



One language sets you in a corridor for life. Two languages open every door along the way.

### Topics to be covered in Year 10

	Term 1	Term 2	Term 3
<b>Topics to be covered</b>	Back to School Free Time Activities	Myself and Those Around Me Staying Healthy	My Home and Local Area Holidays
<b>Key vocabulary</b>	<p>Tier 3 grammatical vocabulary is used every lesson and needs to be understood...</p> <p><i>Adjective agreement, adjective, adverb, auxiliary verb, cases, cognate, conjugate, connective, definite/indefinite article, ending, false-friend, grammatical gender, infinitive, intensifier, levels of formality, noun, past participle, singular/plural, stem, subject pronoun, subordinating and coordinating conjunctions, tense, umlauts/ß, verb.</i></p> <p>Vocabulary tracking document used to identify key vocabulary from the specification. Used with student Language Guides to aid revision and comprehension.</p>	<p>Tier 3 grammatical vocabulary is used every lesson and needs to be understood...</p> <p><i>Adjective agreement, adjective, adverb, auxiliary verb, cases, cognate, conjugate, connective, definite/indefinite article, ending, false-friend, grammatical gender, infinitive, intensifier, levels of formality, noun, past participle, singular/plural, stem, subject pronoun, subordinating and coordinating conjunctions, tense, umlauts/ß, verb.</i></p> <p>Vocabulary tracking document used to identify key vocabulary from the specification. Used with student Language Guides to aid revision and comprehension.</p>	<p>Tier 3 grammatical vocabulary is used every lesson and needs to be understood...</p> <p><i>Adjective agreement, adjective, adverb, auxiliary verb, cases, cognate, conjugate, connective, definite/indefinite article, ending, false-friend, grammatical gender, infinitive, intensifier, levels of formality, noun, past participle, singular/plural, stem, subject pronoun, subordinating and coordinating conjunctions, tense, umlauts/ß, verb.</i></p> <p>Vocabulary tracking document used to identify key vocabulary from the specification. Used with student Language Guides to aid revision and comprehension.</p>
<b>Skills to be developed</b>  <span style="color: red;">Higher level skills to be developed are in red text.</span>	<p>Use of definite and indefinite articles</p> <p>Plural of nouns</p> <p>Present tense verbs</p> <p>Verbs with stem ending in <i>-d</i> or <i>-t</i></p> <p>Word order: verb 2<sup>nd</sup>, conjunctions</p> <p>Adjectives used before nouns</p> <p>Irregular verbs + vowel change</p> <p>Introduction of modal verbs</p> <p>Perfect tense with <i>sein</i></p> <p>Imperfect tense phrases with <i>war</i></p> <p>Gender-neutral forms</p> <p>Nominative vs accusative case</p> <p>Subordinate clauses + <i>weil</i> and <i>dass</i></p> <p>Past participles—regular and irregular</p> <p>Imperfect tense with <i>sein</i></p>	<p><b>Consolidation, retrieval and recall of Term 1 skills and vocabulary PLUS:</b></p> <p>Possessive adjectives (<i>mein</i>)</p> <p>Using relative pronouns</p> <p>Dative prepositions and pronouns</p> <p>Using qualifiers and intensifiers</p> <p>Using present and past tense together</p> <p>Word order using <i>dass</i></p> <p>Recognising feminine nouns</p> <p>Time–manner–place rule</p> <p>Using the past and future tenses</p> <p><i>in</i> + dative vs <i>in</i> + accusative</p> <p>Possessive adjectives</p> <p>Relative pronouns</p> <p>Accusative and dative pronouns</p> <p>Verbs involving movement (<i>sein</i>)</p> <p>Comparative adjectives</p> <p>Irregular adjectives</p>	<p><b>Consolidation, retrieval and recall of Term 1 and 2 skills and vocabulary PLUS:</b></p> <p>Using prepositions + the dative case</p> <p><i>Es gibt</i> + accusative</p> <p>Using prepositions + accusative</p> <p>Using correct word order using modal verbs and <i>weil</i></p> <p>Forming questions</p> <p>Using formal and informal registers</p> <p>Compound nouns</p> <p>Perfect tense vs imperfect tense</p> <p>Revising the conditional + <i>ich möchte</i></p> <p>Adjectival endings</p> <p>Revising possessive adjectives</p> <p>Prepositions with inseparable prefixes</p> <p>Using <i>werden, möchten</i> and <i>wollen</i> to talk about the future</p>

	Term 1	Term 2	Term 3
<b>Skills to be developed cont'd</b>  Higher level skills to be developed are in red text.	Using <i>gern</i> and <i>lieber</i> Present tense separable verbs Asking questions with modal verbs  Use of perfect and imperfect tense  Future tense using <i>werden</i> + infinitive  Word order: time – manner – place  Using <i>weil</i> to give and justify opinions  Using <i>dass</i> , to give opinions  Imperfect tense phrases Consolidating key grammar points Perfect tense vs imperfect tense Use of <i>war</i> , <i>gab</i> and <i>hatte</i> (imperfect)	Using modal verbs—imperfect tense  Perfect tense Formation of future tense Using <i>wenn</i> Understanding questions in different tenses  Using tenses together Comparative and superlative adjectives  Infinitive construction with <i>zu</i> Using <i>wenn</i> + conditional Use of set phrases with <i>zu</i> Using different tenses to ask questions	Using dual case prepositions + dative Using relative pronouns Using modal verbs in relative clauses Irregular verbs in the imperfect tense Using dual case prepositions with the accusative case Forming the imperative Prepositions with the genitive case Interrogative and demonstrative adjectives
<b>Opportunities for revisiting previous learning</b>	Department-wide recall starters, vocabulary quizzing and phonics revision built into lessons alongside exam-style tasks covering all essential exam skills. Shared by Curriculum Leader and incorporated into all lessons.	Department-wide recall starters, vocabulary quizzing and phonics revision built into lessons alongside exam-style tasks covering all essential exam skills. Shared by Curriculum Leader and incorporated into all lessons.	Department-wide recall starters, vocabulary quizzing and phonics revision built into lessons alongside exam-style tasks covering all essential exam skills. Shared by Curriculum Leader and incorporated into all lessons.
<b>When will formal assessment of progress take place?</b>	HT1 – Assessed Grammar Quiz  HT2 – Assessment Fortnight – Listening, Reading, Writing	HT1 – Assessed Speaking  HT2 – Assessment Fortnight – Listening, Reading, Writing	HT1 – Speaking  HT2 – End of Year Assessments – Listening, Reading, Writing

## Year 10 Useful Resources

### Website Links:

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.wordreference.com](http://www.wordreference.com)

[www.memrise.com](http://www.memrise.com)

[www.quizlet.com](http://www.quizlet.com)

[www.senecalearning.com](http://www.senecalearning.com)

## **Marking, Assessment and Feedback**

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey. Details of this are on the page above.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcomes. In MFL, students are assessed across all four skills of Listening, Reading, Writing and Speaking. During lessons, we will evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress. Written feedback in books coincides with assessed pieces.

## **Homework**

Homework will be set using the online platform Go4Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

## **Contact Information:**

If you would like to contact the Modern Foreign Languages Department please email: [mfl@gilberd.com](mailto:mfl@gilberd.com).

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