



Key Stage 3 German Curriculum Journey:

The curriculum in Year 7 will inspire learners to appreciate German by immersing them into the language and cultural practices of Germany in order that they can communicate confidently

THE YEAR 7 German CURRICULUM JOURNEY

	HALF TERM 1 and 2 Year 7 Language Rotation <i>(4 weeks of German =12 lessons)</i>	HALF TERM 3 and 4 Sports and Hobbies	HALF TERM 5 and 6 School
Topic and learning focus			
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> primary school fundamental knowledge : numbers, colours, basic greetings ⇒ these are not needed but help students feel more confident with what they will learn. 	<ul style="list-style-type: none"> Sports and hobbies : nouns & adjectives high frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives 	<ul style="list-style-type: none"> high frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives adverbial phrases gern / nicht gern word order with connectives and time phrases other people’s opinions / reasons (using he / she verbs)
Core Knowledge and skills	<ul style="list-style-type: none"> topic -specific vocabulary from the Knowledge Organiser: sports (cognates) spelling and recognising basic opinion words connectives (und and aber) intensifiers adjectives first person verb conjugation 	<ul style="list-style-type: none"> core topic -specific vocabulary from the Knowledge Organiser: sports, hobbies, online activities, adjectives, family members first person verb conjugation of regular verbs (spielen/gehen) and irregular verbs (sehen/lesen/fahren) third person conjugation of range of regular verbs frequency words & word order using gern and nicht gern Accessing sentence -level material with familiar language 	<ul style="list-style-type: none"> core topic -specific vocabulary from the Knowledge Organiser: school subjects, numbers, the time, school uniform, classroom vocabulary, teachers vocabulary first and third person verb conjugation with regular verbs first person conjugation of irregular verbs (haben / tragen) Modal verbs with I time phrases / frequency words and adverbial phrases Accessing sentence -level material with familiar language
Developmental Knowledge and Skills	<ul style="list-style-type: none"> topic-specific vocabulary from the Knowledge Organisers (unfamiliar vocabulary) first and third person verb conjugation Family members subordinating conjunctions and word order Accessing longer material with familiar language 	<ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary comparatives wider range of adverbial phrases (ziemlich gern / sehr gern / gar nicht gern) third person conjugation of irregular verbs Accessing longer material with familiar language 	<ul style="list-style-type: none"> extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary conjugation of regular verbs with all persons irregular verb conjugation wider range of adverbial structures complex intensifiers narration Adjective endings Accessing longer material with familiar language
Complex Knowledge	<ul style="list-style-type: none"> manipulating a wider range of structures and complex vocabulary complex opinions : contracting opinions and agree/ disagree Accessing longer material including unfamiliar language 	<ul style="list-style-type: none"> understanding and manipulating verbs in all forms (conjugation) using a wider range of connectives and adjectives Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> accessing longer material including unfamiliar vocabulary complex reasons with weil (not just ist) using a wider range of connectives and adjectives Understanding dative case with prepositions



<p>Links with the National Curriculum</p>	<ul style="list-style-type: none"> ● read and show comprehension of original and adapted materials from a range of different sources ● provide an accurate English translation of short, suitable material 	<ul style="list-style-type: none"> ● transcribe words and short sentences that they hear with increasing accuracy ● read literary texts in the language, to stimulate ideas, develop creative expression and expand understanding of the language and culture 	<ul style="list-style-type: none"> ● initiate and develop conversations, coping with unfamiliar language and unexpected responses ● discover and develop an appreciation of a range of writing in the language studied ● write using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language
<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> ● writing : spellings of key words ● grammar : verb conjugation and word order ● reading : from sentence level to short paragraphs ● listening : recognising words to sentences ● speaking : pronunciation of words / phonics 	<ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present tense, adverbial phrases, word order ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false + who says what + answer in English, etc) ● speaking : sentence level to express opinions / contrast with someone else's 	<ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present tense, modals, adverbial structures ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English) ● speaking : sentence level to express opinions / contrast with someone else's
<p>Cultural Capital</p>	<ul style="list-style-type: none"> ● insight of German sports that are played in German schools ● German speaking countries and extend student's knowledge of the German speaking world. 	<ul style="list-style-type: none"> ● insight of German sports and hobbies popular in different regions of Germany and German speaking countries ● Famous German speaking athletes ● German / Swiss / Austrian national team achievements ● Introduce typical past times from German speaking countries ● Enhance pupils' knowledge about sports played in German schools ● Enhance students about the importance an active lifestyle Talk about German lifestyles 	<ul style="list-style-type: none"> ● Introduce subjects learnt in German schools ● Show a German timetable ● Explain differences between school in England and in Germany ● Talk about German school day ● Talk about lack of uniform in German schools
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>cultural : exposure to sports played in different countries</p> <p>cultural : Include key customs and festivals in England and Germany / German speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● 11th November ● Christmas / New Year 	<p>social: discussing likes and dislikes and contrasting your opinion</p> <p>cultural : exposure to popular sports and hobbies from around the World and its popularity</p> <p>Cultural : Include key customs and festivals in England and Germany / German speaking world:</p> <ul style="list-style-type: none"> ● The Three Kings ● Pancake day ● Valentine's Day ● Skiing season in Germany (German mountains), etc. ● April Fool's Day 	<p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural: comparing German schools with British schools</p> <p>cultural : Include key customs and festivals in England and Germany / German speaking world:</p> <p>May 1st : Tag der Einheit</p> <p>Mental health week</p> <p>6th June - Pfingstmontag</p> <p>mid-June - Healthy eating week</p> <p>29th June - LGBT (Gay Pride)</p>
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> ● mutual respect : develop our knowledge of how people live in Germany and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles ● tolerance and respect : through our study of German- speaking people, we learn to value and tolerate other ways of living ● mutual respect : develop our knowledge of how people live in Germany and other German-speaking countries, we come to 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles ● tolerance and respect : through our study of German- speaking people, we learn to value and tolerate other ways of living ● mutual respect : develop our knowledge of how people live in Germany and other German-speaking countries, we come to



	<ul style="list-style-type: none">● tolerance and respect : through our study of German-speaking people, we learn to value and tolerate other ways of living	respect their different way of life and through comparison, recognise and appreciate our own values more deeply	respect their different way of life and through comparison, recognise and appreciate our own values more deeply
Assessment	<ul style="list-style-type: none">● vocabulary tests (2 tests) : De to EN and EN to De on basic words, phrases and constructions learnt in this taster rotation● extended piece of writing from the activity workbook produced● reading assessment (end of rotation test)	<ul style="list-style-type: none">● vocabulary tests on the words, topic-vocabulary and constructions learnt to date● extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of sport and hobbies● writing assessment on the topic of sport and hobbies	<ul style="list-style-type: none">● vocabulary tests on the words, topic-vocabulary and constructions learnt to date● extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of school● reading / listening / translation / grammar assessment on the topic of school, but drawing also on all of the language so far learnt in Year 7



Key Stage 3 German Curriculum Journey:

The curriculum in Year 8 will consolidate learners ability to communicate in German by immersing them into the language and cultural practices of Germany in order that they can communicate confidently and fluently

THE YEAR 8 German CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3 and 4	HALF TERM 5 and 6
Topic and learning focus	Food and Drink	Town and Local Area	Holidays	Media
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / intensifiers / connectives / family members regular -verbs conjugation with I/ she / he irregular verbs: werden and haben in I form 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / intensifiers / connectives / family members regular -verbs conjugation with I/ she / he irregular verbs: essen werden and haben in I form 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions/ narration / times of the day / intensifiers / connectives / family members present tense : regular - verbs conjugation with I/ she / he + : irregular verbs: essen werden + haben Future tense with I 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions sequencers / narration / times of the day / intensifiers / connectives / family members present and past tenses in the I form present and past time phrases Future tense with I
Core Knowledge and skills	<ul style="list-style-type: none"> Core topic -specific vocabulary from the Knowledge Organiser: on food and drinks, breakfast vocabulary, typical German foods and adjectives adverbial phrases regular verb conjugation in the I, he / she forms irregular verb essen and nehmen in I form time phrases and sequencers Future tense with I 	<ul style="list-style-type: none"> Core topic -specific vocabulary from the Knowledge Organiser: on places to live, places in town, activities in town regular verb conjugation in the I, he / she forms man kann irregular verb werden in we form time phrases and sequencers negatives (kein) adjective endings comparisons 	<ul style="list-style-type: none"> Core topic -specific vocabulary from the Knowledge Organiser: on holiday destinations, mode of transport, weather phrases, holiday activities, accomodation infinitive structures conjugation of regular verbs with i / he / she + irregular in the I forms prepositions (to, by, in) sequencers / narration weather phrases past tense with I (ich have + ich bin) time phrases + opinion in the past Accessing sentence -level material with familiar language 	<ul style="list-style-type: none"> Core topic -specific vocabulary from the Knowledge Organiser: tv programs, types of music, instruments, bands, music festivals, films/cinema regular / irregular verb conjugation in I / he / she future time phrases, future opinions and future verbs in the I form past time phrases, opinions + past tense verbs in the I form Using seit in present tense with I comparisons Accessing sentence -level material with familiar language



