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| Flat_BL@2x-100 | Wollaston School: 2023/2024 Curriculum Map for German  Curriculum Lead: Helen Berry (Andrea White) | cid:image001.png@01D52C2F.ED74AF70 |
| **Curriculum Aim and scope**: The German curriculum will focus on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will at each key stage, provide suitable preparation for further study. | | |

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| **Year** | **Term** | **Unit** | **Content** | **Links to National Curriculum** | **Subject Specific Terminology and Key Words** | **Phonics** | **Grammar**  **(plus skills KS4/5)** | **Prior knowledge (including previous key stage/retrieval required** | **Assessment and Homework** |
| **7** | 1 | Introducing Yourself | Phonics and Pronunciation Introducing Yourself (Name/How are you?/ Greetings)  Numbers, Age and Birthday  Simple opinions  Was ist deine Lieblingsfarbe? | speak coherently and confidently, with increasingly accurate pronunciation and intonation  making use of important social conventions such as formal modes of address initiate and develop conversations | Wie heisst du?  ich heisse …  Wie geht’s?  Mir geht es + adj  Numbers 1 – 31  Months of the year  Wann hast du Geburtstag?  Ich habe am … Geburtstag  Was machst du am Wochenende? plus activities in present tense  Opinions  rot, blau, grün, gelb, schwarz, orange, lila, rosa,  weiss,  Meine Lieblingsfarbe ist..? | w  ie  ei | Asking and answering simple questions  Und du?  Introduce verb sein (Ich bin)  Introduce haben (Ich habe am … Geburtstag)  Ordinal/Cardinal Numbers  Present Tense in ich form (e ending)  Simple opinions using ich finde + adjective (connectives and intensifiers for m/a) | No prior knowledge required although links to Key Stage 2 language learning can be made (cognates/prior knowledge/reading skills) | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking assessments |
| **Year 7** | 2 | Family and descriptions | Family members  Pets  Hair and Eye Colour  Personality  Regular Verbs – Hobbies/favourite things | use and manipulate a variety of key grammatical structures and patterns listen to a variety of forms of spoken language to obtain information and respond appropriately  transcribe words and short sentences that they hear with increasing accuracy | Hast du Geschwister?  Ich habe einen Bruder/eine Schwester (Brüder/Schwestern)  Stief/Halb/Einzelkind/keine Geschwister  Family vocabulary  Adjectives  laut  lustig  freundlich  interessant  gut gelaunt  schlecht gelaunt  nie/immer/oft/manchmal  Ich habe …Haare/Augen  Er/Sie hat  colours  gross/mittelgross/dick/schlank | ie/ei (2)  ü (1)  u (1)  ö (1)  w (2) | Plurals  Gender of nouns  Compounds  3rd person form of haben/sein  frequency expressions  plural adjective endings | Haben  Revision of adjectives/connectives/intensifiers  Plurals  Gender of Nouns (mein/meine)  adjectives/connectives/intensifiers  haben/sein  connectives | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing assessments |
| **Year 7** | 3 | School | School Subjects  Opinion Phrases  Adjectives to describe school subjects  Telling the time  Daily routine activities | use and manipulate a variety of key grammatical structures and patterns listen to a variety of forms of spoken language to obtain information and respond appropriately  transcribe words and short sentences that they hear with increasing accuracy  express and develop ideas clearly and with increasing accuracy, both orally and in writing | Mein Lieblingsfach ist  Ich lerne gern  Ich liebe/hasse etc  und/aber/denn/poss weil  comparatives  Es ist.. Uhr  viertel vor/nach  halb  numbers  Daily Routine  Simple modal with man kann/muss | ie/ei (3)  eu (1)  ö (2)  w (3)  i (1)  sch (1)  au (1) | opinions  gern  justifying opinions using connectives  comparatives  telling the time  Es ist  Um  Regular verbs in ich/er/sie/es form  verb 2nd idea  modal verbs  infinitives  verb position | Lieblings  Opinion phrases  numbers  verbs endings in ich form (habe/heisse/liebe) – link to routine vocab  recognise verbs (position in a sentence) | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking assessments |
