

# YEAR 10 GERMAN CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

- Following the AQA specification, the teaching at KS4 will encourage pupils to develop their ability and ambition to communicate with native speakers in speech and writing and to respond effectively and confidently when reading and listening. The study of German aims to broaden horizons and encourage pupils to step beyond familiar cultural boundaries to develop new ways of seeing the world. Pupils should develop their ability to communicate confidently and coherently, conveying what they want to say with increasing accuracy, automaticity and spontaneity. They should deepen their knowledge about how language works and enrich their vocabulary to increase their independent use of the language. Pupils will acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken material. They will develop awareness and understanding of the culture and identity of the countries and communities where German is spoken and will develop language learning skills both for immediate use and to prepare them for further language study in school, higher education or employment.

	Autumn Term 1	Spring Term 1	Summer 1	Summer Term 2
Topic	School	Free time	Relationships	Home, Food and Technology
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> <li>Recall school subjects and present tense (KS3)</li> <li>Comparing primary and secondary school – recall past tense.</li> <li>What you are looking forward to this year – giving reasons.</li> <li>Describing school day – time/day recall + word order rule.</li> <li>Talking about school rules – using modal verbs.</li> <li>Differences between German and English school system – authentic texts.</li> <li>Talking about a class trip – using the future tense.</li> </ul>	<ul style="list-style-type: none"> <li>Recall hobbies and sports (KS3) – present tense (irreg)</li> <li>Reading – recall adverbs of frequency.</li> <li>Music – using adverbs <i>gern/lieber/am liebsten</i> (recall)</li> <li>TV and Film -plural nouns (<i>recall</i>) and negative expressions.</li> <li>Sport – using <i>seit + present tense, conditional (recall)</i></li> <li>Celebrations – traditional festivals in German-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about character and relationships – revising adjectives (KS3)</li> <li>Qualities of a good friend – possessive adjectives.</li> <li>Discussing relationships and getting on with people – reflexive and separable verbs.</li> <li>Exploring different views on marriage – using separable verbs in the present and past tenses.</li> <li>Weekend plans – recalling future tense and prepositions.</li> <li>Now and then – comparing life now and in the past – revising modal verbs in present and imperfect.</li> </ul>	<ul style="list-style-type: none"> <li>Describing your house and home – present tense irregular verbs, prepositions with dative case.</li> <li>Describing food and drink – separable verbs in present.</li> <li>Meeting an exchange partner – using <i>du/ihr/Sie</i> accurately,</li> <li>Describing your home – using accusative/dative prepositions.</li> <li>Daily routine – using reflexive and separable verbs.</li> <li>Traditional German meals – giving opinions in the past tense.</li> <li>Healthy living – using a range of pronouns.</li> <li>Social media – Using <i>wenn</i> clauses</li> <li>Advantages and disadvantages of technology – expressing complex opinions with <i>dass</i>.</li> </ul>

<b>Why this learning now?</b>	Transition module – recall of core grammar from KS3 – 3x tenses and basic vocabulary met in Y8. More complex structures introduced – <i>Ich freue mich auf</i> and comparing past and present.	Recalls key vocabulary met at KS3 and reinforces grammar from ½ term 1 as well as from KS3. More complexity is introduced with <i>seit</i> . Traditions and festivals to tie in with Christmas holidays.	Recalls family vocab (KS3) and reinforces grammar covered in Autumn term. Complexity is built quickly here with the new topic of marriage as well as a focus on reflexive, separable and modal verbs.	Final module for Y10 introduces new vocabulary on home, daily routine and technology and also extends basic food vocabulary from KS3. More complexity is added with the introduction of <i>wenn</i> and application of <i>dass</i> .																
<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>Recall strategies used in all lessons, AfL &amp; directed questioning</li> <li>Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation.</li> <li>Vocabulary testing and low-stakes assessments</li> <li>Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course.</li> <li>Y10 mock exam in Summer term includes GCSE-style speaking assessment as well as Foundation/Higher listening, reading and writing.</li> </ul>																			
<b>Learning at Home</b>	<ul style="list-style-type: none"> <li>Pupils have vocabulary books and knowledge organisers to support learning at home. Vocabulary learning – once per cycle. Use of Quizlet.</li> <li>Reading comprehension/ Translation activities.</li> <li>Use of online sites such as Language Gym, Active Learn, BBC Bitesize and Seneca to support revision and home learning.</li> <li>Throughout the course pupils complete key questions booklet which will contains a bank of common questions to support revision for all elements of the speaking and writing exam. Students will be signposted to this for regular revision.</li> <li>Students purchase revision and support guides to supplement their own study and exam practice. These can be used independently.</li> </ul>																			
<b>Key Vocabulary</b>	<p style="text-align: center;">Little words and phrases:</p> <p>* These are words identified by AQA as causing mis-understanding or are not known well by pupils. Literacy strategy used to reinforce these words.</p>																			
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<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p>Autumn Term – Festivals and traditions module, popular sports in German-speaking countries, School life in German-speaking countries – similarities and differences, MHWB – school stress.</p> <p>Spring Term – Relationships looked at in detail, different forms of relationships, views on marriage, why people get on/fall out – RSE.</p> <p>Summer Term – Polite/informal modes of address, different ways of living, impact of technology on our lives (pros and cons). German food/traditions.</p> <p>A range of authentic texts used throughout Y10 to explore German-speaking culture and traditions.</p>																			
<b>Links to careers and the world of work</b>	<p>GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice. ie. designing the German Olympic team logo for Lufthansa. Links made throughout Y10 to benefits and importance of learning a language for future careers and enjoyment.</p> <p>Anthea Bell competition and pen pal links used to reinforce real-life value of being able to communicate in a foreign language. European Day of Languages events and opportunity to become a Language Ambassador.</p>																			