	<ul style="list-style-type: none"> ● Accessing sentence -level material with familiar language 	<ul style="list-style-type: none"> ● Accessing sentence -level material with familiar language 		
Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● Irregular verb essen and nehmen in he/she forms ● wider range of adverbial phrases ● wenn clauses ● agree/ disagree ● Future tense with he/she ● present tense conjugation in the we/ they forms ● Accessing longer material with familiar language 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● Irregular verb werden in he/she forms ● wenn clauses ● comparisons (less than, as....as) ● Relative clauses ● present tense conjugation in the all forms <ul style="list-style-type: none"> ● Accessing longer material with familiar language 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● conjugation in all forms for regular verbs ● irregular in I / he / she in the present ● past tense with I /we ● use of comparatives (more/ less than) ● agree / disagree ● Accessing longer material with familiar language ● Wenn clauses 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● regular / irregular full verb conjugation ● possessive pronouns ● complex reasons ● conjugation of verbs in the future & past tenses (all forms) ● Accessing longer material with familiar language
Complex Knowledge	<ul style="list-style-type: none"> ● higher / more complex opinion phrases and connectives (ich bin der Meinung, dass e.t.c) ● moving between tenses e.g. normally I eat... but tomorrow I will eat... ● Accessing longer material including unfamiliar vocabulary ● Adapting sentence builder to prior / further knowledge 	<ul style="list-style-type: none"> ● Moving between present and future tenses. ● Higher / more complex opinion phrases ● Future tense with subordination ● Adapting sentence builder to prior / further knowledge ● Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> ● irregular verbs with all persons ● Past tense with all persons ● higher / more complex opinion phrases (es hat mir gut gefallen) ● subordination in past tense ● understanding of the dative case after prepositions ● Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> ● higher / more complex opinion phrases, including complex sequencers ● complex past opinions ● subordination in past and future tenses ● Accessing longer material including unfamiliar vocabulary
Links with the National Curriculum	<ul style="list-style-type: none"> ● 		<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Literacy (including reading)	<ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation / negatives / adverbial phrases / future tense 		<ul style="list-style-type: none"> ● writing : accurate spellings on sentence levels, punctuation narration ● grammar : conjugation , past tense, wenn clauses, prepositions ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false + who says what + answer in English, answer in German) 	<ul style="list-style-type: none"> ● writing : sentence levels, punctuation, using of sequencers and narration ● grammar : conjugation / past and future tenses, word order, subordination ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false + who says what + answer in English, answer in German)



	<ul style="list-style-type: none"> ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false + who says what + answer in English, etc) ● speaking : sentence level descriptions + express opinions / contrast with someone else's 		<ul style="list-style-type: none"> ● speaking : sentence level descriptions + express opinions / contrast with someone else's + past tense events 	<ul style="list-style-type: none"> ● speaking : sentence level descriptions + express opinions / contrast with someone else's + past / future tense events
Cultural Capital	<ul style="list-style-type: none"> ● insight of breakfast in German ● Insight to what is eating in German schools ● Typical German restaurant foods ● German cuisine 	<ul style="list-style-type: none"> ● enhance student's knowledge of the regional diversity of Germany and German speaking countries ● different landscapes, and what activities you can do in each part of Germany 	<ul style="list-style-type: none"> ● wider understanding of German speaking countries: common German holiday destinations ● German transport system - S-bahn, Tram, Deutscher Bahn ● different school holidays in Germany - how long they are for and what people usually do 	<ul style="list-style-type: none"> ● Enhance students' knowledge of media of German speaking countries e.g. German bands / TV shows / Festivals ● Look at comparisons of English and German TV shows
Social, Moral, Spiritual and Cultural Development	<p>Cultural : compare food eaten in other countries with that of the UK</p> <p>Spiritual-ability to be reflective about one's own beliefs that inform their perspective on life and their interest in different faiths, feelings and values</p> <p>Include key customs and festivals in England and Germany / German speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● German Reunification Day 	<p>Cultural : compare towns in UK with German towns</p> <p>Spiritual-ability to be reflective about one's own beliefs that inform their perspective on life and their interest in different faiths, feelings and values</p> <p>Include key customs and festivals in England and Germany / German speaking world:</p> <ul style="list-style-type: none"> ● 11th November ● Christmas / New Year 	<p>Cultural : holiday destination around the world</p> <p>Include key customs and festivals in England and Germany / German speaking world:</p> <ul style="list-style-type: none"> ● The Three Kings ● pancake Day ● Valentine's Day ● Skiing season in Germany (German mountains), etc. ● Aprils' Fool Day 	<p>Cultural : Interest in exploring understanding and showing respect a shown by their attitude towards different religious, ethnic and socio-economic groups in the global community</p> <p>Include key customs and festivals in England and Germany / German speaking world:</p> <ul style="list-style-type: none"> - May 1st : Tag der Arbeit -6th June: Pfingstmontag - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc) -July 31st : Eid - 14th July - individual liberties
Fundamental British Values	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles ● tolerance and respect : Through our study of German-speaking people, we learn to value and tolerate other ways of living ● mutual respect : develop our knowledge of how people live in Germany and other German-speaking countries, we come 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles ● tolerance and respect : Through our study of German-speaking people, we learn to value and tolerate other ways of living ● mutual respect : develop our knowledge of how people live in Germany and other 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles ● tolerance and respect : Through our study of German- speaking people, we learn to value and tolerate other ways of living ● mutual respect : develop our knowledge of how people live in Germany and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles ● tolerance and respect : Through our study of German- speaking people, we learn to value and tolerate other ways of living ● mutual respect : develop our knowledge of how people live in Germany and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply



	to respect their different way of life and through comparison, recognise and appreciate our own values more deeply	German-speaking countries, we come to respect their different way of life and through comparison, recognise		
Assessment	<ul style="list-style-type: none">• vocabulary tests drawing on the words, phrases and topic-specific vocabulary of food and drink• extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of food and drink• Listening / reading / translation / grammar assessment	<ul style="list-style-type: none">• vocabulary tests drawing on the words, phrases and topic-specific vocabulary of my town and my local area• extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of my town and my local area• Listening / reading / translation / grammar assessment	<ul style="list-style-type: none">• vocabulary tests drawing on the words, phrases and topic-specific vocabulary of holidays• extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of holidays• writing (90 word) on the topic of holidays	<ul style="list-style-type: none">• vocabulary tests on the words, phrases and topic-specific vocabulary of media• extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of media• Listening / reading and speaking focus – while much of this will be topic-specific, these assessments will draw from across Year 7 and 8



Key Stage 3 German Curriculum Journey:

The curriculum in Year 9 will deepen learners to use of German by immersing them into the language and cultural practices of Germany in order that they can communicate confidently and fluently

THE YEAR 9 German CURRICULUM JOURNEY

	HALF TERM 1 and 2	HALF TERM 3 and 4	HALF TERM 5 and 6
Topic and learning focus	Die Gesundheit (Health)	Relationships and Future Plans	Rechte und Pflichten (Rights and Responsibilities)
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions/ sequencers / narration / intensifiers / connectives / family members ● present, future and past tenses in the I form ● present , future and past time phrases / opinions 	<ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions/ sequencers / narration / intensifiers / connectives / family members ● present, future and past tenses in the I form of regular verbs ● present , future and past time phrases / opinions ● modal verbs: man kann 	<ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions / sequencers / narration / intensifiers / connectives / family members ● present, future, conditional and past tenses in the I form of regular verbs ● present , future and past time phrases / opinions ● modal verbs :can / want / should / to be allowed
Core Knowledge and skills	<ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: food, body parts, illnesses and injuries, role models ● modal verbs with I ● present tense with I ● past tense with I + time phrases + opinion in the past ● future tense with I + time phrases + opinion in the future ● modal : you can ● Um...zu clauses ● Accessing sentence -level material with familiar language 	<ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: Family members and description, when you were younger, relationships, future plans, jobs ● conditional: ich möchte in I form ● imperfect: I was and I had ● reflexive verb sich verstehen with I ● separable verb auskommen with I ● modal verbs in 3rd person ● Accessing sentence -level material with familiar language 	<ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: problems in the world, rights, what is important to you, how you can help ● recognise and list environmental issues / solutions ● express personal actions / habits ● talk about how old you have to be to do certain things ● um ... zu clauses ● dative pronoun mir ● modal verbs with we ● express past and future personal actions ● modal verbs: what you must / not do ● Accessing sentence -level material with familiar language



Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● complex frequency words ● dative pronouns for injuries ● modal verbs with others ● past tense with other people ● Accessing longer material with familiar language 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● reflexive verb sich verstehen with we ● um...zu... clauses ● conditional tense with würden ● comparative and superlative ● more complex opinions ● Accessing longer material with familiar language 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● consider other people’s impact on the environment ● wider range of structures to agree / disagree ● wider range of opinions ● easily move between 3 tenses in one piece ● modal verbs with all persons ● Accessing longer material with familiar language
Complex Knowledge	<ul style="list-style-type: none"> ● higher phrases in past e.g. subordination ● conjugation of modals ● Manipulating the sentence builder with prior and further knowledge ● Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> ● reflexive in present and past tenses ● tenses in all forms ● modals in all forms ● starting to use imperfect with other persons ● Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> ● generic complex structures to discuss environmental issues ● negative structures in all tenses ● move between 5 tenses (present / past / future/ imperfect / conditional tenses) ● Accessing longer material including unfamiliar vocabulary
Links with the National Curriculum	<ul style="list-style-type: none"> ● understand and respond to spoken and written language from a variety of authentic sources ● speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ● 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 ● write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<ul style="list-style-type: none"> ● initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ● speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their 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 ● write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<ul style="list-style-type: none"> ● speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their 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 ● 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 ● write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language



<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> ● writing : paragraph levels, punctuation, using of sequencers and narration in all tenses ● grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses / modals ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in German) ● speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past tense events 	<ul style="list-style-type: none"> ● writing : paragraph levels, punctuation, using of sequencers and narration in all tenses ● grammar : conjugation / negatives / adjectival agreement / past / future tense/ conditional / modals ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in German) ● speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense 	<ul style="list-style-type: none"> ● writing : paragraph levels, punctuation, using of sequencers and narration in all tenses ● grammar : conjugation / adjectival agreement / imperfect / conditional / past / future tenses / modals ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in German) ● speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events
<p>Cultural Capital</p>	<ul style="list-style-type: none"> ● Consider health in the German speaking world e.g. German healthy eating guidelines ● Students can use this topic to reflect on their health and what they could do to be healthier 	<ul style="list-style-type: none"> ● Talk about typical German families ● Talk about typical German jobs and qualifications needed in Germany for these jobs 	<ul style="list-style-type: none"> ● discuss environmental issues at a global level – make students aware of dangers in the world and of the consequences of man action on nature / animal ● This section should prompt students to think about their own behaviour to save and protect the planet ● show students some German ads, talk about German / German speaking countries charities and organisations that exist and promote a more environmentally conscious behaviour.
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Cultural/Moral: Different types of family and relationships Include key customs and festivals in England and German / German speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● German Reunification ● 11th November ● Christmas / New Year 	<p>Cultural: willingness to respond positively to cultural opportunities; interest in exploring and developing understanding of cultural diversity and the extent to which the pupil understands respects and celebrates diversity in the global community Include key customs and festivals in England and German / German speaking world:</p> <ul style="list-style-type: none"> ● The Three Kings ● -Pancake Day ● Valentine's Day ● Skiing season in Germany (German mountains), etc. ● Aprils' Fool Day 	<p>Moral: interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoint of others on these issues. Discussing our obligations as individuals or organisations to resolve these issue Include key customs and festivals in England and German / German speaking world:</p> <ul style="list-style-type: none"> - May 1st : Tag der Arbeit -6th June: Pfingstmontag - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc) -July 31st : Eid - 14th July - individual liberties
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles 	<ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles









	<ul style="list-style-type: none">● tolerance and respect : Through our study of German- speaking people, we learn to value and tolerate other ways of living● mutual respect : develop our knowledge of how people live in German and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply	<ul style="list-style-type: none">● tolerance and respect : Through our study of German- speaking people, we learn to value and tolerate other ways of living● mutual respect : develop our knowledge of how people live in German and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply	<ul style="list-style-type: none">● tolerance and respect : Through our study of German- speaking people, we learn to value and tolerate other ways of living● mutual respect : develop our knowledge of how people live in German and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply
Assessment	<ul style="list-style-type: none">● vocabulary tests drawing on the words, phrases and topic-specific vocabulary of health● extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of health● baseline test	<ul style="list-style-type: none">● vocabulary tests on the words, phrases and topic-specific vocabulary of relationships and future plans relationships and future plans● extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of relationships and future plans relationships and future plans● reading / listening / translation / grammar assessment	<ul style="list-style-type: none">● vocabulary tests on the words, phrases and topic-specific vocabulary of rights and responsibilities● extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on the topic of rights and responsibilities● listening / reading / writing task (90 words)



Key Stage 4 Curriculum Journey:

The curriculum in Year 10 German will enable learners to develop their ability to communicate at a sophisticated level by immersing them in the language and cultural practices of Germany

THE YEAR 10 GERMAN CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Mein Schulleben (My School Life)	Meine Ferien (My Holidays)	Meine Umgebung (My Local Area)	Die Familie (Family and Relationships)	Die Freizeit (Hobbies)	Die Technologie
						
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / sequencers / intensifiers / 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family



	<p>connectives / family members / verb conjugation across time frames</p> <ul style="list-style-type: none"> ● Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<p>connectives / family members / verb conjugation across time frames</p> <ul style="list-style-type: none"> ● Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<p>members / verb conjugation across time frames</p> <ul style="list-style-type: none"> ● Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<p>members / verb conjugation across time frames</p> <ul style="list-style-type: none"> ● Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<p>conjugation across time frames</p> <ul style="list-style-type: none"> ● Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<p>members / verb conjugation across time frames</p> <ul style="list-style-type: none"> ● Groundwork Topic Specific Vocabulary from the Knowledge Organiser
Core Knowledge and skills	<ul style="list-style-type: none"> ● Foundation topic - specific vocabulary from the Knowledge Organiser <p>Grammar Knowledge = modal verbs, prepositions seit and vor, plurals, reflexive verbs</p> <ul style="list-style-type: none"> ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions 	<ul style="list-style-type: none"> ● Foundation topic - specific vocabulary from the Knowledge Organiser <p>Grammar Knowledge = irregular imperfect verb, comparative and superlative, dative or accusative after prepositions</p> <ul style="list-style-type: none"> ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions 	<ul style="list-style-type: none"> ● Foundation topic - specific vocabulary from the Knowledge Organiser <p>Grammar Knowledge = plurals, prepositions, modal verb können, relative clauses with ist</p> <ul style="list-style-type: none"> ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions 	<ul style="list-style-type: none"> ● Foundation topic - specific vocabulary from the Knowledge Organiser <p>Grammar Knowledge = regular and irregular verbs including haben & sein in present tense, future tense, reflexive verbs with I, comparative, imperfect with I</p> <ul style="list-style-type: none"> ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions 	<ul style="list-style-type: none"> ● Foundation topic - specific vocabulary from the Knowledge Organiser <p>Grammar Knowledge = revision of separable verbs, separable verbs in the past tense, separable and reflexive verbs in the future, using gern / lieber / am liebsten</p> <ul style="list-style-type: none"> ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions 	<ul style="list-style-type: none"> ● Foundation topic - specific vocabulary from the Knowledge Organiser <p>Grammar Knowledge= Perfect and imperfect tense with I, Direct and indirect object pronouns</p> <ul style="list-style-type: none"> ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Perfect and imperfect tense with I ● Direct and indirect object pronouns
Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Higher Topic Specific vocabulary from the Knowledge Organiser ● Grammar Knowledge = separable verbs, relative clauses, reflexive verbs all persons, imperfect with others 	<ul style="list-style-type: none"> ● Higher Topic Specific vocabulary from the Knowledge Organiser ● Grammar Knowledge = relative pronouns and was, coordinating and subordinating conjunctions ● Paragraph level translation into TL 	<ul style="list-style-type: none"> ● Higher Topic Specific vocabulary from the Knowledge Organiser ● Grammar Knowledge = dative prepositions, complex relative clauses, um zu clauses ● Paragraph level translation into TL ● Cross-over exam-style questions 	<ul style="list-style-type: none"> ● Higher Topic Specific vocabulary from the Knowledge Organiser ● Paragraph level translation into TL ● Cross-over exam-style questions ● Grammar Knowledge = separable verbs, relative clauses, 	<ul style="list-style-type: none"> ● Higher Topic Specific vocabulary from the Knowledge Organiser ● Grammar Knowledge = reflexive verbs in the perfect tense, word order with adverbial phrases ● Paragraph level translation into TL ● Cross-over exam-style questions 	<ul style="list-style-type: none"> ● Higher Topic Specific vocabulary from the Knowledge Organiser ● Grammar Knowledge = Imperfect tense with all persons ● Paragraph level translation into TL ● Cross-over exam-style questions