| **Year 7** | 4 | House and Home | Describe area and house you live in;  Describe things in your house  Family life; what you do at home / in different rooms | use and manipulate a variety of key grammatical structures and patterns | Ich wohne  in plus dative  town/village/countryside etc  Es gibt plus rooms  bedroom furniture  Present tense verbs plus family members  revision of vocabulary from past weeks | au (2)  d (1)  ei (4)  ö (3)  ie (4)  e (1)  er (1) | in plus dative (no consolidation but recognise words for the/a)  Es gibt  poss – teach wo as vc  prepositions plus dative (understanding) | present tense verbs (ich/er/sie endings  nouns – capital letters  accusative (recognition only) – from pets  Nouns  revision of nouns  verb 2nd idea  in plus dative (link to new grammar prepositions)  family members – revision of gender with mein/meine  nouns/verb 2nd idea | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **Year 7** | 5 | Tourism/Leisure | Leisure activities; weather  Simple positive / negative aspects of local area; tourist attractions  Asking for information in a tourist office | identify and use tenses  speak coherently and confidently, with increasingly accurate pronunciation and  intonation | Countries and weather  Simple past tense using war – holidays  Leisure activities in the town  asking for info at the tourist office  Simple pos/neg opinions about where you live | w (4)  ö (4)  a (1)  er (1)  ig (1) | in plus dative (no consolidation but recognise words for the/a)  Past tense war  consider introduction of man kann plus infinitive  irregular verbs (fahren)  Forming questions  consider introducing weil (depending on group | present tense verbs (ich/er/sie endings  nouns – capital letters  regular verb endings  use of opinion phrases  denn | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking  assessments |
| **Year 7** | 6 | End of Year revision project – letter to a penpal | Week 1 – Revision of personal details  Week 2 – Revision of family and appearance  Week 3 – Revision of school subjects  Week 4 – Revision of House and Home  Week 5 – Revision of Local Area  Week 6 – Assessment | read literary texts in the language [such as stories, songs, poems and letters], to  stimulate ideas, develop creative expression and expand understanding of the  language and culture | See above columns | as above | No new grammar – teachers to use time to focus on revisiting grammar and vocab from Year 7 | as above | Listening and Reading plus end of year longer written/speaking assessment |
| **Year 8** | 1 | Sport and staying fit | Sports  gern/nicht gern  Past tense – spielen/gehen  Healthy Living  Time phrases | identify and use tenses  use and manipulate a variety of key grammatical structures and patterns | Sports with spielen and gehen  revision of sports  regular verbs  gern/nicht gern  healthy and unhealthy activities - verbs  Introduce past tense – spielen/essen/trinken  introduce past tense of gehen – ich bin..gegangen | d (2)  e (2)  r(1)  ie (5)  ß (1) | Frequency expressions  gern/nicht gern  dagegen – verb 2nd idea  Past tense  Simple past tense opinions (Das war)  Past tense with sein  Past tense opinion – Ich habe das..gefunden | Present tense (explicit) ich, du er, sie  Present tense endings  gern/nicht gern  frequency expressions  Revision of past tense with haben  Es war | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **Year 8** | 2 | Eating healthily and going to a restaurant | Food and Drink  Menus  reasons for liking/disliking food  Party invitation | identify and use tenses  speak coherently and confidently, with increasingly accurate pronunciation and  intonation  initiate and develop conversations, coping with unfamiliar language and unexpected  responses, making use of important social conventions such as formal modes of  address | Food and Drink Items  Ich bin der Meinung  adjectives to describe food  weil/da/obwohl  Vocabulary for ordering food  Starter/main/dessertut  What you will do at a party  Develop a conversation in a restaurant | sch (2)  ö (5)  ch (1)  w (5) | lieber/am liebsten  irregular verb - essen  subordinate conjunctions  Expressing the future tense  Ich hätte gern  Future tense – wir werden | gern/nicht gern  Ich esse  frequency expressions  connectives – und/aber/denn  expressing the future – ich möchte  Ich möchte plus infinitive at the end  Restaurant vocab  Past tense – what do you eat and drink | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking  assessments |
