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| Flat_BL@2x-100 | Wollaston School: 2023/2024 Curriculum Map for GermanCurriculum 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 intonationmaking 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 + adjNumbers 1 – 31Months of the yearWann hast du Geburtstag?Ich habe am … GeburtstagWas machst du am Wochenende? plus activities in present tenseOpinionsrot, blau, grün, gelb, schwarz, orange, lila, rosa, weiss, Meine Lieblingsfarbe ist..? | wieei | Asking and answering simple questions Und du?Introduce verb sein (Ich bin)Introduce haben (Ich habe am … Geburtstag)Ordinal/Cardinal NumbersPresent 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 ListeningReadingSpeaking assessments |
| **Year 7** | 2 | Family and descriptions | Family membersPetsHair and Eye ColourPersonalityRegular 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 appropriatelytranscribe 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 GeschwisterFamily vocabularyAdjectiveslautlustigfreundlichinteressantgut gelauntschlecht gelauntnie/immer/oft/manchmalIch habe …Haare/AugenEr/Sie hatcoloursgross/mittelgross/dick/schlank | ie/ei (2)ü (1)u (1)ö (1)w (2) | PluralsGender of nounsCompounds3rd person form of haben/seinfrequency expressionsplural adjective endings | Haben Revision of adjectives/connectives/intensifiersPluralsGender of Nouns (mein/meine)adjectives/connectives/intensifiershaben/seinconnectives | 3 x 10 word vocab homework assessed in translation test ListeningReadingWriting assessments |
| **Year 7** | 3 | School | School SubjectsOpinion PhrasesAdjectives to describe school subjectsTelling the timeDaily 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 appropriatelytranscribe words and short sentences that they hear with increasing accuracyexpress and develop ideas clearly and with increasing accuracy, both orally and in writing | Mein Lieblingsfach istIch lerne gernIch liebe/hasse etcund/aber/denn/poss weilcomparativesEs ist.. Uhrviertel vor/nachhalbnumbersDaily Routine Simple modal with man kann/muss | ie/ei (3)eu (1)ö (2)w (3)i (1)sch (1)au (1) | opinionsgernjustifying opinions using connectivescomparativestelling the timeEs istUmRegular verbs in ich/er/sie/es formverb 2nd ideamodal verbsinfinitivesverb position | Lieblings Opinion phrasesnumbersverbs endings in ich form (habe/heisse/liebe) – link to routine vocabrecognise verbs (position in a sentence) | 3 x 10 word vocab homework assessed in translation test ListeningReadingSpeaking assessments |
| **Year 7** | 4 | House and Home | Describe area and house you live in; Describe things in your houseFamily life; what you do at home / in different rooms | use and manipulate a variety of key grammatical structures and patterns | Ich wohnein plus dativetown/village/countryside etcEs gibt plus roomsbedroom furniturePresent 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 vcprepositions plus dative (understanding) | present tense verbs (ich/er/sie endingsnouns – capital lettersaccusative (recognition only) – from petsNounsrevision of nounsverb 2nd ideain plus dative (link to new grammar prepositions)family members – revision of gender with mein/meinenouns/verb 2nd idea | 3 x 10 word vocab homework assessed in translation test ListeningReadingWritingassessments |
| **Year 7** | 5 | Tourism/Leisure | Leisure activities; weatherSimple positive / negative aspects of local area; tourist attractionsAsking for information in a tourist office | identify and use tenses speak coherently and confidently, with increasingly accurate pronunciation and intonation | Countries and weatherSimple past tense using war – holidays Leisure activities in the townasking for info at the tourist officeSimple 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 warconsider introduction of man kann plus infinitive irregular verbs (fahren)Forming questions consider introducing weil (depending on group | present tense verbs (ich/er/sie endingsnouns – capital lettersregular verb endings use of opinion phrasesdenn | 3 x 10 word vocab homework assessed in translation test ListeningReadingSpeaking 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 | Sportsgern/nicht gernPast tense – spielen/gehenHealthy LivingTime phrases | identify and use tenses use and manipulate a variety of key grammatical structures and patterns | Sports with spielen and gehenrevision of sports regular verbsgern/nicht gernhealthy and unhealthy activities - verbsIntroduce past tense – spielen/essen/trinkenintroduce past tense of gehen – ich bin..gegangen | d (2)e (2)r(1)ie (5)ß (1) | Frequency expressions gern/nicht gerndagegen – verb 2nd ideaPast tenseSimple past tense opinions (Das war)Past tense with seinPast tense opinion – Ich habe das..gefunden | Present tense (explicit) ich, du er, siePresent tense endingsgern/nicht gernfrequency expressionsRevision of past tense with habenEs war | 3 x 10 word vocab homework assessed in translation test ListeningReadingWritingassessments |
