

KS3 Curriculum Map – GERMAN

	1a	1b	2a	2b	3a	3b	Transition milestones
y7	n/a German not taught in Y7						By the end of the year students will have learned to apply the following skills through the content studied.....
y8	<p>Context: 'Alles über mich' SPEAK FIRST</p> <p>Outcome: To be able to introduce yourself.</p> <p>Key Language structures: Present tense: <i>haben</i> and <i>sein</i> 1st, 2nd, 3rd person; Indefinite articles nom. And acc. case</p> <p>Topic vocab: Colours, Numbers, family, pets, appearance/personality adjectives.</p> <p>TL cultural link: Focus on famous Germans</p>	<p>Context: 'Hier in Berlin'</p> <p>Outcome: Talk about where you live</p> <p>Key Language structures: <i>Es gibt</i> positive and negative Present tense regular verbs inversion</p> <p>Topic vocab: Where you live/where you're from, places in town, weather</p> <p>TL cultural link: Focus on the city of Berlin</p>	<p>Context: 'Fasching'</p> <p>Outcome: To talk about hobbies and what you do in your free time.</p> <p>Key Language structures: Present tense regular and irregular verbs, inversion, <i>man</i></p> <p>Topic vocab: Dates, Food/drink, sports, hobbies, places in town, fashion, carnival (Fasching)</p> <p>TL cultural link: Fasching (carnival)</p>	<p>Context: 'Musik ist mein Leben'</p> <p>Outcome: To talk about and compare music</p> <p>Key Language structures: <i>gern, nicht gern, lieber, comparatives, word order with denn and weil mögen</i></p> <p>Topic vocab: Music, instruments, genres.</p> <p>TL cultural link: German popular music</p>	<p>Context: 'Mein Schulleben'</p> <p>Outcome: To talk about school, lessons and give reasons for opinions</p> <p>Key Language structures: time phrases and telling the time</p> <p>Topic vocab: school, subjects, routines, school clubs, time, teachers</p> <p>TL cultural link: Differences between German and UK schools</p>	<p>Context: 'Die Arbeitswelt'</p> <p>Outcome: To talk about jobs</p> <p>Key Language structures: future tense, modal verbs – <i>ich möchte, ich kann</i></p> <p>Topic vocab: jobs, reasons for wanting job, further education,</p> <p>TL cultural link: jobs with languages</p>	<ul style="list-style-type: none"> - Present tense full paradigm - Future tense - Expressing and justifying opinions - 2nd and final position verbs - Comparatives - Negatives - Modal verbs (<i>möchte, kann</i>) - Reading - Speaking - Writing - Listening - Translating
	<p>Formative Assessment: Speaking (AO2). Pupils will present themselves to the class and answer set questions.</p>	<p>Summative Assessment: Reading, translation and listening (AO1, AO3) Covering material from 1a + 1b.</p> <p>Formative assessment: Vocab and translation test</p>	<p>Summative Assessment: Extended writing and translation (AO4)</p> <p>Formative assessment: Vocab and translation test</p>	<p>Formative Assessment: Extended writing and translation (AO4)</p> <p>Formative assessment: Vocab and translation test</p>	<p>Formative assessment: Vocab and translation test</p>	<p>Summative Assessment: Reading, translation and listening (AO1, AO3) Covering material from whole year</p> <p>Summative Assessment: Extended writing and translation (AO4)</p> <p>Formative assessment: Vocab and translation test</p>	
y9	<p>Context: 'Deutschland 1918-1945'</p> <p>Outcome: Being able to talk in the past tense using German history as a reference</p> <p>Key Language structures: <i>Imperfect (hatte, war)</i> <i>Perfect tense with haben</i> <i>Opinions in the past tense</i></p> <p>Topic vocab: personality/appearance, hobbies, jobs, family relationships, fashion, art, music, hobbies, countries, social issues</p> <p>TL cultural link: German history 1918-1945 (Anne Frank), Short film 'Spielzeugland'</p>	<p>Context: 'Deutschland 1946-'</p> <p>Outcome: Being able to talk in the past tense using German history as a reference</p> <p>Key Language structures: <i>Perfect tense with sein</i> <i>Opinions in the past tense</i></p> <p>Topic vocab: personality/appearance, hobbies, jobs, family relationships, fashion, art, music, hobbies, countries, social issues, travelling</p> <p>TL cultural link: German history 1946-present day (Berlin Wall), Short films 'Dufte'</p>	<p>Context: 'Eine Reise, pt 1'</p> <p>Outcome: to be able to order food, tickets, transport on a trip</p> <p>Key Language structures: <i>Ich möchte</i> <i>Du/Sie</i></p> <p>Topic vocab: food, restaurant, events, transport</p> <p>TL cultural link: trip to a German-speaking location, German food</p>	<p>Context: 'Eine Reise, pt 2'</p> <p>Outcome: to be able to say what you want, can and have to do on a trip</p> <p>Key Language structures: <i>Modal verbs in first person and with man</i> <i>kann, will, muss, darf</i></p> <p>Topic vocab: food, restaurant, events, transport, sights</p> <p>TL cultural link: trip to Zell am See</p>	<p>Context: <i>Filmprojekt: Das Wunder von Bern</i></p> <p>Outcome: to be able to summaries and review a German film</p> <p>Key Language structures: <i>Present, past, future and conditional</i> <i>Nouns and articles in nom and acc. case</i> <i>Gern, lieber am liebsten</i></p> <p>Topic vocab: sports, film</p> <p>TL cultural link: Film: Das Wunder von Bern</p>	<p>Context: <i>Zeit für Freizeit</i></p> <p>GCSE Theme: 1 - Identity & culture</p> <p>Key Language structures: <i>Present, past, future and conditional</i> <i>Nouns and articles in nom and acc. case</i> <i>Gern, lieber am liebsten</i> <i>Conditional full paradigm</i> <i>Subjunctive phrases</i></p> <p>Topic vocab: sports, hobbies</p> <p>TL cultural link: Sports in Switzerland</p>	<ul style="list-style-type: none"> - Perfect tense full paradigm - Recognising formal and informal register - Modal verbs - Conditional tense - Subjunctive phrases - role play element of the GCSE speaking exam - photo description of GCSE speaking exam