| **Year 8** | 3 | Town | Places in town (gender of nouns)  Saying what you can do in the town  Future tense – what will you do | identify and use tenses  use and manipulate a variety of key grammatical structures and patterns  speak coherently and confidently, with increasingly accurate pronunciation and  intonation  initiate and develop conversations, coping with unfamiliar language and unexpected  responses, making use of important social conventions such as formal modes of  address | Buildings in town – es gibt  Man kann with leisure activities – infinitive verbs  Was kann man in Berlin machen  Future plans in the town plus research town in Germany for the assessment (if IT room available) | ie/ei (6)  er (1)  ä (1) | understanding of accusative and gender (explicit teaching)  Man kann plus infinitive (explicit teaching)  um…zu (consider group) | gender of nouns/capital letters  man kann may have been seen in Year 7 but no formal teaching  Man kann plus infinitive  es gibt  Future tense (link to man kann structure)  verb 2nd idea  revision of past tense | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking  assessments |
| **Year 8** | 4 | Clothes/Fashion | Clothes  Adjectives to describe clothes and adjective endings  Shopping vocabulary  Outfit description | express and develop ideas clearly and with increasing accuracy, both orally and in  writing | clothes vocabulary  adjectives to describe clothes  clothes/adjectives/materials  Shopping for clothes vocabulary - role play practice | w (6)  ä (2) | Irregular verb tragen  adjective endings accusative  aus plus material (recognition only)  Formal questions – use of Sie | gender and accusative  gender/colours  irregular verbs  gender/adjective endings  Question words  Answering questions  gender/adjectives/endings in accusative/irregular verb tragen | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **Year 8** | 5 | Music | Types of music  Cultural content – German music in the charts  describing music  mobile phones and new technology | express and develop ideas clearly and with increasing accuracy, both orally and in  writing | Vocab for types of music and music bands etc in Germany  Expressing preferences  Giving reasons for preferences  Talking about a music event – narrating a longer answer  Technology – mobile phones vocab | r (1)  er (2)  I (2) | Comparatives  Sequencers – verb 2nd idea  Narrating an event | Opinions phrases  weil  Future tenses of common verbs (eat/drink/listen to/buy)  Past tense of common verbs  sequencers  narrating an event  comparatives | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **8** | 6 | End of Year revision project – leaflet for the Berlin marathon (suggested) | Sports and Activities to try  What you should/shouldn’t do  Healthy Eating – design a diet plan with foods to eat and how often and what to avoid  Berlin/ Marathon – research the route – Was kann man dort sehen?  Design a running kit /sport strip for your sports team  Make a running/exercise playlist – say why you have chosen the music | read literary texts in the language [such as stories, songs, poems and letters], to  stimulate ideas, develop creative expression and expand understanding of the  language and culture | see above | see above | No new grammar – teachers to use time to focus on revisiting grammar and vocab from Year 7 | as above | Listening and Reading plus longer writing – leaflet about planning to run the Berlin marathon (suggested) alternatively writing to your pen pal about the topics learnt this year |