	<ul style="list-style-type: none"> Paragraph level translation into TL Cross-over exam-style questions 	<ul style="list-style-type: none"> Cross-over exam-style questions 		<p>reflexive verbs all persons, imperfect with others</p>		
Complex Knowledge	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing
Links with the National Curriculum	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Express and develop thoughts and ideas spontaneously and fluently</p>	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Acquire new knowledge and skills and ways of thinking through the ability to understand and respond to spoken and written material</p>	<p>Listen to and understand articulated, normal speech at normal speed</p> <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p>	<p>Express and develop thoughts and ideas spontaneously and fluently</p> <p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts</p>	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Make links to other areas of the curriculum</p>	<p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts</p>
Literacy (including reading)	<ul style="list-style-type: none"> Reading: accessing authentic texts such as a German timetable and school 	<ul style="list-style-type: none"> Reading: accessing authentic texts on the topic of holidays such 	<ul style="list-style-type: none"> Reading: accessing authentic texts on the topic of home and town such as maps, 	<ul style="list-style-type: none"> Reading: accessing authentic texts on the topic of the environment such as magazine articles, 	<ul style="list-style-type: none"> Reading: accessing authentic texts on the topic of the environment such as job advertisements. 	<ul style="list-style-type: none"> Reading: accessing authentic texts on the topic of the environment such as job advertisements.



	<p>rules from a German school</p> <ul style="list-style-type: none"> • Writing: Accurate spelling and grammar across 3 time frames on the topic of school. • Speaking: Accurate pronunciation in developed answers to questions on the topic of school. • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions. 	<p>as hotel reviews and holiday brochures.</p> <ul style="list-style-type: none"> • Accurate spelling and grammar across 3 time frames on the topic of holidays. • Speaking: Accurate pronunciation in developed answers to questions on the topic of holidays. • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions on the topic of holidays. 	<p>estate agent leaflets and town brochures</p> <ul style="list-style-type: none"> • Accurate spelling and grammar across 3 time frames on the topic of home and town. • Speaking: Accurate pronunciation in developed answers to questions on the topic of home and town. • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions on the topic of home and town. 	<p>adverts and news articles.</p> <ul style="list-style-type: none"> • Accurate spelling and grammar across 3 time frames on the topic of the environment. • Speaking: Accurate pronunciation in developed answers to questions on the topic of the environment. • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions on the environment. 	<ul style="list-style-type: none"> • Accurate spelling and grammar across 3 time frames on the topic of world of work). • Speaking: Accurate pronunciation in developed answers to questions on the topic of the world of work. • Accessing GCSE material and applying exam skills to tackle the different exam style questions on the topic of the world of work. 	<ul style="list-style-type: none"> • Accurate spelling and grammar across 3 time frames on the topic of world of work (2) • Speaking: Accurate pronunciation in developed answers to questions on the topic of the world of work. • Accessing GCSE material and applying exam skills to tackle the different exam style questions on the topic of the world of work.
Cultural Capital	<ul style="list-style-type: none"> • Differences between school systems, school days, uniforms and qualifications in Germany and other German-speaking countries 	<ul style="list-style-type: none"> • Popular holiday destinations in Germany, Austria and Switzerland and key information about these destinations • Key rivers and lakes 	<ul style="list-style-type: none"> • Key information about key cities in Germany, Austria and Switzerland • Differences in living arrangements in Germany and England 	<ul style="list-style-type: none"> • Typical German family size • Typical German living situations 	<ul style="list-style-type: none"> • Popular hobbies in German speaking countries. • Famous German athletes and musicians / TV stars 	<ul style="list-style-type: none"> • Authentic materials on technology / phone (songs) • Soziale media use in Germany amongst young people
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • Cultural: respect for school systems with differing religious laws • Spiritual: ability to be reflective about one's own beliefs that inform their perspective on life 	<ul style="list-style-type: none"> • Cultural: exploring various target-language holiday destinations 	<ul style="list-style-type: none"> • Cultural: interest in exploring understanding, showing respect and shown by their attitude towards different religious, ethnic and socio-economic groups in the global community 	<ul style="list-style-type: none"> • Cultural: respect for different family types • Mutual tolerance and respect for diversity and values when discussing different family types. 	<ul style="list-style-type: none"> • Social: discussion of different hobbies • Mutual tolerance and respect: looking at others' interests and how this might differ from my own • cultural: Looking at foods eaten in German restaurants 	<ul style="list-style-type: none"> • Mutual tolerance and respect: looking at appropriate ways to behave online • Cultural: Understanding of how German / Swizz Austrians use technology.



	<p>and their interest in different faiths, feelings</p> <ul style="list-style-type: none"> ● Mutual tolerance and respect for diversity and values 					
Fundamental British Values	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and Understanding of German speaking schools and how the school life and culture differ from England.</p> <p>Pros and cons of school life in Germany.</p> <p>The rule of law: School rules in German schools</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and Understanding of German and German - speaking holiday destinations.</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and understanding of cities and towns in Germany and German speaking countries.</p> <p>Study and understanding of types of houses Germans live in and discussion of how that differs to England.</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and understanding of different family types and living arrangements.</p> <p>Study and understanding of how German families differ from British families.</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: study and understand different hobbies.</p> <p>study and understanding of differences between food in England and German</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: study and understanding of different uses of technology.</p>
Assessment	<ul style="list-style-type: none"> ● Regular Vocabulary tests related to the school topic ● Extended response in Writing Booklets on school subjects, uniform, buildings, rules ● Assessment task: End of Unit Assessment focussing on the skill of Writing 	<ul style="list-style-type: none"> ● Regular Vocabulary tests related to the holidays topic ● Extended response in Writing Booklets on holiday habits, previous holidays, holiday plans and a dream holiday 	<ul style="list-style-type: none"> ● Regular Vocabulary tests related to the topic of home and town ● Extended response in Writing Booklets on where they live, their house, their town, how they would improve their town ● Assessment Task : GCSE Mock Exams in Listening, and reading on holidays, school and home and local area 	<ul style="list-style-type: none"> ● Regular Vocabulary tests related to the topic of family ● Extended response in Writing Booklets on the topic of family 	<ul style="list-style-type: none"> ● Regular Vocabulary tests related to the topic of free-time ● Extended response in Writing Booklets on the topic of free-time. 	<ul style="list-style-type: none"> ● Regular Vocabulary tests related to the topic of technology ● Extended response in Writing Booklets on the topic of technology






	coherently in German on the topic of school				
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Key Stage 4 Curriculum Journey:

The curriculum in Year 11 German will enable learners to deepen their ability to communicate at a sophisticated level by immersing them in the language and cultural practices of Germany

THE YEAR 11 CURRICULUM JOURNEY

	TERM 1	Term 2	Term 3
Topic and learning focus	Zukünftige Pläne (World of Work / Future Plans)	Gesellschaftliche Themen (Social Issues)	Revision of all topics and preparation for GCSE Examinations
			
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames Groundwork Topic Specific Vocabulary from the Knowledge Organiser 	<ul style="list-style-type: none"> A knowledge of the vocabulary and grammatical structures covered throughout the course to be able to tackle exam questions.
Core Knowledge and skills	<ul style="list-style-type: none"> Foundation topic-specific vocabulary from the Knowledge Organiser 	<ul style="list-style-type: none"> Foundation topic-specific vocabulary from the Knowledge Organiser 	SPEAKING REVISION FOCUS FOUNDATION TIER <ul style="list-style-type: none"> Description of a photo



- Grammar Knowledge = regular and irregular verbs including haben & sein in present tense, future tense, reflexive verbs with I, comparative, imperfect with I

Time spent during this term doing 'walk and talk' reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types.

Grammar: revising future, plural nouns, ich werde and ich möchte, subordinating conjunctions,

- Grammar Knowledge = um zu clauses, modal verbs, subordinating conjunctions, all tenses, reflexive and indefinite pronouns

Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.

