GERMAN CURRICULUM MAP: German

Intent:

In the Modern Foreign Languages Faculty, we will inspire our students to be passionate learners of foreign languages. Through the teaching of vocabulary and grammar, we will teach them not only how the foreign language works, but also give them a greater understanding of their own home language. By giving them an insight into the culture of the Target Language countries in lessons, and outside of the classroom when possible, we hope to encourage their inquisitive minds to not only learn about other countries and their languages, but also to enjoy the exposure to new ideas and traditions, fostering a stance of openness and curiosity towards the world. Finally, we will seek to equip them with the courage, flexibility and interpersonal skills that will help them thrive in the 21st century.

Key stage 3

<table>
<tr><td>YEAR 7</td><td colspan="3">Coursebook: Echt 1 Unit 1 Hallo!
Unit 2 Das ist meine Welt!
Unit 3 Meine Freizeit (Part 1)</td></tr>
<tr><td>Key Knowledge</td><td>German Topics:
Introducing yourself
Numbers and the alphabet
Saying where you live
Talking about age and birthday
Talking about family and pets
Describing someone’s personality
Describing physical attributes
Learning about sports</td><td>Grammar:
Finding out about Gender and articles
Using the verbs “sein”(to be) and “haben” (to have)
Using the present tense of regular and irregular verbs
Identifying personal pronouns
Using the accusative case (direct object)
Using possessive pronouns
Forming plurals
Recognise adjective endings
Using simple conjunctions</td><td>Culture:
Germany and its people
German Past times and hobbies
Famous German speaking people
Some food facts
Some German speaking literature
Some Sports personalities</td></tr>
<tr><td>Key Subject Skills</td><td colspan="3">The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</td></tr>
<tr><td>Personal development:
RSE
Online safety
Enrichment</td><td colspan="3">Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</td></tr>
</table>

Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

YEAR 8	Coursebook: Echt 1 Unit 3 Freizeit (Part 2) Unit 4 In der Schule Unit 5 Mahlzeit! Unit 6 Die Welt des Lesens		
Key Knowledge	**German Topics:** • Talking about hobbies • Talking about music • Talking about online life • Talking about school • Talking about time • Giving opinions about school subjects • Talking about teachers • Talking about the school day • Talking about after school activities • Talking about food and drink • Buying food • Ordering food and drink • Reading restaurant reviews • Talking about healthy eating	**Grammar:** • Applying the "verb-second" rule • Using simple qualifiers • Strategies to recognise different tenses • Using subordinate clauses with "weil" • Using impersonal expressions • Consolidating the present tense • Using "man" with modal verbs • Revising verb as second idea rule • Using "mir" and "dir" • Using "möchte " and "hätte" • Using the impersonal pronoun • Introduction into the perfect tense • Using imperfect "war" and "hatte"	**Culture:** • Art and writers • The German school system • Food in German • Shopping habits • More famous writers • Fairy tales • Das Leben der Anna Frank

	• Practising reading simple literary texts and fairy tales		
Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.		
Personal development: • **RSE** • **Online safety** • **Enrichment**	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.		
Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.		
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.		

YEAR 9	**Coursebook: Echt 2** **Unit 1 Im Urlaub** **Unit 2 Mein Zuhause** **Coursebook: Pearson Edexcel GCSE German (Foundation Book)**	**Chapter 1 Studying and my Future** **Chapter 2: Free-time, my personal world , Media and technology** **Chapter 3: My world, your world, Family and friends, celebrations (Part 1**

Key Knowledge	German Topics	Grammar	Culture
	• Where and how you go on holiday • Talking about a past holiday	• Using the Infinitive • The Perfect tense with “haben”	• German holiday destinations • German Christmas markets
	• The weather • Talking about my town and giving directions • Talking about my house and bedroom • Daily routines and chores • Talking about your future house • Daily life in the German speaking world • Making plans and excuses	• The Perfect tense with “sein” • The Imperfect tense • The separable verbs • “es gibt” with the accusative • Using tenses together • Prepositions with the dative • The future tense with “werden” • Subordinate clauses with “weil” und “wenn” • Using verbs with a vowel change in present tense	• Modern Furniture and Bauhaus • German export articles • Football in Germany • Traditional clothing in German speaking countries
	GCSE Foundation: Chapter 1: -Understanding the German school system -Talking about the timetable and subjects -Talking about school Uniforms -Talking about school Rules -Talking about special events at school -Describing school life -	-Articles and plural nouns -The present tense -Using “weil” and justifying opinions -Adjectives with nouns -The modal verbs -Opinions with “dass” -The perfect and the imperfect tense	-Describing a photo - Pronunciation (W- sounds) -practising 80-90 word exam questions (Writing)
	Chapter 2: Free-time, my personal world , Media and technology	-Correct word-order -Frequency phrases -Separable verbs in the	-Practising giving Opinions

