



Academic Year <u>Year; 8</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Rationale</b>	These units are an introduction to German and deliver the basics that can then be layered upon with more complexity in the next key stage: Introduction to the Germanic world, introducing myself, introduction to opinions and reasons, school, family, describing people: personality and physical appearance, pets, describing where I live, conjugation of the present tense.		
<b>Autumn A</b>	Introduction to the German speaking world, general knowledge on German speaking countries. The alphabet and being able to spell their names or words in German. Greeting and saying how are you. Numbers and to be able to say how old people, birthdays are and dates. Countries and nationalities. Classroom language.	<ul style="list-style-type: none"> <li>• Recognise words, cognates and a range of familiar vocabulary and short phrases.</li> <li>• Recognise verbs in the “I” and “you” forms of the present tense.</li> <li>• Produce short conversations about introducing myself and asking other how they are.</li> <li>• Develop the skills of listening, speaking, reading and writing.</li> <li>• Identify patterns to be able to start developing translation skills.</li> </ul>	Exam paper based on listening and reading skills mainly, some writing: Recognition and production of numbers and dates, how to spell names, mini conversations introducing myself.
<b>Autumn B</b>	Introduction to talking about family. Family members, names, ages, physical description, personality description, pets. Introduction to key verbs haben and sein. Introduction to using key connectives weil and obwohl.	<ul style="list-style-type: none"> <li>• Annotate short texts to develop vocab knowledge.</li> <li>• Identify the difference between masculine, feminine and neuter and how this affect adjectival agreements.</li> <li>• Identify the differences in verb endings to distinguish “I”, “you” and “he/ she” endings.</li> <li>• Interpret and extract information from short texts in German.</li> <li>• Manipulate and adapt sentences using previous knowledge. <ul style="list-style-type: none"> <li>• Exam techniques and skills: Introduction to translation and oral pair work to be able to do role plays.</li> </ul> </li> </ul>	Assessments based on reading, writing and translation skills, introducing GCSE tasks, such as translating sentences into English/German Oracy task – Introducing myself and talking about my family.



<p><b>Spring A</b></p>	<p>School: Introduction to school subjects with opinions and reasons. Introduction to how to say the time and at what time: School timetables. Classroom equipment and classroom language. Introduction to full conjugation of the present tense, learning the different sets of endings.</p>	<ul style="list-style-type: none"> <li>•Recognise words, cognates and a range of familiar vocabulary and short phrases, including verbs in different forms of the present tense. This includes specific details with less common vocabulary, as well as overall gist.</li> <li>•Be able to deduce meanings from context and to understand short passages in the target language.</li> <li>•Recognise words and structures in reading that can be transferred to oral and writing tasks.</li> <li>•Develop the skills of listening, speaking, reading and writing in a range of situations and contexts, being able to adapt them to new topics and use previous knowledge to extend their sentences.</li> <li>•Produce short or longer sentences and use opinions and reasons in sentences that can be linked by basic connectives and may include time phrases.</li> <li>•Start using reference materials such as dictionaries, dictionaries on line or apps such as Duolingo to reinforce knowledge.</li> </ul>	<p>Exam paper Incorporates a wide range of the skills and knowledge. Reading comprehension on school that includes vocabulary not seen before where they will need get gist of the text. Grammar knowledge: The exam incorporates questions about conjugation in the present. Writing: A paragraph describing myself, opinions about school and reasons. Include other people's opinions. Oracy task – speeches and presentations</p>
<p><b>Spring B</b></p>	<p>Introduction to free time and hobbies: free time activities, hobbies, adverbs of frequency, using gern and nicht gern (like and don't like to do), learning how to conjugate regular verbs with all pronouns, giving opinions on different free time activities, weather, wenn clauses.</p>	<ul style="list-style-type: none"> <li>•Be able to deduce meanings from context and to understand short passages in the target language.</li> <li>•Recognise words and structures in reading that can be transferred to oral and writing tasks.</li> <li>•Develop the skills of listening, speaking, reading and writing in a range of situations and contexts, being able to adapt them to new</li> </ul>	<p>Exam incorporates a variety of listening, reading and writing skills as well as translation. Oracy task.</p>