- Developing answers, prepared in advance, on a photo
- Strategies for focusing on unseen questions during a speaking exam
- Presenting information
- Offering opinions and justifying them
- Talking across a range of tenses
- Role play focus

LISTENING REVISION FOUNDATION TIER

Strategies and focus on

- Choose the correct letter
- Answers to questions in English
- Positive and negatives
- A, B or A and B
- Completing sentences in English
- P, N, P and N
- T, F, NM/ND
- Answers in German
- One in three
- Completing sentences in German
- Regular testing of foundation level vocabulary

READING REVISION FOUNDATION TIER

- Correct letter
- Complete the sentences in English
- True or False
- One in three
- T, F, N/M
- Questions and answers in English
- Three true statements
- Advantages and disadvantages
- Which person
- Answers to questions in German
- Translation into English of a text
- P, N, P and N
- One in three
- Questions and answers in German



			<ul style="list-style-type: none"> ● Gap fill ● Regular testing of foundational level vocabulary <p>WRITING REVISION FOUNDATION TIER</p> <ul style="list-style-type: none"> ● Describing a photo ● Sentence level translation across 3 tenses ● 40 word task - present tense and expressing opinions ● 90 word task - 3 tenses across 4 bullet points, expressing opinion
<p>Developmental Knowledge and Skills</p>	<ul style="list-style-type: none"> ● Higher topic-specific vocabulary from the Knowledge Organiser ● Grammar: verbs followed by zu, genitive / von + dat <p>Time spent during this term doing ‘walk and talk’ reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types.</p>	<ul style="list-style-type: none"> ● Higher topic-specific vocabulary from the Knowledge Organiser ● Grammar Knowledge = pluperfect, reflexive verbs with a direct object, <p>Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.</p>	<p>SPEAKING REVISION FOCUS HIGHER TIER</p> <ul style="list-style-type: none"> ● Description of a photo ● Developing answers, prepared in advance, on a photo ● Strategies for focusing on unseen questions during a speaking exam ● Presenting information ● Offering opinions and justifying them ● Talking across a range of tenses ● Role play focus <p>LISTENING REVISION HIGHER TIER</p> <p>Strategies and focus on</p> <ul style="list-style-type: none"> ● Choose the correct letter ● Answers to questions in English ● Positive and negatives ● A, B or A and B ● Completing sentences in English ● P, N, P and N ● T, F, NM/ND ● Answers in German ● One in three ● Completing sentences in German ● Regular testing of higher level vocabulary <p>READING REVISION HIGHER TIER</p> <ul style="list-style-type: none"> ● Correct letter ● Complete the sentences in English ● True or False



			<ul style="list-style-type: none"> ● One in three ● T, F, N/M ● Questions and answers in English ● Three true statements ● Advantages and disadvantages ● Which person ● Answers to questions in German ● Translation into English of a text ● P, N, P and N ● One in three ● Questions and answers in German ● Gap fill ● Regular testing of higher level vocabulary <p>WRITING REVISION HIGHER TIER</p> <ul style="list-style-type: none"> ● 90 word task - 3 tenses across 4 bullet points, expressing opinions ● 150 word task, complexity of language, narration and justification and opinion ● Translation of a text into German
Complex Knowledge	<ul style="list-style-type: none"> ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> ● Recap of complex structures such as the subjunctive, passive, complex narration, discussing advantages and disadvantages and offering solutions ● vocabulary outside of the specification
Links with the National Curriculum	<p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Develop language learning skills for immediate use and to prepare them for further language study or employment</p>	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Make links to other areas of the curriculum</p>	<p>Express and develop thoughts and ideas spontaneously and fluently</p> <p>Consolidate ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Listen to and understand articulated, normal speech at normal speed</p>



<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> • Reading: accessing authentic texts such as adverts for gap years and blogs on peoples' experiences on gap years and at university. • Writing: Accurate spelling and grammar across 3 time frames on the topic of future plans. • Speaking: Accurate pronunciation in developed answers to questions on the topic of future plans • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions on the topic of future plans. 	<ul style="list-style-type: none"> • Reading: accessing authentic texts such as adverts for ways to help and articles on social and global issues such as homelessness. • Writing: Accurate spelling and grammar across 3 time frames on the topic of social issues including how I help others. • Writing: Writing in the correct register. • Speaking: Accurate pronunciation in developed answers to questions on the topic of social issues. • Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions on the topic of social and global issues 	<ul style="list-style-type: none"> • Reading: accessing authentic texts including literary texts. • Writing: Accurate spelling and grammar across 3 time frames. • Speaking: Accurate pronunciation in developed answers to general conversation, photo and role-play questions. • Reading and listening: Accessing GCSE material and applying exam skills to tackle exam style questions.
<p>Cultural Capital</p>	<ul style="list-style-type: none"> • Differences between apprenticeships / college and university in England and Germany. • Differences between gap year plans in England and Germany. 	<ul style="list-style-type: none"> • Differences between the homelessness situation in Germany and England. • Differences between the environmental situation in Germany and England. • Differences in lifestyles in Germany and England. 	<ul style="list-style-type: none"> • Continued exposure to German culture through revision materials.
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Social: Making plans for a positive contribution to society and to have a purpose of what you would like to do in the future.</p>	<p>Moral: interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoint of others on these issues. Discussing our obligations as individuals or organisations to resolve these issues</p> <p>Spiritual: Understanding the plight of other people around the World</p> <p>Social: Ensuring that students are aware of some of the principle social issues which affect society e.g. poverty, unemployment, homelessness.</p> <p>Cultural: Ensuring that students are aware that different societies may have different social issues and the reasons for this.</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural : Include key customs and festivals in the German-speaking world:</p> <ul style="list-style-type: none"> • Mental Health Week • Easter • Labour Day - 1st May
<p>Fundamental British Values</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Debating the pros and cons and opinions of going to university, apprenticeships, gap-years</p> <p>Individual Liberty: Compare and contrast reasons for choosing to marry or not</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and understanding of difficult situations that others may find themselves in and how that differs to their own situation.</p> <p>Study and understanding of how the homelessness and environmental situations differ in the German speaking world to England.</p>	<p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity: As we go back over and revise topics from the course, students will have the opportunity to revisit their opinions and those of others on a range of issues with a particular focus on social media, relationships, social issues and plans for the future.</p>







Assessment	Regular vocabulary tests on the topic of future plans. Extended writing in speaking writing booklet on the topic of future plans relating to personal plans and career plans	Regular vocabulary tests on the topic of social and global issues to include poverty, health, the environment and homelessness. Reading assessment on the topic of social and global issues.	Vocabulary tests on key structures necessary for exam. Tailored to classes based on their strengths and weaknesses - extended pieces of writing from their speaking / writing booklet - GCSE papers in Reading, Listening and Writing across all topics - Mock speaking exams on all themes
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Key Stage 5 Curriculum Journey:

Students build on the GCSE work to access with increasing confidence topics related to contemporary German life and culture

THE YEAR 12 CURRICULUM JOURNEY - GERMAN

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Family / Digital World	Youth Culture / Festivals & Traditions	Film Study / Art & Architecture	Film Study / Berlin	Recap and Consolidation of all AS topics Exam Preparation	
Foundational Knowledge Prior learning needed	 <ul style="list-style-type: none"> Students are expected to have the ability to 		 <ul style="list-style-type: none"> See core knowledge and grammar points 		<ul style="list-style-type: none"> Students are expected to have learned and recapped the vocab across all content topics, and be able to recall these within reading and listening tasks in order to access all styles of exam questions Students will have a broadly complete knowledge of the film's plot, characters, key themes and techniques 	