| **9** | 1 | Environment and Local Area | measures to protect environment  local area – positives / negatives  global issues | develop and use a wide-ranging and deepening vocabulary that goes beyond their  immediate needs and interests, allowing them to give and justify opinions and take part  in discussion about wider issues | Activities to be environmentally friendly  What you have done recently to be green/family members  global problems and solutions  Opinions and reasons  Photo description vocab | ü (1)  u (10  z (1)  sch (3)  v (1) | Modal structures to make suggestions  man sollte – link to previous structures  um …zu  obwohl  Explicit teaching of present tense to translate continuous present | Frequency expressions  Past tense revision  modal verbs and frequency expressions  weil  opinion phrases  verb 2nd idea  present tense verb endings | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **9** | 2 | Visiting a tourist attraction | giving / understanding / finding out practical details about an attraction  justifying / giving reasons for visiting  giving opinions in different tenses about an attraction | speak coherently and confidently, with increasingly accurate pronunciation and  intonation  initiate and develop conversations, coping with unfamiliar language and unexpected  responses, making use of important social conventions such as formal modes of  address | Describing location of theme parks/giving reasons to visit  Information regarding a visit  global problems and solutions  Opinions and reasons  Narrating an extend response | u (2)  w (7) | man sollte – link to previous structures  um …zu  obwohl  Greater range of sequencers | um zu  opinion phrases  comparatives  Past tense revision  modal verbs and frequency expressions  weil  opinion phrases  Past tense plus verb 2nd idea | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking  assessments |
| **9** | 3 | Film and Cinema | Giving opinions / reasons for liking / disliking different kinds of film  Discussing film-watching habits (cinema vs DVD)  Arranging to go and see a film  Giving key details about plot and character; review a film | identify and use tenses  use and manipulate a variety of key grammatical structures and patterns  express and develop ideas clearly and with increasing accuracy, both orally and in  writing | Types of films, opinion phrases, reasons for liking/disliking  Persuade someone to watch your film  Use the future tense to talk about what will happen in a film  ich plane/habe Lust/hoffe  Role Play vocab for going to the cinema  Writing a film review | i (3) | Vocabulary to persuade  higher level future tense phrases zu plus infinitive | gern/nicht gern  weil  opinion phrases  Vocab revision  Present tense endings  future tense with werden  Asking and answering questions  Revision of vocab, past tense | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **9** | 4 | Jobs | Discuss ideal jobs, referring to personal qualities  Apply for a job by letter and in an interview  Present a candidate for ‘Klassensprecher’ using a range of tenses  Describe what people do as part of their working routine | identify and use tenses  express and develop ideas clearly and with increasing accuracy, both orally and in  writing | Professions  Revision of personality vocab  Jobs  Revision of vocab from last 2 weeks  Revision of vocab form above – present a candidate for role of Klassensprecher  Daily Routine/activities vocab | ä (3)  I (42)  ch (2)  sch (4) | Jobs without article  Male/female noun endings  agreement  würde plus infinitive (consider group)  Writing formally – structures for letters  consider use of würde+ infinitive/wäre (explicit teaching?)  Imperfect modals Ich musste etc plus infinitive | future tense (möchte)  revision of qualifiers/sein  use of formal Sie  poss revision of modal verbs (muss/kann)  revision of two verbs in a sentence/modal verbs (same structure but different tense) | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Speaking  assessments |
| **9** | 5 | Relationships and Dating | Discuss and write about the qualities of an ideal (boy/girl)friend  Using a range of sentence types to ask someone out (verbally and in writing)  Play the role of someone being asked out, or asking out, speaking spontaneously and using memorised phrases | identify and use tenses  use and manipulate a variety of key grammatical structures and patterns | Revision of personality vocab and adverbs  Range of questions and responses to being asked out  Sequencers and common verbs for describing a day out (revision)Narrating an extend response  Problem page vocab | au (3) | conditional wenn clauses  Möchtest du…  sollen in du form | comparatives  asking and answering questions  war – imperfect tense  common past tense verbs  sequencers  modal verbs (man sollte/du solltest) | 3 x 10 word vocab homework assessed in translation test  Listening  Reading  Writing  assessments |
