



# MFL – MODERN HEBREW CURRICULUM AREA STAFF 23- 24 KS4

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# MFL – MODERN HEBREW CURRICULUM INTENT

At BYJHS, we aim to develop students' **ability to communicate in Modern Hebrew fluently**. We want our students **to be able to converse spontaneously**, within the framework of the communicative function they have learnt. Students will **embed in their long-term memory, the sounds, the structures and the grammar** through constant recycling of prior learning. This level of independence will be achieved by understanding how to manipulate patterns or "chunks" of language.

By the end of KS4, students will become experts at manipulating the grammar, to be able to produce sophisticated sentences in the target language, Modern Hebrew. When they leave school, students' from BYJHS will be able to apply their knowledge to a range of contexts from family life to the world of work and the environment as well as to less familiar contexts, to be able to communicate fluently. Through this knowledge, students will **become resilient and competent linguists**, open to the world around them. They will **develop a curiosity for other cultures and people**, having an interest and intention to travel in order to deepen their understanding of different cultures and societies. The communication and listening skills developed through learning a language, will foster a deeper understanding and appreciation of other cultures on a local, national and international stage. Students will be better equipped **to evolve and understand their place as a global citizen living in a multicultural society**.

# MFL – MODERN HEBREW CURRICULUM OVERVIEW

Year 9 Modern Hebrew Curriculum					
Autumn Term		Spring Term		Summer Term	
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<p><b>Theme 3:</b> Current and future study and employment</p> <p><b>Topic 1:</b> My studies</p> <p><b>Topic 2:</b> Life at school/ college</p> <p><b>Theme 1 – Topic 4:</b> Customs and festivals in Modern Hebrew speaking countries/communities - Chanukah</p> <p><b>WEEKS: 7</b></p>		<p><b>Theme 2:</b> Local, national, international and global areas of interest</p> <p><b>Topic 2:</b> Weather</p> <p><b>Topic 3:</b> Global issues</p> <ul style="list-style-type: none"> <li>The environment</li> </ul> <p><b>Theme 1-Topic 4:</b> Customs and festivals in Modern Hebrew-speaking countries/ communities- Purim</p> <p><b>WEEKS: 6</b></p>		<p><b>Theme 2:</b> Local, national, international and global areas of interest</p> <p><b>Topic 2:</b> Social issues</p> <ul style="list-style-type: none"> <li>Healthy/unhealthy living</li> </ul> <p><b>WEEKS: 5</b></p>	
GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)	GRAMMAR KNOWLEDGE	TEST(S)
<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> <li>connectives</li> </ul> <p>Past tense- first person + plural.</p>	<p>End of unit test</p> <p>School life &amp; my studies</p>	<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> </ul> <p>Past tense – first person + plural</p> <ul style="list-style-type: none"> <li><b>Future tense – first person + plural.</b></li> </ul>	<p>End of unit test</p> <p>Weather</p>	<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> <li>Combining all 3-time frames.</li> </ul>	<p>End of unit test</p> <p>Healthy/unhealthy living</p>
SKILLS		SKILLS		SKILLS	

<ul style="list-style-type: none"> <li>• Learning vocab by listening and repeating</li> <li>• Pronunciation: sound/spelling link</li> <li>• Asking and answering questions</li> <li>• Giving opinions</li> <li>• Speaking Modern Hebrew in class</li> <li>• Understanding question words</li> <li>• Working out language patterns</li> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs' which include opinions.</li> <li>• in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs' which include opinions.</li> </ul>		<ul style="list-style-type: none"> <li>• Learning vocab by listening and repeating</li> <li>• Pronunciation: sound/spelling link</li> <li>• Asking and answering questions</li> <li>• Giving opinions</li> <li>• Speaking Modern Hebrew in class</li> <li>• Understanding question words</li> <li>• Working out language patterns</li> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs which include expanded opinions.</li> </ul>	The environment	<ul style="list-style-type: none"> <li>• Learning vocab by listening and repeating</li> <li>• Pronunciation: sound/spelling link</li> <li>• Asking and answering questions</li> <li>• Giving opinions</li> <li>• Speaking Modern Hebrew in class</li> <li>• Understanding question words</li> <li>• Working out language patterns</li> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs which include expanded opinions.</li> </ul>	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<p><b><u>Theme 2: Local, national, international and global areas of interest</u></b></p> <p>Topic 1: Home, town, neighbourhood and region</p> <p><b>WEEKS: 4.5</b></p>	<p><b><u>Theme 1: Me my family and friends</u></b></p> <p>Topic 3: Technology Social media advantages and disadvantages.</p> <p><b>WEEKS: 7</b></p>	<p><b><u>Theme 2: Local, national, international and global areas of interest</u></b></p> <ul style="list-style-type: none"> <li>• Travel and tourism</li> </ul> <p><b>WEEKS: 5</b></p>			

