>Travelling</i>	Topic: S1, K5 (p96 – 105) Gute Reise! <i>Travelling</i>
Key concepts & skills	<ul style="list-style-type: none"> ➤ Intro target language use ➤ introducing myself ➤ numbers, age ➤ alphabet ➤ where I live ➤ my character ➤ favourite things ➤ my belongings <u>Cultural option:</u> Black History Month	<ul style="list-style-type: none"> ➤ pets ➤ family members ➤ birthdays <u>Grammar:</u> <ul style="list-style-type: none"> ➤ using “kann” ➤ adjectives <u>Cultural option:</u> Christmas traditions	<ul style="list-style-type: none"> ➤ sports ➤ leisure activities ➤ opinions ➤ how often you do activities ➤ life online <u>Grammar:</u> <ul style="list-style-type: none"> ➤ “gern” ➤ word order ➤ present tense for near future <u>Cultural option:</u> New Year’s traditions	<ul style="list-style-type: none"> ➤ school subjects ➤ days & times ➤ describing teachers ➤ school facilities & rules <u>Grammar:</u> <ul style="list-style-type: none"> ➤ “weil” ➤ word order (complex) ➤ “sein/ihr” ➤ prepositions +Dative <u>Cultural option:</u> Ramadan (avoid food topics)	<ul style="list-style-type: none"> ➤ Revise all topics ➤ Exam skills ➤ around town ➤ souvenir shopping <u>Grammar:</u> <ul style="list-style-type: none"> ➤ “es gibt” + “ein/kein” ➤ “ich möchte“ <u>Cultural option:</u> German-Namibian cultural food (+ colonial context)	<ul style="list-style-type: none"> ➤ snacks & drinks ➤ making holiday plans ➤ holiday activities <u>Grammar:</u> <ul style="list-style-type: none"> ➤ money ➤ future tense with “werden” <u>Cultural option:</u> Tourist brochures of Swiss/Austrian destinations
Summative Assessment	Baseline Assessment: Reading & Writing (GCSE style 40 word)	Assessment: Reading in HT2 (D1, M2)	Assessment: Listening in HT3 (D1, M3)	Assessment: Reading HT4 (D1, M4)	Assessment: Speaking	Summative Assessment: End of Year: Writing (GCSE style 40 word) + Reading
Builds on	<i>(Any Primary school knowledge)</i>	<i>Numbers, character</i>	<i>Hobbies, opinions</i>	<i>Opinions</i>	<i>Area</i>	<i>Around town</i>
Builds towards	<i>Family, Travel</i>	<i>Childhood (Y9)</i>	<i>Travel, holidays (Y8)</i>	<i>School (GCSE)</i>	<i>Holidays Going out (Y9)</i>	<i>Year 8 German</i>