	<p>Formative assessment: Vocab and translation test</p> <p>Formative Assessment: Extended writing and translation (AO4)</p>	<p>Summative Assessment: Reading, translation and listening (AO1, AO3) Covering material from Year 8 and Year 9 1a + 1b.</p> <p>Formative assessment: Vocab and translation test</p>	<p>Summative Assessment: Reading, translation and listening (AO1, AO3) Covering material from Year 8 and Year 9 1a + 1b.</p> <p>Formative Assessment: Speaking (AO2): role plays</p> <p>Formative assessment: Vocab and translation test</p>	<p>Formative assessment: Vocab and translation test</p> <p>Formative Assessment: Extended writing (AO4)</p>	<p>Formative assessment: Vocab and translation test</p> <p>Summative Assessment: Extended writing (AO4)</p>	<p>Formative assessment: Vocab and translation test</p> <p>Formative Assessment: Speaking (AO2): photo description</p>	
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KS4 Curriculum Map - GERMAN

	1a	1b	2a	2b	3a	3b	
y10	<p>Context: <i>Auf in die Schule !</i></p> <p>GCSE Theme: 3 – current and future study and employment.</p> <p>Outcome: Describe school life and compare it to Germany.</p> <p>Key Language structures: Range of Tenses: Present / Perfect / Future Tense. Modal verbs full paradigm.</p> <p>Topic vocab: school subjects, uniform, school routine, school rules, German school system, Exchange and trips</p> <p>TL Cultural link: School system in Germany.</p>	<p>Context: <i>Festen und Feiertage</i></p> <p>GCSE Theme : 1 – Identity and culture / 2: local, national, international and global areas of interest</p> <p>Key Language structures: Asking questions prepositions with accusative case Complex numbers and dates Dat. case</p> <p>Topic vocab: festivals, global sporting events, holidays, Christmas</p> <p>TL cultural link: Berlin Marathon, Christmas and New Year in Germany (Dinner for One)</p>	<p>Context: <i>Menschliche Beziehungen</i></p> <p>GCSE Theme: 1 – Identity and culture</p> <p>Key Language structure: possessive adjective seperable and reflexive verbs</p> <p>Topic vocab: Family and friends, relationships, marriage</p> <p>TL cultural link: Marriage traditions in Germany</p>	<p>Context: <i>Willkommen bei mir – Zu Hause</i></p> <p>GCSE Theme: 2 – local, national, international and global areas of interest</p> <p>Key Language structures: Present and future tenses prepositions with accusative and dative cases</p> <p>Topic vocab: describing the home and daily routine, German food, restaurants</p> <p>TL cultural link: German menus</p>	<p>Context: <i>Willkommen bei mir – Gesundheit und Technologie</i></p> <p>GCSE Theme: 2 – local, national, international and global areas of interest</p> <p>Key Language structure: pronouns “wenn” clauses</p> <p>Topic vocab: healthy living, technology, social media</p> <p>TL cultural link: German anti-smoking adverts</p>	<p>Context: <i>Authentic texts: Brüder Grimm</i></p> <p>GCSE Theme: 1 – Identity and culture</p> <p>Key Language structure: imperfect tense</p> <p>Topic vocab: family and relationship, free-time activities</p> <p>TL cultural link: Brüder Grimm <i>Schneewitchen und Rosenrot</i> German signage</p>	<ul style="list-style-type: none"> - Nominative, accusative and dative cases with articles and adjectives - Imperfect tense - Reflexive and separable verbs - Personal pronouns - “wenn” clauses - GCSE photo cards and conversation - GCSE writing questions short and long - GSCE Reading and listening