		<p>topics and use previous knowledge to extend their sentences.</p> <ul style="list-style-type: none"> <li>•Produce short or longer sentences and use opinions and reasons in sentences that can be linked by basic connectives and may include time phrases.</li> </ul>	
<p><b>Summer A</b></p> <p><b>Summer B</b></p>	<p>Describing my home and my area-location, amenities, different times of homes, rooms in the, furniture, prepositions.</p> <p>End of year exam covering all topics and skills.</p> <p>TV, music-introduction to German popular music</p>	<p>Be able to deduce meanings from context and to understand short passages in the target language.</p> <ul style="list-style-type: none"> <li>•Recognise words and structures in reading that can be transferred to oral and writing tasks.</li> <li>•Develop the skills of listening, speaking, reading and writing in a range of situations and contexts, being able to adapt them to new topics and use previous knowledge to extend their sentences.</li> </ul> <p>Produce short or longer sentences and use opinions and reasons in sentences that can be linked by basic connectives and may include time phrases.</p>	<p>End of year exam covering reading, writing and translation skills.</p> <p>Oracy task-describing where I live and my area</p>



Academic Year <u>Year; 9</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Rationale</b>	<p><i>Although Year 9 is part of Key Stage 3, the coherence of our spiral teaching in languages enables for the units taught in year 9 to be mapped out as the start of the GCSE course in terms of curriculum content; they use all of the KS3 content to broaden their grammar knowledge by learning to recognise and use the main frame of tenses (Present, past and future).</i></p> <p><i>These units map out the start of GCSE and use all of the Ks3 content to broaden their grammar knowledge by introducing the main frame of tenses (Present, past and future).</i></p>		
<b>Autumn A</b> <b>Autumn B</b>	<p>Friends, family and relationships. intro to future tense.</p> <p>My home and my town. Introduction to perfect tense to describe in the past</p>	<ul style="list-style-type: none"> <li>• Recognise tenses and previous knowledge in listening and reading tasks.</li> <li>• Use and reuse familiar language for new purposes and in new contexts.</li> <li>• Use previous knowledge, context and other clues to work out the meaning of what they hear or read.</li> <li>• Write/speak clearly and coherently, including an appropriate level of detail.</li> <li>• Be able to manipulate and analyse sample answers and their grammar and vocabulary content to create their own oral and writing tasks.</li> <li>• Evaluate sample answers and other students' work and reach conclusions that enable them to improve their listening, reading, writing and oral skills.</li> <li>• Convert ideas and verbs into the three different time frames and into different persons, including opinions, justifications, time markers and connectives.</li> <li>• Redraft their writing to improve accuracy and quality, taking into account strategies</li> </ul>	<p>Exam paper based upon GCSE format with a range of 1 – 9 mark questions.</p> <p>Extended writing / presentations about family based on the 90-word writing task in the AQA writing paper.</p> <p><b>Pixl assessment Autumn A</b> <b>Knowledge assessed:</b> conjugations of key verbs haben and sein, vocabulary relating to describing relationships with family and friends, using adjectives accurately</p> <p><b>Skills assessed:</b> grammar (conjugation of key verbs with all pronouns), translation of sentences into German, translation of a paragraph into English.</p> <p><b>Pixl assessment Autumn B</b> <b>Knowledge assessed:</b> Description of house and local area, saying where you would like to live and why (future</p>