German Curriculum Map

Year 8 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Stimmt 2)	Topic: Gute Reise! (Good Travels!) Stimmt 1 Kapitel 5 (p98-108)	Topic: Ich liebe Ferien! (I love holidays!): Stimmt 2, K1 (p8-18)	Topic: Bleib gesund! (Stay healthy!) Stimmt 2, K3 (p30-40)	Topic: Bist du Medienfan? S2.K2 (p54-64)	Revision of all Y8; Topic: Klassenreisen machen Spaß! (Class trips are fun!), S2.K4 (p76-88)	Topic: Wir gehen aus! (We're going out!), S2.K5 (p98-108)
Key concepts & skills	<ul style="list-style-type: none"> ➤ INTRO: reminder of key target language - Y7 ➤ Recap Travel & Tourism, Around town, ➤ Intro: Shopping for souvenirs & food <p><u>Cultural option:</u> Black History Month</p>	<ul style="list-style-type: none"> ➤ Holiday accommodation, ➤ Travel, ➤ Weather, ➤ Descriptions (pros/cons) <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Past tense (perfect: transitive & intransitive), ➤ Sequencing ➤ Comparisons <p><u>Cultural option:</u> Christmas traditions in De, Oe, Sw</p>	<ul style="list-style-type: none"> ➤ Food and drink, ➤ Fitness and sport, ➤ Recipes and Cultural dishes/menus <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ using "müssen" ➤ imperative ➤ note-taking skills ➤ using familiar language in new contexts 	<ul style="list-style-type: none"> ➤ Cinema, ➤ TV, ➤ Reading, ➤ Screen time ➤ Technology addictions <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Questions in the perfect tense ➤ modal verbs <p><u>Cultural option:</u> Ramadan in German-speaking countries (+ avoid food topics this term)</p>	<ul style="list-style-type: none"> ➤ Revision of all Y8 topics & Exam skills for EoY assessment ➤ Rules, ➤ Daily routines, ➤ Directions, ➤ Festivals <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ "dürfen/ müssen" ➤ reflexive and separable verbs ➤ the different forms of "you" ➤ separable + reflexive verbs in perfect tense 	<ul style="list-style-type: none"> ➤ Clothes and style, ➤ Making plans, ➤ Getting dressed, ➤ Uniform debate, <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ "wenn" clauses ➤ future tense ➤ reflexive verbs ➤ asking questions ➤ mixing tenses <p><u>Cultural option:</u> German and eco-friendly & fair-trade fashion</p>
Summative Assessment	Baseline Assessment: Reading & Writing (GCSE style 40 word)	Assessment: Reading (in class) – S2K1	Assessment: Listening (data drop) – S3K3	Assessment: Speaking (in class) – S2K2	Assessment: Reading (in class) – S2K2	Summative Assessment: End of Year: Writing (GCSE style 40 word) + Reading
Builds on	<i>all Y7 knowledge; started S1K5 (Gute Reise!) in Y7 Summer 2</i>	<i>Y7/Y8 (S1K5 - Gute Reise!) travel & weather; Y7/Y8 – past tense (imperfect)</i>	<i>Y7/Y8 (S1K5 – Gute Reise!) snacks & drinks</i>	<i>Y7 (S1K4 – Schule ist klasse!) longer descriptions; Past tense (perfect)</i>	<i>All Y8 content; Ich liebe Ferien (I love holidays!) – Autumn 2; Modal verbs</i>	<i>Y7 (S1K4 – Schule ist klasse!) school uniform; Future tense</i>
Builds towards	<i>Topic Autumn 2: Ich liebe Ferien! (I love holidays!): Stimmt 2, K1 (p8-18)</i>	<i>Topic Summer 1: Klassenreisen machen Spaß! (Class trips are fun!), S2.K4 (p76-88); GCSE German Theme 2 (local, national, international areas of interest) - holidays</i>	<i>GCSE German Theme 2 (local, national, international areas of interest) - holidays</i>	<i>GCSE German Theme 1 (identity and culture) – technology and free time</i>	<i>GCSE German Theme 3 (current & future study & employment) – class trips; GCSE Theme 2 (local, national, international areas of interest) - holidays</i>	<i>Y9 German Autumn 1 (S3K1 – Vorbilder! = Role Models) GCSE German Theme 3 (current & future study & employment) – school routine & uniform</i>