GRAMMAR KNOWLEDGE		TEST(S)	GRAMMAR KNOWLEDGE		TEST(S)	GRAMMAR KNOWLEDGE		TEST(S)
<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> <li>connectives               <ul style="list-style-type: none"> <li>Past tense- first person +plural</li> </ul> </li> </ul>		End of Unit test	<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>connectives</li> </ul> Verbs Past tense – first person + plural <ul style="list-style-type: none"> <li><b>Future tense – first person + plural.</b></li> </ul>		End of unit test	<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> <li>connectives</li> </ul> Combining all 3-time frames.		End of unit test
<b>SKILLS</b>		Home town Neighbourhood and region	<b>SKILLS</b>		Modern technology	<b>SKILLS</b>		Travel & tourism
<ul style="list-style-type: none"> <li>Learning vocab by listening and repeating</li> <li>Pronunciation: sound/spelling link</li> <li>Asking and answering questions</li> <li>Giving opinions</li> <li>Speaking Modern Hebrew in class</li> <li>Understanding question words</li> <li>Working out language patterns</li> <li>Developing advanced sentence structures in MH</li> <li>Advanced questioning</li> <li>Writing paragraphs which include opinions.</li> </ul>			<ul style="list-style-type: none"> <li>Learning vocab by listening and repeating</li> <li>Pronunciation: sound/spelling link</li> <li>Asking and answering questions</li> <li>Giving opinions</li> <li>Speaking Modern Hebrew in class</li> <li>Understanding question words</li> <li>Working out language patterns</li> <li>Developing advanced sentence structures in MH</li> <li>Advanced questioning</li> <li>Structured writing</li> </ul>			<ul style="list-style-type: none"> <li>Learning vocab by listening and repeating</li> <li>Pronunciation: sound/spelling link</li> <li>Asking and answering questions</li> <li>Giving opinions</li> <li>Speaking Modern Hebrew in class</li> <li>Understanding question words</li> <li>Working out language patterns</li> <li>Developing advanced sentence structures in MH</li> <li>Advanced questioning</li> <li>Structured writing</li> </ul>		

		<ul style="list-style-type: none"> <li>• Writing paragraphs which include expanded opinions.</li> <li>• A wider variety of vocab which enables student to express high level opinions.</li> </ul>		<ul style="list-style-type: none"> <li>• Writing paragraphs which include expanded opinions.</li> <li>• A wider variety of vocab which enables student to express high level opinions.</li> </ul>	
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**Year 10 MFL Modern Hebrew Curriculum** - need to check as different from what CJA wrote weeks on

Autumn Term		Spring Term		Summer Term	
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<u>Theme 3: Current and future study and employment</u>  <b>Topic 3: Education post 16</b>          <b>WEEKS: 7</b>		<u>Theme 1: Identity and culture</u>  <b>Topic 2: Technology in everyday life</b> <ul style="list-style-type: none"> <li>• Mobile technology</li> </ul>          <b>WEEKS: 6</b>		<u>Theme 1: Identity and culture</u>  <b>Topic 1: Me, my family and friends</b> <ul style="list-style-type: none"> <li>• Marriage/partnership</li> </ul>  <u>Theme 2: Local, national, international and global areas of interest</u>  Global issues <ul style="list-style-type: none"> <li>• Poverty/homelessness.</li> </ul>          <b>WEEKS: 4</b>	
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	