	understand and manipulate all GCSE grammar with some degree of confidence (<i>tenses, opinions, word order, verb conjugation</i>)	<ul style="list-style-type: none"> See core knowledge and grammar points from previous half term - students build on the skills as they progress to the next units of work 	from previous half term - students build on the skills as they progress to the next units of work	<ul style="list-style-type: none"> See core knowledge and grammar points from previous half term - students build on the skills as they progress to the next units of work 	
Core Knowledge and skills	<p>Familie im Wandel:</p> <ul style="list-style-type: none"> 1.1 discuss relations and problems within the family 1.2 understand the changing roles/ expectations of partnership 1.3 discussion a variety of forms of family life Grammar: present tense, modals, word formations <p>Die Digitale Welt:</p> <ul style="list-style-type: none"> 2.1 discuss use of the internet 2.2 benefits and dangers of social networks 2.3 future developments in digital society Grammar: word order, cases with prepositions, future tense 	<p>Jugendkultur</p> <ul style="list-style-type: none"> 3.1 discuss fashion and the importance of image 3.2 talk about different types of music and their influence on German culture 3.3 analyse types of TV programmes/ visual media and its importance in modern German speaking society Grammar: pronouns, cases with verbs, imperative <p>Feste und Traditionen</p> <ul style="list-style-type: none"> 4.1 describe and explain the roots and origins of festivals in Germany 4.2 social and economic importance of festivals and traditions 4.3 explore the diversity of festivals and traditions in the wider German speaking world Grammar: passive voice, separable & inseparable verbs, reflexive verbs 	<p>Goodbye Lenin (1)</p> <ul style="list-style-type: none"> 1: Understand the historical context of the film (divided Germany and reunification) 2: Analyse the roles of the key characters (Alex and Christiane) 3: Discuss the main themes of the film (family, deception, nostalgia) Grammar: essay writing skills (point - evidence - analysis) and key essay phrases <p>Kunst und Architektur</p> <ul style="list-style-type: none"> 5.1 Discuss the role and influence of art and architecture today 5.2 how does contemporary architecture and art shape our society 5.3 developments in art & architecture: past, present and future Grammar: subordinate clauses, comparatives & superlatives, pluperfect tense 	<p>Goodbye Lenin (2)</p> <ul style="list-style-type: none"> 1: Gain further understanding of the key themes of the film (build on previous half term) 2: Explore the roles of the peripheral characters 3: Analyse the cinematic techniques employed by Becker and how he uses these to portray his vision Grammar: further confidence in writing in an analytical style <p>Berlin</p> <ul style="list-style-type: none"> 6.1 influence of political events on Berlin in the 21st century 6.2 role of culture within the city today 6.3 explore aspects and challenges of life in a multicultural city Grammar: adjective endings, infinitive constructions, imperfect subjunctive 	<p>Assessment Prep/Final Term:</p> <ul style="list-style-type: none"> By this stage in the course, students should have covered all 6 topics, as well as the film Core knowledge for the end of year 12 should include all content and grammar points mentioned in half terms 1 - 5, as well as the vocabulary lists as found in the textbook (see Kerboodle vocab) Students now will build the confidence in working across the skill areas of reading, listening, writing and speaking through skills-based lesson time, with the expectation that they will be able to tackle a full AS paper 1 and 2 at the end of year 12



Developmental Knowledge and Skills

- **Students show increasing confidence and competence in their language, with a growing knowledge of culture and linguistic accuracy in using and manipulating German**
- **Reading/Listening:** able to understand the main points of longer texts/ extracts; able to infer some meaning and summarise with some success
- **Translation:** demonstrate the ability to translate longer texts into German and English, though with some lapses in more complex language structures
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<p>Complex Knowledge</p>	<ul style="list-style-type: none"> ● Students display a consistently in-depth and detailed comprehension of the language, grammar and society ● Reading/Listening: demonstrates the ability to infer meaning from a range of texts, with a deep knowledge of points of view. Able to summarise complex language succinctly ● Translation: Able to translate between German and English with a high level of accuracy, taking into account nuanced grammatical structures and meanings ● Speaking: Responds readily, spontaneously and fluently, utilising a wide range of vocabulary and complex structures; demonstrates initiative and a high level of accuracy 	<ul style="list-style-type: none"> ● Students display a consistently in-depth and detailed comprehension of the language, grammar and society ● Reading/Listening: demonstrates the ability to infer meaning from a range of texts, with a deep knowledge of points of view. Able to summarise complex language succinctly ● Translation: Able to translate between German and English with a high level of accuracy, taking into account nuanced grammatical structures and meanings ● Speaking: Responds readily, spontaneously and fluently, utilising a wide range of vocabulary and complex structures; demonstrates initiative and a high level of accuracy 	<ul style="list-style-type: none"> ● Students display a consistently in-depth and detailed comprehension of the language, grammar and society ● Reading/Listening: demonstrates the ability to infer meaning from a range of texts, with a deep knowledge of points of view. Able to summarise complex language succinctly ● Translation: Able to translate between German and English with a high level of accuracy, taking into account nuanced grammatical structures and meanings ● Speaking: Responds readily, spontaneously and fluently, utilising a wide range of vocabulary and complex structures; demonstrates initiative and a high level of accuracy ● Essay Writing: writes in a sophisticated, analytical style 	<ul style="list-style-type: none"> ● Students display a consistently in-depth and detailed comprehension of the language, grammar and society ● Reading/Listening: demonstrates the ability to infer meaning from a range of texts, with a deep knowledge of points of view. Able to summarise complex language succinctly ● Translation: Able to translate between German and English with a high level of accuracy, taking into account nuanced grammatical structures and meanings ● Speaking: Responds readily, spontaneously and fluently, utilising a wide range of vocabulary and complex structures; demonstrates initiative and a high level of accuracy ● Essay Writing: writes in a sophisticated, analytical style 	<p>Students display a consistently in-depth and detailed comprehension of the language, grammar and society</p> <p>Reading/Listening: demonstrates the ability to infer meaning from a range of texts, with a deep knowledge of points of view. Able to summarise complex language succinctly</p> <p>Translation: Able to translate between German and English with a high level of accuracy, taking into account nuanced grammatical structures and meanings</p> <p>Speaking: Responds readily, spontaneously and fluently, utilising a wide range of vocabulary and complex structures; demonstrates initiative and a high level of accuracy</p> <p>Essay Writing: writes in a sophisticated, analytical style throughout, developing ideas and points of view readily and effectively. Makes consistent and effective use of a wide range of vocabulary and structures</p>





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Links with the National Curriculum	<ul style="list-style-type: none"> The subject is multi-disciplinary, with opportunities for students to utilise a range of transferable skills such as communication, critical thinking, resourcefulness and cognitive flexibility. The breadth of topics covered provides ample cross-curricular links to a range of subjects, including history, arts, humanities, and social sciences. 	<ul style="list-style-type: none"> The topics deal with a range of social and citizenship issues around online culture and media usage amongst young people The customs/traditions topic explores the social and cultural history and background of many German traditions, linking to history 	<ul style="list-style-type: none"> The film study allows students to examine the role and impact of the fall of the Berlin Wall, linking to topics covered in the history curriculum Furthermore, the analytical style of essays covers a broadly similar set of skills as English literature in terms of style and register 	<ul style="list-style-type: none"> Alongside the continued film study, there is further analysis of the setting, Berlin, in the paper 1 topic. The Berlin module explores questions of multiculturalism and artistic culture in the city, which link to issues covered in a range of subjects across the curriculum 	<ul style="list-style-type: none"> By the end of topics 1 - 6: <p>Students have dealt with a range of areas that cross a variety of fields and perspectives</p> <p>They have had opportunities to explore a range of historical, geographical, religious, social and artistic aspects of German culture</p>
Literacy (including reading)	<ul style="list-style-type: none"> Literacy forms a key part of the A-level German course - students encounter texts of increasing levels of length, sophistication and grammar in class A high level of literacy is a prerequisite of various aspects of the exams, including the reading paper and translation tasks 	<ul style="list-style-type: none"> Students will encounter various authentic materials across both topics, including articles, reports and anecdotes Students build on their ability to deal with written language of ever-increasing length and complexity 	<ul style="list-style-type: none"> In order to be able to write on the film, students need a high level of literacy and literary skills to analyse and write extended essays dealing with the questions of theme, character and technique 	<ul style="list-style-type: none"> Students continue to build on their knowledge of the film Through the Berlin topic, there is opportunity to gain exposure to a range of written texts related to Berlin, both historical and contemporary (such as guides, reviews and websites) 	<ul style="list-style-type: none"> By the end of topics 1 - 6: <p>Throughout the year, students have built their confidence in accessing an ever-growing range of literary and contemporary texts and audios related to the various topics. As such, they should now be able to work confidently with most texts they are presented with, including those which may include structures and vocab with which they are not necessarily explicitly familiar</p>
Cultural Capital	<ul style="list-style-type: none"> The topics covered allow students to explore issues linked to contemporary German-speaking societies and culture Regular use of authentic material (texts, videos, books, articles) both in lesson and as part of 	<ul style="list-style-type: none"> Youth culture is an important part of modern German society, and allows students to compare and contrast their own experiences with that of the target country 	<ul style="list-style-type: none"> The film is an important piece of German cinematic culture due to its importance in dealing with such a key moment in German history. Through the study of the film, students gain greater understanding and 	<ul style="list-style-type: none"> As the capital of Germany, there is a wealth of culture to be found, from the historical sites, to artists and the effect of the modern, multicultural society. In this half term, students gain a greater awareness and 	<ul style="list-style-type: none"> By the end of topics 1 - 6: <p>The topics covered have given students the chance to build on their knowledge of a range of social, cultural and artistic aspects of German-speaking society. Consequently they are able to talk with some confidence on the range of topics, and show their knowledge of culture as a requirement of the speaking card portion of the oral exam</p>