	-Learning about music and musicians -Talking about free time -Discussing time on-line -Inviting people out and buying tickets - Expressing opinions about TV and films - Describing future-plans at the weekend **Chapter 3 (part 1)** My world, your world, Family and friends, celebrations -Describing festivals and Events -Describing families -Saying how you get on with people and why	perfect tense - Using the perfect and imperfect tenses together -The future tense -The "time-manner- place" rule -Using sequencers -Possessive adjectives -Relative pronouns - Possessive articles and relative pronouns in the dative	Expressing Preferences -Expressing advantages and disadvantages -Practising the role-play section of the exam -Pronunciation ("eu" sound) Expressing opinions in two time frames. Roleplay practise
Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.		
Personal development: • **RSE** • **Online safety** • **Enrichment**	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.		

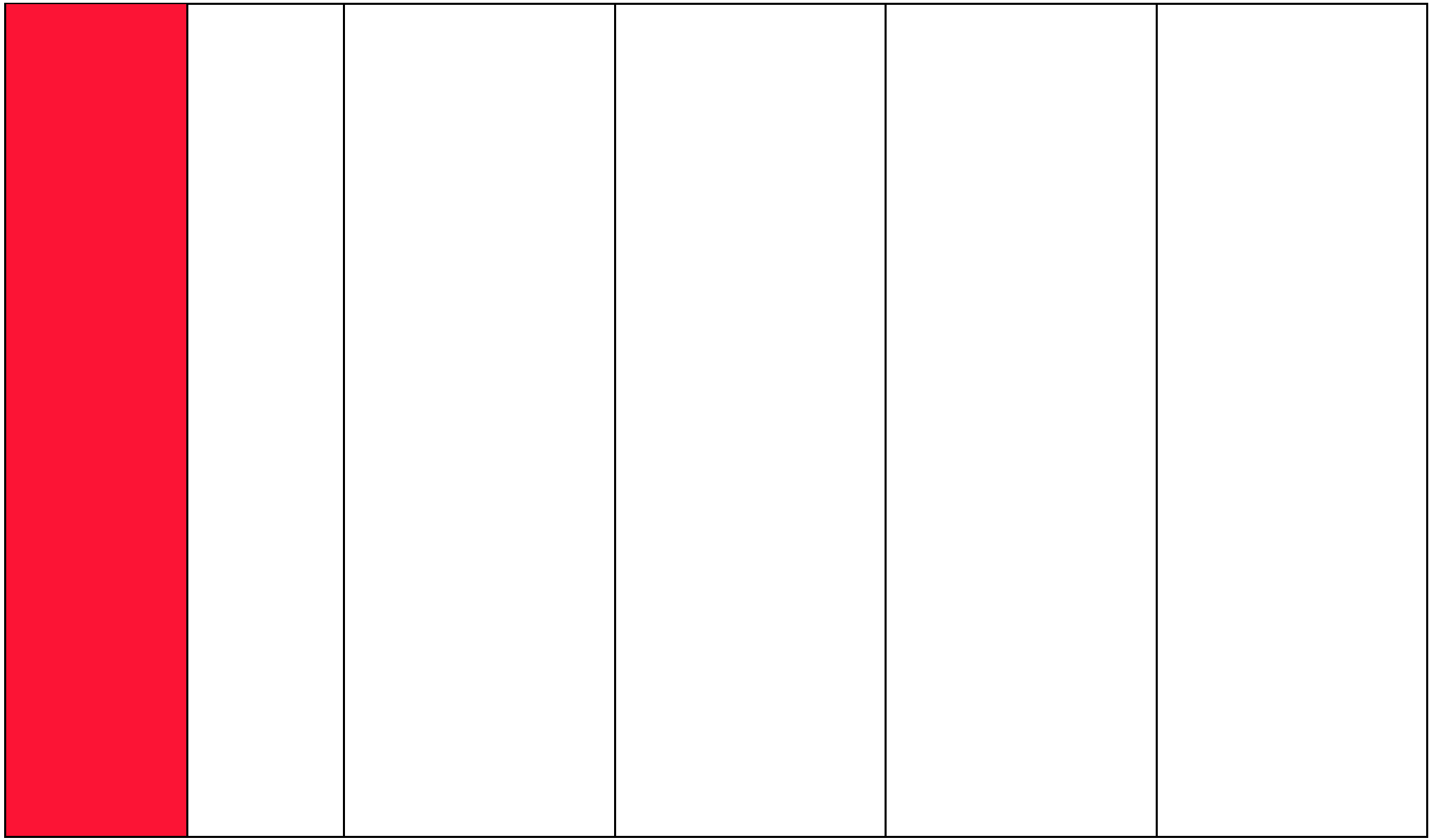
Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