		<p>and challenge given in therapy sessions, as well as feedback from teachers to improve writing skills.</p> <ul style="list-style-type: none"> <li>• Be able to communicate what it is needed to improve the quality of their German.</li> </ul>	<p>tense) and where you have lived (past tense)</p> <p><b>Skills assessed:</b> Write accurately and in detail in German, writing about all bullet points of the question, including 3 tenses, different persons, opinions and justifications.</p>
<p><b>Spring A</b> <b>Spring B</b></p>	<p>School: describing school, rules, uniform, teachers.</p> <p>Free time activities: Hobbies, music, TV and cinema.</p>	<ul style="list-style-type: none"> <li>• Recognise tenses (present, past and future) and previous knowledge in listening and reading tasks.</li> <li>• Use and reuse familiar language for new purposes and in new contexts.</li> <li>• Use previous knowledge, context and other clues to work out the meaning of what they hear or read.</li> <li>• Write/speak clearly and coherently, including an appropriate level of detail.</li> <li>• Be able to manipulate and analyse sample answers and their grammar and vocabulary content to create their own oral and writing tasks.</li> <li>• Evaluate sample answers and other students' work and reach conclusions that enable them to improve their listening, reading, writing and oral skills.</li> <li>• Convert ideas and verbs into the three different time frames and into different persons, including opinions, justifications, time markers and connectives.</li> </ul> <p>Redraft their writing to improve accuracy and quality, taking into account strategies and challenge given in therapy sessions, as well as feedback from teachers to improve writing skills.</p>	<p>Oracy: Questions and answers based on work done on school.</p> <p><b>Pixl assessment Spring A</b> <b>Knowledge assessed:</b> School subjects, adjectives to describe school subjects, opinions and justifications on school subjects <b>Skills assessed:</b> Listening skills</p> <p><b>Pixl assessment Spring B</b> <b>Knowledge assessed:</b> opinions and justifications, free time activities, ability to use three tenses, time indicators <b>Skills assessed:</b> 90 word GCSE question practise-answering all bullet points, using justified opinion, using three tenses, using different pronouns</p>



		<ul style="list-style-type: none"> <li>• Be able to communicate what it is needed to improve the quality of their German.</li> </ul>	
<b>Summer A</b>	Free time activities: Food and eating out, Sport	<ul style="list-style-type: none"> <li>• Recognise tenses (present, past and future) and previous knowledge in listening and reading tasks.</li> <li>• Use and reuse familiar language for new purposes and in new contexts.</li> <li>• Use previous knowledge, context and other clues to work out the meaning of what they hear or read.</li> <li>• Write/speak clearly and coherently, including an appropriate level of detail.</li> <li>• Be able to manipulate and analyse sample answers and their grammar and vocabulary content to create their own oral and writing tasks.</li> <li>• Evaluate sample answers and other students' work and reach conclusions that enable them to improve their listening, reading, writing and oral skills.</li> <li>• Convert ideas and verbs into the three different time frames and into different persons, including opinions, justifications, time markers and connectives.</li> <li>• Redraft their writing to improve accuracy and quality, taking into account strategies and challenge given in therapy sessions, as well as feedback from teachers to improve writing skills.</li> <li>• Be able to communicate what it is needed to improve the quality of their German</li> </ul>	<p>Pixl assessment based on listening and translation skills about the topic studied.</p> <p>End of Year exams based on typical AQA GCSE questions, reading, writing and translation on topics studied in Year 9</p>



<p><b>Summer B</b></p>	<p>Food and eating out. Introduction to festivals and traditions in German speaking countries/communities Film study: Sophie Scholl die letzten Tage</p>	<ul style="list-style-type: none"> <li>• Recognise tenses (present, past and future) and previous knowledge in listening and reading tasks.</li> <li>• Use and reuse familiar language for new purposes and in new contexts.</li> <li>• Use previous knowledge, context and other clues to work out the meaning of what they hear or read. Apply this to real materials, such as the film Sophie Scholl die letzten Tage</li> <li>• Write/speak clearly and coherently, including an appropriate level of detail.</li> <li>• Be able to manipulate and analyse sample answers and their grammar and vocabulary content to create their own oral and writing tasks.</li> <li>• Evaluate sample answers and other students' work and reach conclusions that enable them to improve their listening, reading, writing and oral skills.</li> <li>• Convert ideas and verbs into the three different time frames and into different persons, including opinions, justifications, time markers and connectives.</li> <li>• Redraft their writing to improve accuracy and quality, taking into account strategies and challenge given in therapy sessions, as well as feedback from teachers to improve writing skills.</li> <li>• Be able to communicate what it is needed to improve the quality of their German.</li> </ul>	<p><b>Pixl assessment:</b> GCSE style photo card on topic of food and eating out <b>Knowledge assessed:</b> knowledge of 3 tenses, knowledge of key verbs with different pronouns, common food and drink items, opinions and justifications <b>Skills assessed:</b> Speaking clearly and coherently using an appropriate level of detail, using three tenses in answers, coping with unseen questions, use and reuse familiar language for new purposes and in new contexts.</p>
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Subject curriculum: German

Serviam: Developing our gifts and talents for the good of others.