	students' independent study expectations means they are in regular contact with contemporary language	<ul style="list-style-type: none"> Through the study of the range of traditions and customs, students gain a deeper understanding of the cultural fabric of German society 	appreciation of this historical period	appreciation of this diversity and depth	
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Through the study of a foreign culture, students gain and develop a deeper appreciation of other viewpoints, lifestyles and world views. A-level German helps to prepare students for life in a multicultural global society 	<ul style="list-style-type: none"> Youth culture deals with issues related to the dangers of image in modern youth culture Furthermore, many of the customs and festivals are rooted in spiritual and religious origins 	<ul style="list-style-type: none"> The film deals with the issue of family and resilience in the face of great adversity and change. The art & architecture topic allows students to gain an appreciation of other culture's ideas of artistic beauty 	<ul style="list-style-type: none"> the Berlin topic gives the chance to learn about life in a modern, diverse German city, and the challenges and benefits that it brings 	<ul style="list-style-type: none"> By the end of topics 1 - 6: Students have now had the opportunity to explore a range of topics that stretch their SMSC, including looking at the nature of families, as well as the difficulties faced in modern youth culture, and Germany as a wider culture
Fundamental British Values	<p>Fundamental British Values</p> <p>Democracy</p> <ul style="list-style-type: none"> We take turns to speak in the classroom, making sure everyone's voice is heard We are respectful of other people's views, even if we don't agree with them <p>Individual Liberty</p> <ul style="list-style-type: none"> Each and every person in the classroom is equal, with the same rights and privileges No-one has the right to interfere with anyone else's life, health, freedom or possessions <p>The Rule of Law</p> <ul style="list-style-type: none"> All students recognise and accept that the school's rules apply in their MFL lesson in the same way as they do elsewhere at Ashlawn All students accept that their teacher is in charge and must apply the rules <p>Mutual Respect</p> <ul style="list-style-type: none"> As we develop our knowledge of how people live in Germany and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply <p>Tolerance and Respect of Opinions and Diversity</p> <ul style="list-style-type: none"> Students of all backgrounds and heritages are welcomed and valued in our German lessons Through our study of German- speaking people, we learn to value and tolerate other ways of living 				
Assessment	<ul style="list-style-type: none"> Weekly vocab tests Learning of irregular verbs Exam-style listening, reading and translation done in class fortnightly 	<ul style="list-style-type: none"> Weekly vocab tests Learning of irregular verbs Exam-style listening, reading and translation 	<ul style="list-style-type: none"> Weekly vocab tests Learning of irregular verbs Two formally marked essays on the film 	<ul style="list-style-type: none"> Weekly vocab tests Learning of irregular verbs Two formally marked essays on the film 	<ul style="list-style-type: none"> Greater focus on exam-style questions in the final term to build exam skill and confidence More regular exposure to more challenging assessment materials, such as summaries and translation into German Practice of longer assessments in order to encourage time management for paper 1



<ul style="list-style-type: none"> ● Summative end of term assessment for both topics covered ● (r: true/false, comprehension, choose statements, ● l: comp, correct statements, T/F/NT) 	<p>done in class fortnightly</p> <ul style="list-style-type: none"> ● Summative end of term assessment for both topics covered ● (r: true/false, comprehension, choose statements, ● l: comp, correct statements, T/F/NT) 	<ul style="list-style-type: none"> ● Exam-style listening, reading and translation done in class fortnightly ● Summative end of term assessment ● (r: true/false, comprehension, choose statements, R summary) ● l: comp, correct statements, T/F/NT) 	<ul style="list-style-type: none"> ● Exam-style listening, reading and translation done in class fortnightly ● Summative end of term assessment ● (r: true/false, comprehension, choose statements, summary) ● l: comp, correct statements, T/F/NT) 	<ul style="list-style-type: none"> ● Continued regular practice of vocab and irregular verbs ● MOCK EXAM PAPER 1 and 2 ● <i>mock paper will include the full range of exam questions including:</i> <ul style="list-style-type: none"> ▪ true/false/NT ▪ comprehension answers in German ▪ choose correct statements ▪ summaries ▪ translation into English
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Key Stage 5 Curriculum Journey: Students utilise their higher level skills to discuss and analyse complex cultural questions regarding German identity and multiculturalism						
THE YEAR 13 CURRICULUM JOURNEY - GERMAN						
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Play Study / Politics	Play Study / Germany and the EU	Immigration / Reunification	Integration / Racism	Recap and Consolidation of all topics (Y12 and Y13) Exam Preparation	
Foundational Knowledge Prior learning needed	 <ul style="list-style-type: none"> ● Germany's role in the EU ● Political parties and movements in Germany ● The consequences of reunification 		 <ul style="list-style-type: none"> ● Reasons for immigration to Germany ● benefits and difficulties of integration ● The challenges of racism in society 		<ul style="list-style-type: none"> ● Students are expected to have learned and recapped the vocab across all content topics from both AS and A2 level, and be able to recall these within reading and listening tasks in order to access all styles of exam questions ● Students will have a broadly complete knowledge of the film's plot, characters, key themes and techniques ● Knowledge of all styles of reading and listening question, including summaries and extended translations 	
Core Knowledge and skills	Der Besuch (1): <ul style="list-style-type: none"> ● 1. tbc 	Der Besuch (2) <ul style="list-style-type: none"> ● 1. tbc 	Immigration:	Integration:	Assessment Prep/Final Term:	



	<ul style="list-style-type: none"> ● Grammar: xxx <p>Politik und Jugend:</p> <ul style="list-style-type: none"> ● 5.1 discuss the ways that young people engage in politics ● 5.2 explore priorities for youth politics in Germany ● 5.3 explore the role of politics for young people and the role of pressure groups ● Grammar: passive voice, modal particles, word order 	<ul style="list-style-type: none"> ● Grammar: xxx <p>Deutschland und die EU</p> <ul style="list-style-type: none"> ● 4.1 discuss how the EU has evolved and Germany's role within it ● 4.2 explore the advantages and disadvantages of the EU for Germany ● 4.3 understand the impact of EU expansion and its future on Germany <p>Grammar: perfect/imperfect/ pluperfect, future perfect tense</p>	<ul style="list-style-type: none"> ● 1.1 explore the main reasons why people migrate ● 1.2 evaluate the advantages and disadvantages of immigration for a country ● 1.3 examine issues related to current immigration policy ● Grammar: weak masculine nouns, complex adjectival phrases, adjective endings <p>Die Wiedervereinigung:</p> <ul style="list-style-type: none"> ● 6.1 discuss the origins and reasons for reunification ● 6.2 analyse and contrast the desired and actual outcomes of reunification ● 6.3 explore the culture and identity of the old and new federal states ● Grammar: pluperfect subjunctive, recap of cases, conditional structures 	<ul style="list-style-type: none"> ● 2.1 explore the German government's approach to integration ● 2.2 discuss and evaluate elements preventing successful integration ● 2.3 discuss and analyse positive and negative experiences of migrants in Germany ● Grammar: possessive & interrogative, subjunctive in indirect speech, word order <p>Rassismus:</p> <ul style="list-style-type: none"> ● 3.1 discuss the impact of racism ● 3.2 explore the origins of racism ● 3.3 evaluate the fight against racism and the role of civil courage ● Grammar: relative pronouns, present/future tenses, imperfect subjunctive 	<ul style="list-style-type: none"> ● Students should now have completed all A2 topics, as well as the play ● Core knowledge for the end of year 13 should include all content and grammar points mentioned in half terms 1 - 5, as well as the vocabulary lists as found in the textbook (see Kerboodle vocab) ● Any remaining lesson time will now be focused on exam skills covering the entire course in preparation for the final A-level examinations
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<p>Developmental Knowledge and Skills</p>	<ul style="list-style-type: none">● Students show increasing confidence and competence in their language, with a growing knowledge of culture and linguistic accuracy in using and manipulating German● Reading/Listening: able to understand the main points of longer texts/ extracts; able to infer some meaning and summarise with some success● Translation: demonstrate the ability to translate longer texts into German and English, though with some lapses in more complex language structures● Speaking: offers some relevant information and analysis, using a range of topic vocabulary and complex structures. Demonstrates generally correct pronunciation and intonation	<ul style="list-style-type: none">● Students show increasing confidence and competence in their language, with a growing knowledge of culture and linguistic accuracy in using and manipulating German● Reading/Listening: able to understand the main points of longer texts/ extracts; able to infer some meaning and summarise with some success● Translation: demonstrate the ability to translate longer texts into German and English, though with some lapses in more complex language structures● Speaking: offers some relevant information and analysis, using a range of topic vocabulary and complex	<ul style="list-style-type: none">● Students show increasing confidence and competence in their language, with a growing knowledge of culture and linguistic accuracy in using and manipulating German● Reading/Listening: able to understand the main points of longer texts/ extracts; able to infer some meaning and summarise with some success● Translation: demonstrate the ability to translate longer texts into German and English, though with some lapses in more complex language structures● Speaking: offers some relevant information and analysis, using a range of topic vocabulary and complex	<ul style="list-style-type: none">● Students show increasing confidence and competence in their language, with a growing knowledge of culture and linguistic accuracy in using and manipulating German● Reading/Listening: able to understand the main points of longer texts/ extracts; able to infer some meaning and summarise with some success● Translation: demonstrate the ability to translate longer texts into German and English, though with some lapses in more complex language structures● Speaking: offers some relevant information and analysis, using a range of topic vocabulary and complex	<ul style="list-style-type: none">● Students show increasing confidence and competence in their language, with a growing knowledge of culture and linguistic accuracy in using and manipulating German● Reading/Listening: able to understand the main points of longer texts/ extracts; able to infer some meaning and summarise with some success● Translation: demonstrate the ability to translate longer texts into German and English, though with some lapses in more complex language structures● Speaking: offers some relevant information and analysis, using a range of topic vocabulary and complex
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Complex Knowledge