| **9** | 6 | End of Year Revision Project – Berlin Wall or similar | Competition – be creative and come up with an interesting way to display about the Berlin Wall  You could include information about:  Why Germany was split into East and West Germany  When the Berlin Wall was built and why  What it was like to live behind the Berlin Wall  Information about how the Berlin Wall fell | read literary texts in the language [such as stories, songs, poems and letters], to  stimulate ideas, develop creative expression and expand understanding of the  language and culture | Use pp to describe events  Berlin Airlift  Internet Scavenger Hunt  Visit to the GDR museum (online)  Use pp to describe events  Life of a soldier/stasi officer/spy  Escape attempts  Watch news reports from the time (PP)  Write a love letter to a long lost love First date in the west  Watch film, use film booklet to include content | as above | No new grammar – see opportunities for re-visiting in next column | Photo description  Comparatives  Write a description of life in either West/East – es gibt/ modal verbs  Revision of vocab from term 4 – adjectives to describe personality  Past and Future Tense  When we last met/When we meet again  Film review – film vocab | Creative work on Berlin Wall  Students continuing to complete grammar booklet |
| **10** | 1 | School | Subjects, opinions, daily routine  School rules, uniform, homework  Comparison with school in Germany (different problems / pressures) | Theme: School  ● What school is like: school types; school day; subjects; rules and pressures; celebrating  success  ● School activities: school trips, events and exchanges | Wie findest du die Schule?  Was lernst du gern/nicht gern?  Was ist dein Lieblingsfach? Warum?  Beschreib dein Schultag -  Was trägst du in der Schule? Wie findest du die Schuluniform?  Was hast du gestern in der Schule gemacht?  Was wirst du nach den GCSEs machen? | sch (revision): Schulbildung  sp (revision): Sprachenassistentin | Subordinating conjunctions + opinion phrase | Present tense (haben / sein / regular verbs)  Present tense (irregular verbs)  Common perfect tense forms  Verb 2nd idea / inversion rule  Gender of nouns (basic work on cases)  Basic modal structures (school rules) | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **10** | 2 | Cultural Life | Leisure activities, musical tastes (giving, justifying, comparing opinions)  Cinema visits (problems / annoyances), watching TV  Celebrations e.g. Christmas | Theme: Identity and culture  ● Cultural life: celebrations and festivals; reading; music; sport; film and television  Theme: Identity and culture  ● Bringing the world together: sports events; music events; | Was sind deine Hobbys?  Liest du gern?  Was für Musik hörst du gern?  Wie findest du Sport?  Was ist deine Lieblingsendung?  Was hast du letztes Wochenende mit Familie/Freunden gemacht?  Was wirst du in den Schulferien machen?  Bist du schon auf einen Festival oder Event gegangen?  Welches Festival oder Sports Event möchtest du in der Zukunft besuchen? Warum? |  | Separable verbs  Linking present / past tenses (e.g. Normalerweise … jedoch gestern …)  Reflexive verbs | Basics of nominative / accusative  Common tense patterns, focusing on start / end of structures | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **10** | 3 | Family and Relationships | Personality, family relationships, friendships  Marriage, having children  What makes your family unique? Helping at home | Theme: Identity and culture  ● Who am I?: relationships; when I was younger; what my friends and family are like;  what makes a good friend; interests; socialising with friends and family; role models | Wie findest du deine Familie?  Kommst du gut mit deinen Geschwister/Eltern aus?  Beschreib ein guter Freund  Wie ist dein bester Freund/deine beste Freundin?  Was hast du letztes Wochenende mit deiner Familie gemacht?  Was wirst du nächstes Wochenende mit Freunden machen?  