<ul style="list-style-type: none"> <li>• Learning vocab by listening and repeating</li> <li>• Pronunciation: sound/spelling link</li> <li>• Asking and answering questions</li> <li>• Giving opinions</li> <li>• Speaking Modern Hebrew in class</li> <li>• Understanding question words</li> </ul>	<p>End of unit test</p> <p>Current and future study and employment- education post 16 Jobs, career, choices and ambitions.</p>	<ul style="list-style-type: none"> <li>• Learning vocab by listening and repeating</li> <li>• Pronunciation: sound/spelling link</li> <li>• Asking and answering questions</li> <li>• Giving opinions</li> <li>• Speaking Modern Hebrew in class</li> <li>• Understanding question words</li> </ul>	<p>End of unit test</p> <p>Technology- revisit and reinforcement.</p>	<ul style="list-style-type: none"> <li>• Learning vocab by listening and repeating</li> <li>• Pronunciation: sound/spelling link</li> <li>• Asking and answering questions</li> <li>• Giving opinions</li> <li>• Speaking Modern Hebrew in class</li> <li>• Understanding question words</li> </ul>	<p>End of unit test</p>
<ul style="list-style-type: none"> <li>• Working out language patterns</li> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs – following the GCSE mark scheme requirements. Writing paragraphs which include expanded opinions with justification.</li> </ul>		<ul style="list-style-type: none"> <li>• Working out language patterns</li> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs – following the GCSE mark scheme requirements</li> <li>• Writing paragraphs which include expanded opinions with justifications</li> </ul>		<ul style="list-style-type: none"> <li>• Working out language patterns</li> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs – following the GCSE mark scheme requirements</li> </ul>	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b><u>Theme 3: Current and future study and employment</u></b>		<b><u>Theme 1: Identity and culture</u></b>		<b><u>Theme 2: Local, national, international and global areas of interest</u></b>	
<b>Topic 4: Jobs, career choices and ambitions</b>		<b>Topic 1: Me, my family and friends</b>			

<b>WEEKS: 4.5</b>		<ul style="list-style-type: none"> <li>Relationship with family and friends</li> </ul> <b>WEEKS: 7</b>		<b>Topic 4: Travel and tourism</b>	
<b>GRAMMAR KNOWLEDGE</b>		<b>TEST(S)</b>		<b>GRAMMAR KNOWLEDGE</b>	
<b>GRAMMAR KNOWLEDGE</b>		<b>TEST(S)</b>		<b>GRAMMAR KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> </ul> Future tense		End of Unit test Social issues		<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> </ul> Future tense	
		<ul style="list-style-type: none"> <li>Advanced Adjectives</li> <li>Infinitive</li> <li>Verbs</li> </ul> Future tense		End of unit test	
		Identity and culture-relationships with family and friends.			
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>Learning vocab by listening and repeating</li> <li>Pronunciation: sound/spelling link</li> <li>Asking and answering questions</li> <li>Giving opinions</li> <li>Speaking Modern Hebrew in class</li> <li>Understanding question words</li> <li>Working out language patterns</li> <li>Developing advanced sentence structures in MH</li> </ul>		<ul style="list-style-type: none"> <li>Learning vocab by listening and repeating</li> <li>Pronunciation: sound/spelling link</li> <li>Asking and answering questions</li> <li>Giving opinions</li> <li>Speaking Modern Hebrew in class</li> <li>Understanding question words</li> <li>Working out language patterns</li> <li>Developing advanced sentence structures in MH</li> </ul>		<ul style="list-style-type: none"> <li>Learning vocab by listening and repeating</li> <li>Pronunciation: sound/spelling link</li> <li>Asking and answering questions</li> <li>Giving opinions</li> <li>Speaking Modern Hebrew in class</li> <li>Understanding question words</li> <li>Working out language patterns</li> </ul>	