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● Students display a consistently in-depth and detailed comprehension of the language, grammar and society

● **Reading/Listening:** demonstrates the ability to infer meaning from a range of texts, with a deep knowledge of points of view. Able to summarise complex language succinctly

● **Translation:** Able to translate between German and English with a high level of accuracy, taking into account nuanced grammatical structures and meanings

● **Speaking:** Responds readily, spontaneously and fluently, utilising a wide range of vocabulary and complex structures; demonstrates initiative and a high level of accuracy

● **Essay Writing:** writes in a sophisticated, analytical style throughout, developing ideas and points of view readily and effectively. Makes consistent and effective use of a wide range of vocabulary and structures

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<p>Links with the National Curriculum</p>	<p>The subject is multi-disciplinary, with opportunities for students to utilise a range of transferable skills such as communication, critical thinking, resourcefulness and cognitive flexibility.</p> <p>The breadth of topics covered provides ample cross-curricular links to a range of subjects, including history, arts, humanities, and social sciences.</p>			
<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> ● Der Besuch - study of the play allows students to develop their literature skills ● Half term 1: focus on plot, character and key themes ● Essay writing skills - continue to build on the practice from year 12 (point/evidence/analysis), and continue to refine their written analytical style 	<ul style="list-style-type: none"> ● Der Besuch - study of the play allows students to develop their literature skills ● Half term 2: focus on literary style, historical context and technique ● Essay writing skills - continue to build on the practice from year 12 (point/evidence/analysis), and continue to refine their written analytical style 	<ul style="list-style-type: none"> ● By the spring term, students are now comfortable in producing literary essays on the book and the film ● They are able to deal with longer and more complex written extracts pertaining to the challenging social topics covered ● In lessons, there is ample opportunity to work with written German in a variety of registers and styles, many including new and unseen language and structures 	<ul style="list-style-type: none"> ● By the end of the course, students have successfully handled a wide range of fiction and non-fiction texts in German. They have developed their skill and confidence in the language to being able to access and infer meaning in authentic written and spoken extracts. ● Through the study of the film and play, students finish the course having built their skill in analysing themes and techniques in a literary context
<p>Cultural Capital</p>	<ul style="list-style-type: none"> ● Theme 2 (Aspects of Political Life in the German speaking world) Germany and the EU <ul style="list-style-type: none"> - <i>knowledge of current trends, difficulties and nature of the EU, and Germany's role in it</i> Politics <ul style="list-style-type: none"> - <i>awareness of political life in Germany, and ways i which young people engage with politics and broader political issues</i> The Reunification & its Consequences <ul style="list-style-type: none"> - <i>awareness and appreciation of this seminal event in German history, as well as the far-reaching consequences for society in modern Geermany</i> 		<ul style="list-style-type: none"> ● Theme 1 Multicultural Society) Immigration <ul style="list-style-type: none"> - <i>explore the impact of immigration in German society and its importance to the makeup of the nation</i> Integration <ul style="list-style-type: none"> - <i>analyse and examine the successes and difficulties for integration into a western society</i> Racism <ul style="list-style-type: none"> - <i>this topic deals with the difficult issue of racism and prejudice within Germany, and how this is both problematic and dealt with across the country</i> 	<ul style="list-style-type: none"> ● Through the study of a foreign culture and recapping on all topics studied students develop a deeper appreciation of other viewpoints, lifestyles and world views. A-level German helps to prepare students for life in a multicultural global society
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Deutschland und die EU</p> <ul style="list-style-type: none"> ● to understand the democratic function and benefits of the EU in promoting liberty and human rights ● Explore the importance of cooperation and internationalism <p>Politik und Jugend</p> <ul style="list-style-type: none"> ● Understand the role of politics in everyday life, and explore the causes and movements in Germany that concern young people today 	<p>Immigration</p> <ul style="list-style-type: none"> ● better understand the challenges and reasons for immigration, knowledge relevant to German as well as British society <p>Integration</p> <ul style="list-style-type: none"> ● look at how people integrate into a new society, and gain a greater understanding of tolerance and acceptance to those from other cultures <p>Racism</p>	<ul style="list-style-type: none"> ● The topics covered across the two years have allowed students to explore a range of social and ethical issues in German-speaking society. As such, students finish the course well-suited to life in a modern, inclusive society 	



	<p>Die Widervereinigung</p> <ul style="list-style-type: none"> Understand the impact of the reunification on Germany and Europe, and the profound impact it has left in all aspects of German society to this day 	<ul style="list-style-type: none"> examine the issues of racism and discrimination in society, and how such prejudices can be overcome in a modern, democratic society 			
<p>Fundamental British Values</p>	<p>Fundamental British Values</p> <p>Democracy</p> <ul style="list-style-type: none"> We take turns to speak in the classroom, making sure everyone's voice is heard We are respectful of other people's views, even if we don't agree with them <p>Individual Liberty</p> <ul style="list-style-type: none"> Each and every person in the classroom is equal, with the same rights and privileges No-one has the right to interfere with anyone else's life, health, freedom or possessions <p>The Rule of Law</p> <ul style="list-style-type: none"> All students recognise and accept that the school's rules apply in their MFL lesson in the same way as they do elsewhere at Ashlawn All students accept that their teacher is in charge and must apply the rules <p>Mutual Respect</p> <ul style="list-style-type: none"> As we develop our knowledge of how people live in Germany and other German-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply <p>Tolerance and Respect of Opinions and Diversity</p> <ul style="list-style-type: none"> Students of all backgrounds and heritages are welcomed and valued in our German lessons Through our study of German- speaking people, we learn to value and tolerate other ways of living 				
<p>Assessment</p>	<p>Weekly vocab tests on the topic of politics Learning of irregular verbs Exam-style listening, reading and translation done in class fortnightly Two formally marked essays on the play Summative end of term assessment for both topics covered <i>(r: true/false, comprehension, choose statements, summary l: comp, correct statements, T/F/NT</i></p>	<p>Weekly vocab tests on the topic of Germany and the EU Learning of irregular verbs Exam-style listening, reading and translation done in class fortnightly Two formally marked essays on the play Summative end of term assessment for both topics covered <i>(r: true/false, comprehension, choose statements, summary l: comp, correct statements, T/F/NT</i></p>	<p>Weekly vocab tests on the topics of immigration and re-unification Learning of irregular verbs Exam-style listening, reading and translation done in class fortnightly in the topics of immigration Summative end of term assessment <i>(r: true/false, comprehension, choose statements, summary l: comp, correct statements, T/F/NT</i></p>	<p>Weekly vocab tests on the topics of integration and racism Learning of irregular verbs Exam-style listening, reading and translation done in class fortnightly on the topics of integration and racism Summative end of term assessment <i>(r: true/false, comprehension, choose statements, summary l: comp, correct statements, T/F/NT</i></p>	<p>Greater focus on exam-style questions in the final term to build exam skill and confidence More regular exposure to more challenging assessment materials, such as summaries and translation into German Practice of longer assessments in order to encourage time management for paper 1 Continued regular practice of vocab and irregular verbs MOCK EXAM PAPER 1 and 2</p>