Wirst du in der Zukunft heiraten? |  | Conditional sentences (e.g. ideal family, would you marry etc)  2-part phrases (e.g. einerseits … andererseits) | Cases – nominative, accusative + dative; prepositions + specific case; dual case Subordinating connectives  prepositions | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **10** | 4 | Technology | Modern technology (chatrooms, mobile phones etc)  Eating out, eating habits, food, drink | Theme: Identity and culture  ● Daily life: customs and everyday life; food and drink; shopping; social media and  technology (use of, advantages and disadvantages) | Wie findest du soziale Medien?  Wofür benutzst du das Internet?  Hast du ein Handy?  Was hast du gestern gemacht?  Wie wirst du Technologie in der Zukunft benutzen? |  | n/a | ‘zu’ clauses  Dative case  Adjective endings | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **10** | 5 | Travel and Tourism | Travel, journeys, accommodation  Problems when travelling  Directions  Shopping habits | Theme: Local area, holiday and travel  ● Travel and tourist transactions: travel and accommodation; asking for help and  dealing with problems; directions; eating out; shopping  ● Town, region and country: weather; places to see; things to do | Role Play vocab/repair strategies  Formulating questions | Phonics  w (revision): Wie?, Was? | Imperfect past (regular / irregular verbs) | Subordinating connectives  Imperfect form of modals verbs  Relative pronouns (Nom / Acc)  Possessive adjectives | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **10** | 6 | Revision of key vocab/grammar/exam skills | practice exam tasks in all skills  peer / self-assessed tasks using exam criteria / mark schemes  reviewing mock performance; fix it; common issues | To prepare students adequately for the assessments as set out by Edexcel | see above |  | n/a | Revision of key grammar concepts from year; self-checking grammar errors; prioritising mistake types; eliminating common errors | mock exam in 4 skills |
| **11** | 1 | Holidays | Describing holidays past, future & dream  Problems on holiday  Holiday with / without parents  Beach, town or activity holiday? Abroad or UK?  Booking into a hotel; making a complaint | Theme: Local area, holiday and travel  ● Holidays: preferences, experiences and destinations  ● Travel and tourist transactions: travel and accommodation; asking for help and  dealing with problems; directions; eating out; shopping | Was für Urlaube machst du gern?  Was ist dein Lieblingsurlaubsziel?  Wie findest du Urlauben auf Balkonien?  Wohin bist du letztes Jahr gefahren?  Wo wirst du dieses Jahr fahren? Was wirst du machen?  Wo würdest du fahren, wenn du viel Geld hättest? | eu (revision): Flugzeug  [short] u (revision): U-Bahn  qu (revision): bequemer | Genitive | Perfect tense  Future reference  Conditional  Reflexive verbs  Dual case prepositions | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **11** | 2 | Work | Types of work; different responsibilities; what is important in a job  Job interviews; personal attributes  Future job plans; family, lifestyle, house etc  Some cross-topic revision; mock exams | Theme: Future aspirations, study and work  ● Using languages beyond the classroom: forming relationships; travel; employment  ● Ambitions: further study; volunteering; training  ● Work: jobs, careers and professions | Was für einen Beruf möchtest du in der Zukunft haben?  und was möchtest du nicht machen?  Hast du Berufserfahrung?  Wie war dein Arbeitspraktikum?  Wie wichtig sind Fremdsprachen?  Möchtest du an der Uni studieren? | äu (revision): Verkäufer  [long] i (revision): mir  [long] ö (revision): ich möchte, nötig | n/a | General grammar revision based on student work | mock exam in 4 skills |
| **11** | 3 | Social Issues | Helping others; volunteering  Environment;  Life in 3rd world  Mock review; past paper exam skills practice | Theme: International and global dimension  ● Bringing the world together: campaigns and good causes  ● Environmental issues: being ‘green’; access to natural resources | Welche Umweltaktion sollte man in der Schule machen?  Welche Umweltprobleme sind dir wichtig?  Hast du einen Vorbild?  Möchtest du freiwillig arbeiten? | [long] ä (revision): gefährlich | Mixed grammar revision based on student work | Mixed skill tasks from past papers of all boards | Listening and Reading tests  Writing bullet points  speaking card/role play  plus marked questions |
