

YEAR 12 GERMAN CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Following the AQA specification, Students will develop their linguistic skills alongside their understanding of the culture and society of the countries where German is spoken. Students study technological and social change, looking at the multicultural nature of German-speaking society. They will study highlights of German-speaking artistic culture, including art and architecture, and will learn how Germany's political landscape was formed. Students will explore the influence of the past on present-day German-speaking communities. Throughout their studies, they will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice

| | Autumn Term | | Spring Term | | Summer Term | |
|--------------------------------------|--|---|--|--|--|--|
| | Teacher 1 | Teacher 2 | Teacher 1 | Teacher 2 | Teacher 1 | Teacher 2 |
| Topic | Familie im Wandel | Die Digitale Welt | Jugendkultur | Feste + Traditionen | Kunst + Architektur | Das Berliner Kulturleben |
| Core Knowledge/ Threshold Concept | <ul style="list-style-type: none"> Relationships within families -using present tense and modal verbs, literary texts. The changing roles and expectations for partnership – using the perfect tense, discussing advantages and disadvantages. Discussing a variety of possible forms of family life – word formation, talking about family issues. | <ul style="list-style-type: none"> Talking about how you use the internet - word order and compound words. Talking about the benefits and dangers of social networks – using prepositions and cases, interpreting statistics. Discuss digital society and its future developments -using the future tense. | <ul style="list-style-type: none"> Discuss fashion and the importance of image – using pronouns. Talking about different types of music -using cases with verbs, expressing opinions. Talk about different types of TV programmes – using the imperative and connectives. | <ul style="list-style-type: none"> Describe the origins of festivals in German – using the passive with <i>werden</i>, Using the imperfect tense. The social and economic importance of festivals and traditions in Germany - separable and inseparable verbs. Explore the diversity of festivals and traditions in German-speaking countries -using reflexive verbs. | <ul style="list-style-type: none"> Discuss the influence and role of architecture today – word order in subordinate clauses. How contemporary architecture can shape our everyday life -using comparatives and superlatives. Developments in art and architecture from past to present and its future – Using the pluperfect tense. | <ul style="list-style-type: none"> The influence of political events on Berlin – adjectival endings. The role of culture in Berlin today – infinitive constructions with and without <i>zu</i> Discuss aspects and challenges of life in a multicultural city – using the imperfect subjunctive in conditional clauses. |
| | <ul style="list-style-type: none"> Introduction to Film study (Teacher 2) Autumn term 2. Film study – Goodbye Lenin! (Wolfgang Becker) Work of literature – (Teacher 1) Spring term 2. Der Vorleser (Bernhard Schlink) | | | | | |

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| Why this learning now? | Transition module – KS4 topic of family, recall and extension of tenses and core grammar from KS4. Familiar topic from KS4 – complexity built with more in-depth understanding of case system. | Extending knowledge and application of cases – Term 1. Building complexity – using imperative. Building complexity from term 1 – the passive. Topic briefly covered at KS4 – greater depth here. | Topics move completely away from those at KS4. Added complexity of grammar covered in final two modules in Y12. Continuation of Literature and Film study – Paper 2 essay and essay writing structures – developing analytical and evaluation skills. |
| | Film study introduced in Autumn term 2– developing analytical and evaluation skills for Paper 2. | Literature study introduced in Spring Term 2 – developing analytical and evaluation skills for Paper 2. | |
| Assessment Opportunities: | <ul style="list-style-type: none">Recall strategies used in all lessons, AfL & directed questioningPhonics + application continues to be revisited during course to aid fluency and pronunciation.Vocabulary testing and low-stakes assessmentsSummative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course.Y12 mock exam in Summer term – Full suite of papers including mock speaking exam | | |
| Learning at Home | <ul style="list-style-type: none">Range of activities to support in-class work and which cover all four modalities (Listening, Speaking, Reading and Writing).Use of Quizlet to support vocabulary learning as well as vocabulary from course book.Interactive activities – Kerboodle to consolidate class-work.Students have the opportunity to purchase Grammar/Translation and Topic workbooks to support their learning at home and exam preparation. | | |
| Key Vocabulary | Pupils are provided with a textbook which contains core vocabulary lists for each module. Additional use of Wort für Wort and Quizlet to extend vocabulary throughout the course. | | |
| Spiritual, Moral, Social and Cultural concepts covered | The nature of the course means that spiritual, moral, social and cultural concepts are covered throughout each module of the course. Autumn Term- looking at different family forms in present-day Germany including LGBTQI+ families, dangers of using the internet – data theft, online pornography, bullying via social-media. Spring term – The economic and cultural importance of different festivals and traditions in German-speaking countries, fashion and eating disorders. Summer term - How sustainable architecture could help towards slowing climate change, how history has shaped Berlin, the Holocaust, Berlin Wall. Throughout Y12, pupils are encouraged to access the German news on a weekly basis and reflect upon current issues affecting the country. | | |
| Links to careers and the world of work | Throughout the course links are made to the benefits of languages in the workplace and in real-life. We also offer pupils the opportunity to take part in work-experience abroad. Links with the British-German association have also provided excellent opportunities for pupils to take part in summer schools and ambassador programmes – working alongside pupils from across the UK and Germany on collaborative projects. | | |