**for 2022-23, topics will be shifted one half term sooner as "Gute Reise!" should have been covered in Y7 HT6*



German Curriculum Map

Year 9 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content <i>Stimmt 3 (Rot)</i>	Topic: Wir gehen aus (Going out): S2.K5 (p98-110)	Topic: Vorbilder (Role models): S3.K1 (p8-18)	Topic: Musik (Music): S3.K2 (p30-40)	Topic: Meine Ambitionen (My ambitions), S3.K3 (p54-64)	REVISION of y9; Topic: Die Kindheit (Childhood), S3.K4 (p76-86)	EoY Assessment; Topic: Rechte und Pflichten (Rights and Duties) S3.K5 (p98-108)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Clothes and style, ➤ Making plans, ➤ Getting dressed, ➤ Uniform debate <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ reflexive verbs ➤ present tense for near future <p><u>Cultural option:</u> Black History Month (AfroDeutscher) – role models, history, music</p>	<ul style="list-style-type: none"> ➤ Role models, ➤ Experiences (<i>past, mixed perfect tense</i>), ➤ Parts of the body, ➤ Overcoming misfortune / illness and injury <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ mixed tenses ➤ imperative (instruction) ➤ longer texts 	<ul style="list-style-type: none"> ➤ Music genres, ➤ Bands, ➤ opinions ➤ Music festivals, <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ pronouns, ➤ “seit” + present tense + dative case, ➤ comparisons, ➤ separable verbs in the perfect tense 	<ul style="list-style-type: none"> ➤ Ambitions, ➤ Jobs, ➤ Dream jobs, ➤ Working in a ski resort <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Conditional, ➤ using “um...zu...”, ➤ “in/auf” with Accusative/Dative <p><u>Cultural option:</u> Ramadan (avoid food topics)</p>	<ul style="list-style-type: none"> ➤ Revision of all Y9 topics & Exam skills for EoY assessment ➤ Childhood and activities, ➤ Comparing primary vs. secondary school, ➤ Fairy tales (Grimms), <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “Als” + past tense ➤ Complex word order, ➤ Modal verbs, ➤ Imperfect tense in stories 	<ul style="list-style-type: none"> ➤ Age limits, ➤ What is important, ➤ Making a difference in the world ➤ Comparing life now vs. then <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ three tenses, ➤ complex word order <p><u>Cultural option:</u> Divided Germany</p>
Summative Assessment	Baseline Writing – GCSE style 40 word	Reading (end of chapter)	Listening (end of chapter)	Speaking (end of chapter)	Practice for EoY: in-class Writing	End of Year: Writing (GCSE style 90 word) + Reading
Builds on	(all Year 8 knowledge), School, Going out	Mixed Tenses, Hobbies	Likes/dislikes	Travel/Holidays	School	Role models
Builds towards	School, Travel, Free time (GCSE)	Travel (GCSE)	Music (GCSE)	Future plans (GCSE)	School, Family (GCSE)	GCSE German

*for 2022-23, topics will be shifted forward by one half term each as current Y8 will have finished all of Stimmt 2 by July 2022



German Curriculum Map

Year 10 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Stimmt GCSE Higher/Foundation)	Topic: <i>Auf in die Schule (School)</i>, Kapitel 1	Topic: <i>Zeit für Freizeit (Free time)</i>, Kapitel 2	Topic: <i>Menschliche Beziehungen (Relationships)</i>, Kapitel 3	Topic: <i>Willkommen bei mir! (At my house)</i>, Kapitel 4	REVISION + EXAM SKILLS; Topic: <i>Willkommen bei mir! (At my house)</i>, Kapitel 4	REVISION + EXAM SKILLS; Topic: <i>Ich liebe Wien (Tourism)</i>, Module 5
Key concepts & skills	<ul style="list-style-type: none"> ➤ Orientation (recap key KS3 knowledge) ➤ School subjects, ➤ clothes, ➤ primary school, ➤ school day, ➤ school rules, ➤ German school system, ➤ school trips <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ present tense, ➤ imperfect + perfect tenses, ➤ opinions using “denn”/ “weil”, ➤ modal verbs, ➤ future tense <p><u>Cultural option:</u> Black History Month</p>	<ul style="list-style-type: none"> ➤ Leisure activities, ➤ books, ➤ music, ➤ film + TV, ➤ sport, ➤ festivals + celebrations <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ <i>nouns + articles,</i> ➤ <i>adverbs of frequency and place,</i> ➤ <i>“gern/lieber/am liebsten”,</i> ➤ <i>plural nouns,</i> ➤ <i>conditional tense,</i> ➤ <i>mixed tenses</i> <p><u>Cultural option:</u> Christmas traditions</p>	<ul style="list-style-type: none"> ➤ Describing photos, ➤ friendships, ➤ family ➤ relationships, ➤ views on marriage, ➤ weekend activities, ➤ comparing young life to now <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ adjectives, ➤ possessive adjectives (pronouns), ➤ dative with „mit”, ➤ separable verbs in present + perfect tenses, ➤ prepositions “in” and “an”, ➤ modal verbs in the imperfect tense 	<ul style="list-style-type: none"> ➤ House + home, ➤ food + drink, ➤ exchange partner visits, ➤ daily routine, ➤ traditional German meals, ➤ healthy living, ➤ social media + technology <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ irregular verbs, ➤ separable verbs, ➤ “du”/“Sie” – polite register, <p><u>Cultural option:</u> Ramadan (avoid food topics)</p>	<ul style="list-style-type: none"> ➤ House + home, ➤ food + drink, ➤ exchange partner visits, ➤ daily routine, ➤ traditional German meals, ➤ healthy living, ➤ social media + technology <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ prepositions with accusative/ dative, ➤ reflexive verbs, ➤ opinions in past tense, ➤ range of pronouns, ➤ “wenn” clauses, ➤ complex opinions with “dass” <p><u>Exam skills:</u> GCSE assessment preparation for Reading, Listening and Writing.</p>	<p><u>Exam skills:</u> GCSE assessment preparation for Reading, Listening and Writing.</p> <ul style="list-style-type: none"> ➤ Transport, ➤ booking hotels, ➤ making travel plans, ➤ describing accommodation ➤ problems <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Clauses with two verbs, ➤ comparative + superlatives, ➤ demonstrative article “dieser”
Summative Assessment	Baseline Assessment: Reading & Listening (topics 1 & 2)	Assessment: Writing (topics 1 & 2)	Assessment: Reading & Listening (topics 3 & 4)	Assessment: Speaking	Summative Assessment: GCSE Papers 1 – 4 (all skills)	
Builds on	<i>KS3 German</i>	<i>Free Time (KS3)</i>	<i>Family (KS3)</i>	<i>My home (KS3)</i>	<i>My home (KS3)</i>	<i>Travel and Holidays (KS3)</i>
Builds towards	<i>Youth problems (Y11); Travel (Y11)</i>	<i>Holiday activities (Y11)</i>	<i>At my house (Y11)</i>	<i>Travel and Local area (Y11)</i>	<i>Travel and Local area (Y11)</i>	<i>GCSE and KS5 German</i>