| **11** | 4 | Exam skills | Translation (German to English/English to German)  Literary Texts  Listening – Gap Fills  Speaking revision – Photo-cards and Role Plays  Writing – targeted practice for foundation students | To prepare students adequately for the assessments as set out by Edexcel | as above columns |  | Mixed grammar revision based on student work | Mixed skill tasks from past papers of all boards | past papers |
| **12** | 1 | Familie im Wandel  Die digitale Welt | **Teacher 1**  Das Internet  Soziale Netzwerke  Die Digitalisierung der Gesellschaft  Goodbye Lenin - Film  **Teacher 2**  Beziehungen innerhalb der Familie  Partnerschaft und Ehe  Verschiedene Familienformen | Introduction to reading and listening skills developed through theme-related texts and materials and study of a film  Framework for developing:  •vocabulary  •comprehension skills, including summary-writing  •essay-writing skills in the context of the chosen work  •speaking skills  •translation skills, both from and into the target language.  Catering for the students entered for AS assessment at the end of year 12. | **Teacher 1 and 2**  Social issues and trends  Aspects of German-speaking society  Familie im Wandel  Die digitale Welt | n/a | **Teacher 1**  Cases with prepositions  Future tense and other ways of expressing future time  **Teacher 2**  Word formation: adjectival nouns, verbal nouns, compound nouns etc | **Teacher 1**  Future tense  Word order patterns: inversion, time-manner-place  **Teacher 2**  Present tense including modal verbs  Perfect tense | End of unit assessments in listening, reading, speaking and translation |
| **12** | 2 | Festivals and traditions (Feste und Traditionen)  Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen) | **Teacher 1**  Feste und Traditionen – ihre Wurzeln und Ursprünge  Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute  Vielfältige Feste und Traditionen in verschiedenen Regionen  Goodbye Lenin - film  **Teacher 2**  Mode und Image  Die Bedeutung der Musik für Jugendliche  Die Rolle des Fernsehens | **Teacher 1**  Political and artistic culture  Artistic culture in the German-speaking world  festivals and Traditions  **Teacher 2**  Social issues and trends  Aspects of German-speaking society  Youth culture – fashion and trends, music and television | n/a | **Teacher 1**  Separable, inseparable and reflexive verbs Passive with werden  **Teacher 2**  Cases with verbs  Imperative | **Teacher 1**  Imperfect/simple past tense  **Teacher 2**  Pronouns | End of unit assessments in listening, reading, speaking and translation |
| **12** | 3 | Art and architecture (Kunst und Architektur)  Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute) | **Teacher 1**  Künstler und ArchitektenKunst und Architektur im Alltag  Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft  Goodbye Lenin  **Teacher 2**  Berlin – geprägt durch seine Geschichte  Theater, Musik und Museen in Berlin  Die Vielfalt innerhalb der Bevölkerung Berlins | Teacher 1 and 2  Political and artistic culture  Artistic culture in the German-speaking world  Kunst und Architektur  Das Berliner Kulturleben damals und heute | n/a | **Teacher 1**  Pluperfect tense  Subordinate word order, including relative clauses  **Teacher 2**  Infinitive constructions with and without zu  Imperfect subjunctive in conditional clauses | **Teacher 1**  Comparative and superlative Subordinate word order  **Teacher 2**  Adjective endings  Infinitive constructions with zu | End of unit assessments in listening, reading, speaking and translation |
| **12** | 4 | Exam Preparation AS Level | **Teacher 1**  Revision of topics  Goodbye Lenin  Speaking Prep  Exam prep  **Teacher 2**  Revision of Topics  Exam prep |  | see topic and vocab from above |  | Essay writing skills | revision of grammar from above | AS mock exam papers |