Key stage 4: GCSE

YEAR 10					
Key Knowledge	**<u>Coursebook:</u>** Pearson Edexcel GCSE German (Foundation)				

		Chapter 3: My world, your world, Family and friends, celebrations	-Inviting people out and buying tickets - Expressing opinions about TV and films - Describing future-plans at the weekend -Discussing equality and Identity -Describing past family Events -Discussing a Party	-Using the perfect and imperfect tenses together -The future tense -The “time-manner- place" rule -Using sequencers -Recognising feminine Nouns -Using “in” plus accusative or dative	-Expressing advantages and disadvantages - Practising the role-play section of the exam - Pronunciation (“eu” sound) -Practise giving opinions and justifications - Writing practise using three time frames -Practise relevant read aloud & dictation
		Chapter 4: Health and fitness, Lifestyle and wellbeing	-Learning about sports - Talking about food and drink in Germany -Talking about accidents and illnesses -talking about good and bad habits -Talking about well-being - Talking about what is important to you	-Comparative and superlative adjectives and adverbs -Using “um...zu” - Modalverbs in the imperfect tense -Using “seit” -Infinitive constructions with “zu” -Revising present, past and future tenses - Using “wenn” - Set phrases with “zu”	-Practising role-plays - Asking Questions in different tenses -Writing about lifestyle and well-being -Practise relevant read aloud & dictation
		Chapter 5: My neighbourhood	-Describing forms of transport -Looking at different forms of accommodation -Asking and understanding directions - In a restaurant	-Using clauses and subordinate clauses with two verbs -The comparative and the Superlative -the demonstrative article	-Practising role–plays (hotel, restaurant...) - ---- -Writing practise 60 and 80 word answers on the topic of Holidays

			- Shopping		-Practise relevant read aloud & dictation
		Chapter 6: Travel and Tourism	-Talking about popular holiday destinations -Talking about the weather – -Describing past holidays -Discussing future holiday plans -Describing places where people live and assessing the advantages and disadvantages of these places	-Using “nach, in & an” with Locations -Using “werden” in the present Tense -Using prepositions with the genetive -Using the pluperfect -using infinitive constructions with “zu” -The conditional	-Practising role–plays (Places to live, future plans...) -Writing practise 90 and 150 word answers on past and future holidays ----- -Practise Photo cards -Listening and reading skills -Practise relevant read aloud & dictation
		Chapter 7: Our World	-Learning about activism in German Speaking countries -What is important to people -Environmental issues	-Asking Questions which include prepositions -Revising modal verbs -Using “man” (impersonal you)	-Pronouncing sounds correctly -Using debating phrases -Agreeimg and disagreeing
		Chapter 8: Work and Future plans	-Describing jobs and places to work -Describing what you do at work -Understanding Job advertisements and job descriptions -Talking about a dream job -	-Using conjunctions and intensifiers -Recognising sequencers -Word-order practise - Practising all tenses - Using “um...Zu”	-Learning about German work Culture -Practising role–plays (Job interviews) -Writing practise long answers on the topic of work -Practise Photo cards -Practise read aload



Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.
Personal development: • **RSE** • **Online safety** • **Enrichment**	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.
Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

YEAR 11 2026	**Coursebook:** Pearson Edexcel GCSE German (Higher)			