German Curriculum Map

Year 11 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content (Stimmt GCSE Higher/Foundation)	Recap topic: <i>Ich liebe Wien (Tourism)</i>, Module 5	Topic: <i>Im Urlaub und zu Hause (On holiday and at home)</i>, Module 6	Topic: <i>Rund um die Arbeit (World of work)</i>, M7; <i>Eine wunderbare Welt (Global + Social Problems)</i>, M8	Recap modules 7 & 8 REVISION + EXAM SKILLS (EXAM SEASON)	REVISION + EXAM SKILLS (EXAM SEASON)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Transport, ➤ booking hotels, ➤ making travel plans, ➤ describing accommodation + problems <u>Start of Module 6: <i>Im Urlaub und zu Hause (On holiday and at home)</i></u> <ul style="list-style-type: none"> ➤ Holiday destinations, ➤ weather, ➤ holiday types + experiences, <u>Grammar:</u> <ul style="list-style-type: none"> ➤ Clauses with two verbs, ➤ comparative + superlatives, ➤ demonstrative article "dieser" ➤ Imperative, ➤ "wenn" subjunctive, ➤ adjective endings <u>Cultural extra: Black History Month (October)</u>	<ul style="list-style-type: none"> ➤ Describing local area pros and cons <u>Start of Module 7 (World of work)</u> <u>Grammar:</u> <ul style="list-style-type: none"> ➤ "nach/in/an", ➤ "werden" in present, ➤ prepositions + genitive, ➤ pluperfect tense, ➤ infinitive with "zu", ➤ "es gibt" with "(k)ein", ➤ modals in conditional ➤ forming questions, ➤ prepositions with accusative, ➤ numbers + dates, adjectives with "etwas / nichts", 	<ul style="list-style-type: none"> ➤ International festivals + events, ➤ sporting events, ➤ youth social problems, ➤ poverty + homelessness, ➤ school's environmental impact, ➤ national environmental responsibility, ➤ international + local campaigns ➤ charity work <u>Grammar:</u> <ul style="list-style-type: none"> ➤ adjectival nouns, ➤ comparatives + superlatives, ➤ subordinate clauses, passive voice 	<ul style="list-style-type: none"> ➤ Speaking skills for exam ➤ Fill any content gaps ➤ REVISION OF CONTENT & SKILLS SO FAR 	REVISION OF CONTENT & SKILLS SO FAR
Summative Assessment	Mock GCSE Paper 2 (SPEAKING)	Mock GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)	GCSE Paper 2 (SPEAKING)	Mock GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)	GCSE Papers
Builds on	KS3 and Y10 <i>Travel & Holidays</i>	KS3 and GCSE <i>Travel & Holidays</i>	<i>Festivals (Y10), Sports (KS3), Youth problems (Y10)</i>	all KS3 and GCSE	all KS3 and GCSE
Builds towards	<i>On holiday (module 6)</i>	<i>Area problems (module 7)</i>	KS5	KS5	KS5