| **12** | 5 | Exam preparation AS Level | **Teacher 1 and 2**  Exam Technique  Reading and Listening skills  Summarising in List and Read  Translation Ger-Eng and Eng to Ger  Speaking – concentrate on AO4 facts  Revision of key grammar as per student work | see topic and vocab from above | n/a | n/a | revision of grammar from above | AS exam |
| **12** | 6 | Germany and the European Union (Deutschland und die Europaïsche Union)  Set text e.g. Andorra | **Teacher 1**  Die Rolle Deutschlands in Europa  Vor- und Nachteile der EU für Deutschland  Die Auswirkungen der EU-Erweiterung auf Deutschland  **Teacher 2**  Andorra – set text | Through the thematic study of social and political issues students will develop  listening and reading comprehension skills  vocabulary and grammar  speaking skills based on stimulus cards  translation into and from the target language  summary writing.  Intensive practice of skills for exam and assessment: speaking with stimulus card and independent research outcomes.  Intensive practice of essay-writing skills. | **Teacher 1**  Aspects of political life in the German-speaking world  Deutschland und die Europaïsche Union  **Teacher 2**  Set Work 2 | n/a | **Teacher 1**  Future perfect tense  Use of prepositional adverb to anticipate a *dass* or infinitive clause eg darauf, dass  **Teacher 2**  Literature vocab and essay writing skills | **Teacher 1**  Revision: perfect, imperfect and pluperfect tenses  **Teacher 2**  essay writing skills from Goodbye Lenin | End of unit assessments in listening, reading, speaking and translation  Comprehension questions on set text |
| **13** | 1 | Politics and youth (Die Politik und die Jugend)  Immigration (Einwanderung) | **Teacher 1**  Politisches Engagement Jugendlicher  Schwerpunkte der Jugendpolitik  Werte und Ideale  Goodbye Lenin  **Teacher 2**  Die Gründe für Migration  Vor- und Nachteile der Einwanderung  Migrationspolitik  Andorra | **Teacher 1**  Aspects of political life in the German-speaking world  Die Politik und die Jugend  **Teacher 2**  Multiculturalism in German-speaking society  Einwanderung | n/a | **Teacher 1**  Word order, including variations for emphasis  Particles eg ja, doch, wohl  **Teacher 2**  Weak masculine nouns  Complex adjectival phrases | **Teacher 1**  Revision: passive  **Teacher 2**  Revision: adjective endings including comparative and superlative | End of unit assessments in listening, reading, speaking and translation  Essay questions on set text |
| **13** | 2 | German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)  Integration (Integration) | Teacher 1  Friedliche Revolution in der DDR  Die Wiedervereinigung – Wunsch und Wirklichkeit  Alte und neue Bundesländer – Kultur und Identität  Teacher 2  Maßnahmen zur Integration  Hindernisse für die Integration  Die Erfahrungen verschiedener Migrantengruppen | **Teacher 1**  Aspects of political life in the German-speaking world  German re-unification and its consequences  **Teacher 2**  Multiculturalism in German-speaking society  Integration (Integration) | n/a | **Teacher 1**  Pluperfect subjunctive in conditional clauses  **Teacher 2**  Possessive adjectives and other determiners eg welcher  Subjunctive in indirect speech (1) | **Teacher 1**  Revision: cases  Revision: conditional sentences with imperfect and pluperfect subjunctive  **Teacher 2**  Revision: word order | End of unit assessments in listening, reading, speaking and translation  Essay questions on set text |
| **13** | 3 | Racism (Rassismus)  Speaking prep/IRP  Exam Skills | Teacher 1  Exam Skills  Revision  Speaking Prep/IRP  Teacher 2  Die Opfer des Rassismus  Die Ursprünge des Rassismus  Der Kampf gegen Rassismus | **Teacher 1**  Exam prep – IRP and Speaking exam  **Teacher 2**  Multiculturalism in German-speaking society  Racism | n/a | **Teacher 1**  n/a  **Teacher 2**  Relative and interrogative pronouns  Subjunctive in indirect speech (2) | **Teacher 1**  Revision of key AO4 facts for speaking exam  **Teacher 2**  Subjunctive in indirect speech  Revision: present and future tenses | End of unit assessments in listening, reading, speaking and translation  Essay questions on set text |
| **13** | 4 | Speaking exam and planned revision of all topics | Planned revision of book ,film and AS topics and A level exam technique | n/a | n/a | as above | as above | Past exam papers |