| **Year 8** | 2 | Eating healthily and going to a restaurant | Food and DrinkMenusreasons for liking/disliking foodParty invitation | identify and use tenses speak coherently and confidently, with increasingly accurate pronunciation and intonationinitiate 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 ItemsIch bin der Meinung adjectives to describe foodweil/da/obwohlVocabulary for ordering foodStarter/main/dessertutWhat you will do at a partyDevelop a conversation in a restaurant | sch (2)ö (5)ch (1)w (5) | lieber/am liebstenirregular verb - essensubordinate conjunctionsExpressing the future tenseIch hätte gernFuture tense – wir werden | gern/nicht gernIch essefrequency expressionsconnectives – und/aber/dennexpressing the future – ich möchteIch möchte plus infinitive at the endRestaurant vocab Past tense – what do you eat and drink | 3 x 10 word vocab homework assessed in translation test ListeningReadingSpeakingassessments |
| **Year 8** | 3 | Town | Places in town (gender of nouns)Saying what you can do in the townFuture tense – what will you do | identify and use tenses use and manipulate a variety of key grammatical structures and patternsspeak coherently and confidently, with increasingly accurate pronunciation and intonationinitiate 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 gibtMan kann with leisure activities – infinitive verbsWas 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 lettersman kann may have been seen in Year 7 but no formal teaching Man kann plus infinitivees gibtFuture tense (link to man kann structure)verb 2nd idearevision of past tense | 3 x 10 word vocab homework assessed in translation test ListeningReadingSpeakingassessments |
| **Year 8** | 4 | Clothes/Fashion | ClothesAdjectives to describe clothes and adjective endingsShopping vocabularyOutfit description | express and develop ideas clearly and with increasing accuracy, both orally and in writing | clothes vocabularyadjectives to describe clothes clothes/adjectives/materialsShopping for clothes vocabulary - role play practice | w (6)ä (2) | Irregular verb tragenadjective endings accusativeaus plus material (recognition only)Formal questions – use of Sie  | gender and accusativegender/coloursirregular verbsgender/adjective endingsQuestion wordsAnswering questionsgender/adjectives/endings in accusative/irregular verb tragen | 3 x 10 word vocab homework assessed in translation test ListeningReadingWritingassessments |
| **Year 8** | 5 | Music | Types of musicCultural content – German music in the chartsdescribing musicmobile 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 GermanyExpressing preferencesGiving reasons for preferencesTalking about a music event – narrating a longer answerTechnology – mobile phones vocab | r (1)er (2)I (2) | ComparativesSequencers – verb 2nd ideaNarrating an event | Opinions phrases weilFuture tenses of common verbs (eat/drink/listen to/buy)Past tense of common verbs sequencersnarrating an eventcomparatives | 3 x 10 word vocab homework assessed in translation test ListeningReadingWritingassessments |
| **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 environmentlocal area – positives / negativesglobal 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 friendlyWhat you have done recently to be green/family membersglobal problems and solutionsOpinions and reasonsPhoto description vocab | ü (1)u (10z (1)sch (3)v (1) | Modal structures to make suggestions man sollte – link to previous structuresum …zuobwohlExplicit teaching of present tense to translate continuous present | Frequency expressionsPast tense revision modal verbs and frequency expressionsweilopinion phrasesverb 2nd ideapresent tense verb endings | 3 x 10 word vocab homework assessed in translation test ListeningReadingWriting assessments |
| **9** | 2 | Visiting a tourist attraction | giving / understanding / finding out practical details about an attractionjustifying / giving reasons for visitinggiving opinions in different tenses about an attraction | speak coherently and confidently, with increasingly accurate pronunciation and intonationinitiate 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 visitInformation regarding a visitglobal problems and solutionsOpinions and reasonsNarrating an extend response | u (2)w (7) | man sollte – link to previous structuresum …zuobwohlGreater range of sequencers | um zuopinion phrasescomparativesPast tense revision modal verbs and frequency expressionsweilopinion phrasesPast tense plus verb 2nd idea | 3 x 10 word vocab homework assessed in translation test ListeningReadingSpeaking assessments |
| **9** | 3 | Film and Cinema | Giving opinions / reasons for liking / disliking different kinds of filmDiscussing film-watching habits (cinema vs DVD)Arranging to go and see a filmGiving key details about plot and character; review a film | identify and use tensesuse and manipulate a variety of key grammatical structures and patternsexpress and develop ideas clearly and with increasing accuracy, both orally and in writing | Types of films, opinion phrases, reasons for liking/dislikingPersuade someone to watch your filmUse the future tense to talk about what will happen in a filmich plane/habe Lust/hoffeRole Play vocab for going to the cinemaWriting a film review | i (3) | Vocabulary to persuadehigher level future tense phrases zu plus infinitive | gern/nicht gernweilopinion phrasesVocab revisionPresent tense endings future tense with werdenAsking and answering questionsRevision of vocab, past tense | 3 x 10 word vocab homework assessed in translation test ListeningReadingWritingassessments |