YEAR 13 GERMAN CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Following the AQA specification, Students will develop their linguistic skills alongside their understanding of the culture and society of the countries where German is spoken. Students study technological and social change, looking at the multicultural nature of German-speaking society. They will study highlights of German-speaking artistic culture, including art and architecture, and will learn how Germany's political landscape was formed. Students will explore the influence of the past on present-day German-speaking communities. Throughout their studies, they will learn the language in the context of German-speaking countries and the issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice

| | Autumn Term | | Autumn Term | | Spring Term | |
|--------------------------------------|--|---|--|---|--|--|
| | Teacher 1 | | Teacher 2 | | Teacher 1 | Teacher 2 |
| Topic | Einwanderung | Integration | Rassismus | Deutschland und Europa | Politik | Wiedervereinigung |
| | • Continuation of Film study + IRP | | • Continuation of literature study | | • Literature study | • Film study + IRP |
| Core Knowledge/ Threshold Concept | <ul style="list-style-type: none"> The reasons people migrate – using weak masculine nouns. Evaluate the advantages and disadvantages of migration – using complex adjectival phrases. Explore the issues affecting a country's migration policy – Using adjective endings. | <ul style="list-style-type: none"> Discuss how German government promotes the integration of migrants and refugees – use possessive + interrogative adjectives. Discuss elements which prevent integration – using subjunctive. The positive and negative experiences of migrants in Germany – using correct word order. | <ul style="list-style-type: none"> The impact of racism on its victims and the support available – relative and interrogative pronouns. The origins of racism - revising present and future tenses. How people resist racism and show moral courage – using the subjunctive in indirect speech. | <ul style="list-style-type: none"> How the EU has evolved and Germany's role within in – perfect, imperfect and pluperfect tenses. Advantages and disadvantages of the EU for Germany – expressing doubt and uncertainty. Understand the impact of EU expansion on Germany – Using the future perfect tense. | <ul style="list-style-type: none"> Discuss the ways and extent to which young people engage with politics – using the passive. Discuss priorities for youth politics in Germany – use modal particles. Discuss priorities for young people and the role of pressure groups – using variations of word order for emphasis. | <ul style="list-style-type: none"> Discuss the events and developments which led to German reunification – Using the pluperfect subjunctive. Discuss and contrast desired and actual outcomes of reunification – using cases Discuss and compare culture and identity of old and new federal states - conditional with imperfect and pluperfect subjunctive |

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| Why this learning now? | First two units very topical issue in both Germany and UK – link to prior knowledge. Grammar recalls adjectives and extends complexity. | Racism unit links to immigration and integration unit - Teacher 1. Both topics recall and extends core tenses and adds complexity – subjunctive. | Links to module on Europe from Autumn term – extending prior learning. Most complex grammar met in final two modules. | Final module links to Film study – good revision opportunity before final exams. Most complex grammar met in final two modules. |
| Assessment Opportunities: | <ul style="list-style-type: none"> Recall strategies used in all lessons, AfL & directed questioning Phonics + application continues to be revisited during course to aid fluency and pronunciation. Vocabulary testing and low-stakes assessments Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course. Y13 mock exam in Autumn ½ term 1 full AS paper 1, Mocks 1+2 – full suite of A Level papers. | | | |
| Learning at Home | <ul style="list-style-type: none"> Range of activities to support in-class work and which cover all four modalities (Listening, Speaking, Reading and Writing). Use of Quizlet to support vocabulary learning as well as vocabulary from course book. Interactive activities – Kerboodle to consolidate class-work. Students have the opportunity to purchase Grammar/Translation and Topic workbooks to support their learning at home and exam preparation. | | | |
| Key Vocabulary | Pupils are provided with a textbook which contains core vocabulary lists for each module. Additional use of Wort für Wort and Quizlet to extend vocabulary throughout the course. | | | |
| Spiritual, Moral, Social and Cultural concepts covered | <p>The nature of the course means that spiritual, moral, social and cultural concepts are covered throughout each module of the course.</p> <p>Autumn Term- Issues relating to immigration, integration and racism – current problems and future solutions.</p> <p>Spring term – The EU and its role, young people and politics, the impact of reunification on Germany, the Holocaust and post-war Germany.</p> <p>Throughout Y13, pupils are encouraged to access the German news on a weekly basis and reflect upon current issues affecting the country.</p> | | | |
| Links to careers and the world of work | Throughout the course links are made to the benefits of languages in the workplace and in real-life. We also offer pupils the opportunity to take part in work-experience abroad. Links with the British-German association have also provided excellent opportunities for pupils to take part in summer schools and ambassador programmes – working alongside pupils from across the UK and Germany on collaborative projects. | | | |