German Curriculum Map

Year 12 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (A Level French Book 1)	Aspects of German-speaking society: current trends	Aspects of German-speaking society: current trends; Film analysis	Aspects of German-speaking society: current trends; Artistic culture in the German-speaking world; Film analysis	Artistic culture in the German-speaking world; Film analysis; Independent Research Project (IRP)	Artistic culture in the German-speaking world; Film analysis; Independent Research Project (IRP)	REVISION of Year 12 topics; Start Y13 topics (book 2): Migration, Integration
Key concepts & skills	<ul style="list-style-type: none"> ➤ Family structures and relationships ➤ Social media and technology 	<ul style="list-style-type: none"> ➤ Family structures and relationships ➤ Social media and technology ➤ Film analysis “Das Leben der Anderen” <p>Start:</p> <ul style="list-style-type: none"> ➤ Youth culture ➤ Customs and festivals 	<ul style="list-style-type: none"> ➤ Youth culture ➤ Customs and festivals ➤ Film analysis “Das Leben der Anderen” 	<ul style="list-style-type: none"> ➤ Art and architecture ➤ Berlin: culture, history, tourism ➤ Film analysis “Das Leben der Anderen” ➤ IRP 	<ul style="list-style-type: none"> ➤ Art and architecture ➤ Berlin: culture, history, tourism ➤ IRP 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ IRP ➤ Start Y13 topics (book 2): ➤ Migration ➤ Integration ➤ Literary analysis: “Verwandlung”
Summative Assessment	Mock Paper 1 (modules 1-2 only)		Mock Paper 1 (modules 1-4 only); Mock Paper 2 (film only); Mock Paper 3 (stimulus card only)		Paper 1, 2, 3 (all Y12 topics)	
Builds on	<i>Family; Social media & Tech (GCSE)</i>	<i>Family; Social media & Tech (GCSE)</i>	<i>Youth trends (GCSE)</i>	<i>Customs (culture); Travel & tourism (GCSE)</i>	<i>Customs (culture); Travel & tourism (GCSE)</i>	<i>All Year 12 topics and skills</i>
Builds towards	<i>Integration (Y13)</i>	<i>Film unit</i>	<i>Berlin culture; Political youth engagement (Y13)</i>	<i>Reunification of Germany (Y13)</i>	<i>Reunification of Germany (Y13)</i>	<i>A Level German year 2; University degrees (skills)</i>



German Curriculum Map

Year 13 German	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (A Level German Book 2)	Migration; Integration; Literary text	Racism; Germany & EU; Literary text	Politics & Young people; Reunification of Germany	REVISION	(EXAM SEASON)	(EXAM SEASON)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Einwanderung (Migration) K1; ➤ Integration (Integration) K2; ➤ Literary analysis: "Verwandlung" ➤ Independent Research Project (IRP) Cultural option: Black History Month	<ul style="list-style-type: none"> ➤ Rassismus (Racism) K3; ➤ Deutschland und die EU (Germany and the EU) K4; ➤ Literary analysis: "Verwandlung" ➤ Independent Research Project (IRP) 	<ul style="list-style-type: none"> ➤ Die Politik und die Jugend (Politics and Young people) K5; ➤ Die Wiedervereinigung und ihre Folgen (Reunification and results) K6; ➤ Independent Research Project (IRP) 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice ➤ Film & Literary text studied – revision and essay practice 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice ➤ Film & Literary text studied – revision and essay practice 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice Film & Literary text studied – revision and essay practice
Summative Assessment	Mock Paper 1, 2, 3		Mock Paper 1, 2, 3		Paper 1, 2, 3 (all A Level)	
Builds on	<i>Film studied in year 12; Travel and social problems (GCSE)</i>	<i>Social problems (GCSE)</i>	<i>Film studied "Das Leben Der Anderen" (history of divided Germany)</i>	<i>All A Level German</i>	<i>All A Level German</i>	<i>N/A</i>
Builds towards	<i>Racism; Politics</i>	<i>Politics and youth</i>	<i>A LEVEL EXAMS</i>	<i>A LEVEL EXAMS</i>	<i>University Languages degrees or all degrees (research and essay writing skills)</i>	