| **9** | 4 | Jobs | Discuss ideal jobs, referring to personal qualitiesApply for a job by letter and in an interviewPresent a candidate for ‘Klassensprecher’ using a range of tensesDescribe what people do as part of their working routine | identify and use tensesexpress and develop ideas clearly and with increasing accuracy, both orally and in writing | Professions Revision of personality vocabJobsRevision of vocab from last 2 weeksRevision 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 articleMale/female noun endingsagreementwürde plus infinitive (consider group)Writing formally – structures for lettersconsider use of würde+ infinitive/wäre (explicit teaching?)Imperfect modals Ich musste etc plus infinitive | future tense (möchte)revision of qualifiers/seinuse of formal Sieposs 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 ListeningReadingSpeaking assessments |
| **9** | 5 | Relationships and Dating  | Discuss and write about the qualities of an ideal (boy/girl)friendUsing 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 tensesuse and manipulate a variety of key grammatical structures and patterns | Revision of personality vocab and adverbsRange of questions and responses to being asked outSequencers and common verbs for describing a day out (revision)Narrating an extend response Problem page vocab | au (3) | conditional wenn clausesMöchtest du…sollen in du form | comparativesasking and answering questionswar – imperfect tensecommon past tense verbs sequencersmodal verbs (man sollte/du solltest) | 3 x 10 word vocab homework assessed in translation test ListeningReadingWritingassessments |
| **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 WallStudents continuing to complete grammar booklet |
| **10** | 1 | School | Subjects, opinions, daily routineSchool rules, uniform, homeworkComparison 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): Schulbildungsp (revision): Sprachenassistentin | Subordinating conjunctions + opinion phrase | Present tense (haben / sein / regular verbs)Present tense (irregular verbs)Common perfect tense formsVerb 2nd idea / inversion ruleGender of nouns (basic work on cases)Basic modal structures (school rules) | Listening and Reading testsWriting bullet points speaking card/role playplus marked questions |
| **10** | 2 | Cultural Life  | Leisure activities, musical tastes (giving, justifying, comparing opinions)Cinema visits (problems / annoyances), watching TVCelebrations e.g. Christmas | Theme: Identity and culture● Cultural life: celebrations and festivals; reading; music; sport; film and televisionTheme: 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 verbsLinking present / past tenses (e.g. Normalerweise … jedoch gestern …)Reflexive verbs | Basics of nominative / accusativeCommon tense patterns, focusing on start / end of structures | Listening and Reading testsWriting bullet points speaking card/role playplus marked questions |
| **10** | 3 | Family and Relationships | Personality, family relationships, friendshipsMarriage, having childrenWhat 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 FreundWie 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 connectivesprepositions | Listening and Reading testsWriting bullet points speaking card/role playplus 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’ clausesDative caseAdjective endings | Listening and Reading testsWriting bullet points speaking card/role playplus marked questions |
| **10** | 5 | Travel and Tourism | Travel, journeys, accommodationProblems when travellingDirectionsShopping 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 strategiesFormulating questions  | Phonicsw (revision): Wie?, Was? | Imperfect past (regular / irregular verbs) | Subordinating connectivesImperfect form of modals verbsRelative pronouns (Nom / Acc)Possessive adjectives | Listening and Reading testsWriting bullet points speaking card/role playplus marked questions |
| **10** | 6 | Revision of key vocab/grammar/exam skills | practice exam tasks in all skillspeer / self-assessed tasks using exam criteria / mark schemesreviewing 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 holidayHoliday with / without parentsBeach, 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-Bahnqu (revision): bequemer | Genitive | Perfect tenseFuture referenceConditionalReflexive verbsDual case prepositions | Listening and Reading testsWriting bullet points speaking card/role playplus marked questions |