Key Knowledge				

	Chapter 5: My Neighbourhood	-Describing where you live and talking about your area -Describing forms of transport - Looking at different forms of accommodation -Asking and understanding directions - In a restaurant - Shopping -Describing and ideal place to live -Descriving different types of housing and rooms	- Using prepositions followed by accusative/ dative or either -Understanding register -Using a variety of adjectives and intensifiers - Using the imperative -Using the conditional	-Practise Photo cards - Listening and reading skill practise -Practising role–plays (Places to live, future plans...) -Writing practise 90 and 150 word answers on “my neighbourhood”.
	Chapter 6: Holidays at home and abroad	-Talking about popular holiday destinations -Making reservations, gathering information -Talking about the weather – -Describing past holidays -Talking about Problems on holiday -Discussing future holiday plans -Describing dream holidays	-Forming Questions -Recognising and using negatives -Revising possessive adjectives -Using “nach, zu & in” with locations -Using all three time frames -Using the conditional	-Practise Photo cards -Listening and reading skills -Practise Role-plays (context : travelling/ holidays) -Writing practise 90 and 150 word answers on “my holidays”.
	Chapter 7: Our World	-Learning about activism in German Speaking countries -What is important to people -Discussing personal responsibilities and actions -Environmental issues	-Asking Questions which include prepositions -Using prepositions with the genitive -Using verbs followed by prepositions	Practise Photo cards -Listening and reading skills -Practise Role-plays (context : the environment) -Writing practise 90 and 150 word answers on “the

		- social problems facing people today	- Revising compound nouns -Using “man” (impersonal you)	environment & social responsibilities”.
	Chapter 8: Work and Future plans	-Describing jobs and places to work -Describing what you do at work -Understanding Job advertisements and job descriptions -Job applications - Talking about a dream job -	-Recognising sequencers -Word-order practise - Practising all tenses - Using “um...Zu”	-Learning about German work Culture -Practising role–plays (Job interviews) -Writing practise 90 and 150-word answers on the topic of work -Practise Photo cards -Listening and reading skills practise

Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.			
Personal development: • **RSE** • **Online safety** • **Enrichment**	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.			
Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.			

Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

Key Stage 5: A levels

YEAR 12 **AQA German A-level** **Oxford Year 1**	**Aspects of German-speaking -society**	**Artistic culture in the German-speaking-world**	**Film studies and Literature**
Key Knowledge	**1: Familie im Wandel** • Relationships and posible problems within a family • Changing role of partnerships in recent history • Different forms of family life **2: Die digitale Welt** • The internet • The benefits and dangers of social networks • Digital society and its future developments **3: Jugendkultur: Mode,Musik und Fernsehen** • Fashion and the importance of image • The importance of Musik • The Role of Television	**4: Feste und Traditionen** • Looking at the roots and origins of festivals in Germany • Changing role of partnerships in recent history • Different forms of family life **5: Kunst und Arcitecture** • Discuss the influence and role of art and architecture today • Discuss how art and architecture shape our everyday life • Discuss the development of art and architecture past to present **6: Das Berliner Kulturleben damals und heute** • The imfluence of political, historical events on Berlin • The role of culture in Berlin today • Discuss aspects and challenges of a multicultural city	Film studies : Das Leben der Anderen Literature : Besuch der alten Dame Exam skills: Essay writing IRP

Key subjects Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.
Personal development: • **RSE** • **Online safety** • **Enrichment**	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.
Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.

YEAR 13 **AQA German A-level** **Oxford Year 2**	**Multiculturalism in German-speaking -society**	**Aspects of political life in the German-speaking-world**	**Film studies and Literature**

Key Knowledge	**1: Einwanderung** • Looking at the reasons for migration • Discuss the advantages and disadvantages of imigration for imigrants and the country of destination • Discuss issues that effect imigation policy **4: Integration** • Discuss how the government promotes integration of migrants and refugees • Discuss elements that prevent integration	**4: Deutschland und die EU** • Discuss how the EU has evolved and Germany's role within it • Discuss the advantages and disadvantages of the EU for Germany • Understand the impacto f the expansión of the EU to Germany **5: Die Politik und die Jugend** • Discuss the way and the extend in which young people get involved in politics • Discuss priorities for youth politics in Germany • The role of pressure groups	Film studies : Das Leben der Anderen Literature : Besuch der alten Dame Exam skills: Essay writing IRP
	• Understand the positive and negative experiences from different refugees in Germany **3: Rassismus** • The impact of racism • Discuss the origin of racism • Discuss the fight against racism	**6: Die Wiedervereinigung und ihre Folgen** • Look at the events and developments that lead to German unification • Discuss and contrast the desired and actual outcomes of unification • Look at the culture and identity of old and new federal states	
Key subjects Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.		
Personal development: • RSE • Online safety • Enrichment	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.		

Connections with careers	The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.