	<p>Formative Assessment: Vocab and translation tests Writing 90 words Translation EN>DE (AO4)</p>	<p>Summative Assessment: Speaking: conversation and photo (AO2) Reading (AO1) + listening (AO3) Writing 90 words (AO4) Formative Assessment:Vocab and translation tests</p>	<p>Summative Assessment: Reading, Listening and Speaking (AO1, 2, 3) Formative Assessment: Vocab and translation tests</p>	<p>Formative Assessment: Vocab and translation tests Writing 150 words (90 words for foundation) and translation</p>	<p>Formative Assessment: Vocab and translation tests Summative Assessment: Reading and translation (AO1) Listening (AO3) Writing 150 words (90 words for foundation) (AO4)</p>	<p>Summative Assessment: FULL MOCK EXAM (AO1, AO2, AO3, AO4)</p>	
y11	<p>Context: <i>Ich <3 Wien und Im Urlaub</i></p> <p>GCSE Theme: 2 – local, national, international and global areas of interest</p> <p>Key Language structures: comparatives and superlatives Perfect Tense: Reg. / Irreg. verbs demonstrative article subjunctive seit + present tense Pluperfect tense Nach/in/an Werden in the present tense</p> <p>Topic vocab: travel and tourism, holidays, weather, problems on holiday, shopping</p> <p>TL cultural link: Guide to Vienna</p>	<p>Context: <i>Zu Hause, gesellschaftliche und umweltliche Probleme</i></p> <p>GCSE Theme: 2 – local, national, international and global areas of interest</p> <p>Key Language structures: Adjectives, comparatives, superlatives Passive voice</p> <p>Topic vocab: hometown, social issues, homelessness, poverty, environmental issues, recycling, campaigns and prevention</p> <p>TL cultural link: Atomkraft? Nein, danke!</p>	<p>Context: <i>Rund um die Arbeit</i></p> <p>GCSE Theme: 3 – current and future study and employment.</p> <p>Key Language structures: Present, perfect, pluperfect, imperfect, future, conditional Conjunctions and intensifiers sequencers</p> <p>Topic vocab: jobs, careers, role play (job application), dream jobs, languages</p> <p>TL cultural link: Job interviews</p>	<p>Revision, consolidation of knowledge and skills, exam practice</p>	<p>Revision, consolidation of knowledge and skills, exam practice</p>	<p>Revision, consolidation of knowledge and skills, exam practice</p>	<ul style="list-style-type: none"> - Pluperfect case - Passive voice
	<p>Formative Assessment: Vocab and translation tests Speaking role plays (AO3)</p>	<p>Formative Assessment: Weekly grammar/vocab tests Summative Assessment: Reading, Listening, Speaking and Writing (AO1, 2, 3, 4)</p>	<p>Formative Assessment: Vocab and translation tests Reading, listening and writing assessments (AO1 & 3)</p>	<p>Summative Assessment Year 11 mock exam Reading, listening, speaking, writing (AO1,AO2,AO3,AO4)</p>	<p>Final GCSE Exam (AO1,AO2,AO3,AO4)</p>	<p>Final GCSE Exam (AO1,AO2,AO3,AO4)</p>	

THRESHOLD CONCEPTS IN MFL

- A. Communicating in a language is interactive and happens across the four skills
- B. Using language is spontaneous and involves students being prepared to take risks
- C. Language is about using a framework structure, not just having a broad vocabulary
- D. Gleaning the gist of a language is part of a wider understanding
- E. Accuracy is important but effective communication can occur without perfection

These concepts are met throughout the above courses at both key stages as an integral part of language learning.