| **11** | 2 | Work | Types of work; different responsibilities; what is important in a jobJob interviews; personal attributesFuture job plans; family, lifestyle, house etcSome 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; volunteeringEnvironment; Life in 3rd worldMock 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 testsWriting bullet points speaking card/role playplus marked questions |
| **11** | 4 | Exam skills | Translation (German to English/English to German)Literary Texts Listening – Gap FillsSpeaking revision – Photo-cards and Role PlaysWriting – 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 WandelDie 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 trendsAspects of German-speaking societyFamilie im WandelDie 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 tenseWord 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 UrsprüngeFeste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heuteVielfältige Feste und Traditionen in verschiedenen RegionenGoodbye Lenin - film**Teacher 2**Mode und ImageDie Bedeutung der Musik für JugendlicheDie Rolle des Fernsehens | **Teacher 1** Political and artistic cultureArtistic culture in the German-speaking worldfestivals and Traditions**Teacher 2**Social issues and trendsAspects of German-speaking societyYouth culture – fashion and trends, music and television | n/a | **Teacher 1** Separable, inseparable and reflexive verbs Passive with werden**Teacher 2**Cases with verbsImperative | **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 AlltagKunst und Architektur – Vergangenheit, Gegenwart, ZukunftGoodbye Lenin**Teacher 2** Berlin – geprägt durch seine GeschichteTheater, Musik und Museen in BerlinDie Vielfalt innerhalb der Bevölkerung Berlins | Teacher 1 and 2 Political and artistic cultureArtistic culture in the German-speaking worldKunst und ArchitekturDas Berliner Kulturleben damals und heute | n/a | **Teacher 1**Pluperfect tenseSubordinate word order, including relative clauses**Teacher 2**Infinitive constructions with and without zuImperfect subjunctive in conditional clauses | **Teacher 1** Comparative and superlative Subordinate word order**Teacher 2** Adjective endingsInfinitive 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 TechniqueReading and Listening skillsSummarising in List and ReadTranslation Ger-Eng and Eng to GerSpeaking – concentrate on AO4 factsRevision 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 EuropaVor- und Nachteile der EU für DeutschlandDie Auswirkungen der EU-Erweiterung auf Deutschland**Teacher 2** Andorra – set text | Through the thematic study of social and political issues students will developlistening and reading comprehension skillsvocabulary and grammarspeaking skills based on stimulus cardstranslation into and from the target languagesummary 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 worldDeutschland 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 translationComprehension questions on set text  |
| **13** | 1 | Politics and youth (Die Politik und die Jugend)Immigration (Einwanderung) | **Teacher 1** Politisches Engagement JugendlicherSchwerpunkte der JugendpolitikWerte und IdealeGoodbye Lenin**Teacher 2**Die Gründe für MigrationVor- und Nachteile der EinwanderungMigrationspolitikAndorra | **Teacher 1** Aspects of political life in the German-speaking worldDie Politik und die Jugend**Teacher 2** Multiculturalism in German-speaking societyEinwanderung | n/a | **Teacher 1** Word order, including variations for emphasisParticles eg ja, doch, wohl**Teacher 2** Weak masculine nounsComplex adjectival phrases | **Teacher 1** Revision: passive**Teacher 2** Revision: adjective endings including comparative and superlative | End of unit assessments in listening, reading, speaking and translationEssay 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 DDRDie Wiedervereinigung – Wunsch und WirklichkeitAlte und neue Bundesländer – Kultur und IdentitätTeacher 2Maßnahmen zur IntegrationHindernisse für die IntegrationDie Erfahrungen verschiedener Migrantengruppen | **Teacher 1**Aspects of political life in the German-speaking worldGerman re-unification and its consequences**Teacher 2**Multiculturalism in German-speaking societyIntegration (Integration) | n/a | **Teacher 1**Pluperfect subjunctive in conditional clauses**Teacher 2** Possessive adjectives and other determiners eg welcherSubjunctive in indirect speech (1) | **Teacher 1** Revision: casesRevision: conditional sentences with imperfect and pluperfect subjunctive**Teacher 2** Revision: word order | End of unit assessments in listening, reading, speaking and translationEssay questions on set text |
| **13** | 3 | Racism (Rassismus)Speaking prep/IRPExam Skills | Teacher 1 Exam SkillsRevisionSpeaking Prep/IRPTeacher 2 Die Opfer des RassismusDie Ursprünge des RassismusDer Kampf gegen Rassismus | **Teacher 1** Exam prep – IRP and Speaking exam **Teacher 2** Multiculturalism in German-speaking societyRacism | 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 speechRevision: present and future tenses | End of unit assessments in listening, reading, speaking and translationEssay 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 |