<ul style="list-style-type: none"> <li>• Advanced questioning</li> <li>• Writing paragraphs – following the GCSE mark scheme requirements.</li> <li>• Writing paragraphs which include expanded opinions with justifications</li> </ul>		<ul style="list-style-type: none"> <li>• Advanced questioning</li> <li>• Writing paragraphs – following the GCSE mark scheme requirements.</li> <li>• Writing paragraphs which include expanded opinions with justifications</li> </ul>		<ul style="list-style-type: none"> <li>• Developing advanced sentence structures in MH</li> <li>• Advanced questioning</li> <li>• Writing paragraphs – following the GCSE mark scheme requirements.</li> <li>• Writing paragraphs which include expanded opinions with justifications</li> </ul>
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# MFL – MODERN HEBREW CURRICULUM SEQUENCING

Our MFL curriculum at BYJHS is built around three pillars of Vocabulary, Grammar, and Pronunciation as advocated in the MFL National Curriculum.

Modern Hebrew is the natural choice of Modern Foreign Language studied in our school as we can effectively build the prior knowledge of our students from KS2 and support the implementation of our Jewish Studies curriculum at school. Our students are exposed to Classical Hebrew (also called Biblical Hebrew) through their Jewish Studies and both languages are very similar (in terms of etymology, grammar, vocabulary and pronunciation) to each other allowing our students to capitalise on this instruction and learning.

Topics are sequenced to move from areas of interest which are close to students' personal life (e.g. family, school, hobbies and interests) to widening their cultural capital knowledge of culture, society and the world around them.

Our students secure their MFL knowledge and skills through the careful planning of our sequencing in lessons and schemes of learning which is rooted in an understanding of Cognitive Science and recognising that fluency is achieved through constant retrieval of the structures previously learnt.

A sequence of lessons follows the following pattern:

**1) Modelling the phonology of the sentence builder.**

The core structures or chunks of language are presented and modelled in context through reading aloud (e.g. Sentence builders & subsequent activities) so students gain familiarity with the language phonetically and translate it into their own language.

**2) Listening as modelling/ reading as modelling-**

In these lessons, the core phrases are practiced until students are confident, before progressing on to producing it themselves. Students are extensively exposed to the chunks of language and grammar structures repeatedly, so they are more likely to retain the language.

**3) Structured Production** - students start to produce language in a scaffolded way (with the support of sentence builders) and linking this back to prior knowledge. We start to include translations to the target language with a continued focus of grammar structures.

**4) Expansion** – students work explicitly on grammar, expanding to language patterns. They use the sentence builder less and are encouraged to start manipulating the grammar they have learnt to express themselves. At this stage students interleave the new knowledge with prior knowledge. The core structures are practised with old and new vocabulary through systematic recycling (scaffolding might still be necessary). After much practice, students learn the rule(s) governing the target item(s) in greater depth (e.g.: from one or two persons of the present tense, to all six persons).

**5) Autonomy** – Extensive oral and written practice in which the scaffolding is gradually faded out and spoken or written output is produced by pupils with little support. Language is practised productively without scaffolding but still in familiar contexts and focus is on fast retrieval (automaticity). The aim is to develop most students' autonomy in the use of the target structure by the end of this phase. Students perform structured and semi-structured tasks which may elicit the use of the target structure (surveys, interviews, role-plays, picture tasks, unstructured essays).

6) **Routinisation**– where the focus is on fluency development across all four language skills (listening, reading, writing and speaking) within a wide range of contexts and topics and to use spontaneously these grammatical structures even when faced with unfamiliar contexts. Students will be able to ask and answer questions using variety of language structures (different tenses, opinions with justifications, provide reasoning and arguments and make comparisons).

## EXAM INFORMATION FOR GCSE QUALIFICATIONS IN THIS SUBJECT AREA

Click each link below to view the full specification:

[AQA | GCSE | MFL – Modern Hebrew | Specification at a glance](#)