# YEAR 11 GERMAN CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

- Following the AQA specification, the teaching at KS4 will encourage pupils to develop their ability and ambition to communicate with native speakers in speech and writing and to respond effectively and confidently when reading and listening. The study of German aims to broaden horizons and encourage pupils to step beyond familiar cultural boundaries to develop new ways of seeing the world. Pupils should develop their ability to communicate confidently and coherently, conveying what they want to say with increasing accuracy, automaticity and spontaneity. They should deepen their knowledge about how language works and enrich their vocabulary to increase their independent use of the language. Pupils will acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken material. They will develop awareness and understanding of the culture and identity of the countries and communities where German is spoken and will develop language learning skills both for immediate use and to prepare them for further language study in school, higher education or employment.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2
<b>Topic</b>	Home, Food + Technology	Holidays and region	Work and Post-16	Social and global issues
<b>Core Knowledge/ Threshold Concept</b>	<ul style="list-style-type: none"> <li>Describing your house and home – present tense irregular verbs, prepositions with dative case.</li> <li>Describing food and drink – separable verbs in present.</li> <li>Describing your home using accusative/dative prepositions.</li> <li>Daily routine – using reflexive and separable verbs.</li> <li>Healthy living – using a range of pronouns.</li> <li>Social media – Using <i>wenn</i> clauses</li> <li>Advantages and disadvantages of technology – expressing complex opinions with <i>dass</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about popular holiday destinations – using <i>nach, in, an</i> to say where you are going.</li> <li>Discussing holiday experiences – Using the pluperfect tense.</li> <li>Holiday plans – using infinitive constructions with <i>zu</i>.</li> <li>Describing places people live – recalling <i>es gibt + kein</i></li> <li>Advantages and disadvantages of where you live – using modal verbs – should, would, could.</li> </ul>	<ul style="list-style-type: none"> <li>Describing places of work – using masculine and feminine nouns</li> <li>Talking about different jobs- recognising sequencers.</li> <li>Talking about your dream job - using a variety of tenses.</li> <li>Discussing reasons for learning German and other languages - using <i>um...zu</i> + infinitive (recall)</li> </ul>	<ul style="list-style-type: none"> <li>Explaining what you can do to be environmentally friendly – using comparatives and superlatives</li> <li>Talking about local and national campaigns – developing awareness of the passive</li> <li>Explaining how social problems affect young people</li> <li>Homelessness and poverty – Developing an awareness of adjectival nouns.</li> </ul>
<b>Why this learning now?</b>	Extends basic food and technology vocabulary from KS3. More complex sub-ordinate clauses introduced.	Exploring use of <i>werden</i> in present tense and introducing pluperfect tense.	Grammar recall of more complex structures. Benefits of continued A-Level study of German before options are made.	Most complex grammar/vocab covered in this module. Recall of previous structures. Module is very relevant to pupils' lives and allows for more extensive discussion.

<b>Assessment Opportunities:</b>	<ul style="list-style-type: none"> <li>Recall strategies used in all lessons, AfL &amp; directed questioning</li> <li>Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation.</li> <li>Vocabulary testing and low-stakes assessments</li> <li>Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course.</li> <li>Y11 mock exam in Autumn and Spring term at Higher/Foundation level including a full mock GCSE-speaking exam in January.</li> </ul>																								
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<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p>Autumn Term – Places in Germany, tourism and types of holiday preferences, buying tickets – life skills! Resolving issues – ie. complaining in a hotel.</p> <p>Spring Term – CIAG – work, careers and further education. Social and environmental issues explored and discussed – what we can/should do to help people and the environment.</p> <p>A range of authentic texts used throughout Y11 to explore German-speaking culture and traditions.</p>																								
<b>Links to careers and the world of work</b>	<p>GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice. European Day of Languages events and opportunity to become a Language Ambassador. Spring Term – Jobs/careers and post-16 plans and the value of continuing to learn a language for future study/employment.</p>																								