

Sandbach School MFL Curriculum

Year 10 German Curriculum Sequence

Intent: Giving and seeking opinions on a range of themes using a wide variety of grammar and tenses. • Using language in context and communicating in authentic situations. • Gaining an appreciation of cultural differences, embedded within the German speaking environment. • Expressing/presenting ideas clearly and concisely in a foreign language. • Extracting and evaluating information from authentic sources, including photos. • Applying rules and logic to translate German language texts. • Drawing inferences from literary sources.

<p style="text-align: center;"><u>German</u></p> <p>4. Home</p> <p>Irregular verbs in the present tense Seit + present tense Separable verbs Reflexive verbs</p>	<p style="text-align: center;"><u>German</u></p> <p>4. Home</p> <p>Subordinating conjunctions Using 'dass' Using 'um...zu...'</p>	<p style="text-align: center;"><u>German</u></p> <p>5. Travel</p> <p>Subordinate clauses with two verbs Comparatives and superlatives Using 'dieser' Adjectival agreements The imperative Wenn clauses with the conditional</p>	<p style="text-align: center;"><u>German</u></p> <p>6. Holidays</p> <p>Using 'werden' in the present tense Prepositions in the genitive The pluperfect tense Infinitive constructions with 'zu'</p>
<p>Why start here? Germ – Builds on present tense from Y9. Students coming back from summer break will have likely spent more time at home so be able to talk about relevant home activities and descriptions of their surroundings. Also allows students who haven't been on holiday to relate to own experiences.</p>	<p>Why move onto these units? Germ – adding greater variety to present tense, all 3 main points in this half term are similar in level of complexity.</p>	<p>Why move onto these units? Germ – follows on from previous topic in terms on ordering food, describing accommodation. Provides key conversational vocabulary which prepares students for the role play, students find the role play challenging, so starting this in term 2 allows enough time for mastery and application of skills to other topics.</p>	<p>Why move onto these units? Germ - Unit taught before the summer holidays so links with Students planning an upcoming holiday. It also complements the previous topic by talking about holidays in more detail.</p>
<p>Spec links:</p> <p>Listening: understand and respond to spoken language Students are expected to be able to:</p> <ul style="list-style-type: none"> demonstrate general and specific understanding of different types of spoken language follow and understand clear standard speech using familiar language across a range of specified contexts identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. 	<p>Spec links:</p> <p>Speaking: communicate and interact in speech Students are expected to be able to:</p> <ul style="list-style-type: none"> communicate and interact effectively in speech for a variety of purposes across a range of specified contexts take part in a short conversation, asking and answering questions, and exchanging opinions convey information and narrate events coherently and confidently, using and adapting language for new purposes speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate initiate and develop conversations and discussion, producing extended sequences of speech make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view use accurate pronunciation and intonation to be understood by a native speaker. 	<p>Spec links:</p> <p>Reading: understand and respond to written language Students are expected to be able to:</p> <ul style="list-style-type: none"> understand and respond to different types of written language understand general and specific details within texts using high frequency familiar language across a range of contexts identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate translate a short passage from Spanish into English. 	<p>Spec links:</p> <p>Writing: communicate in writing Students are expected to be able to:</p> <ul style="list-style-type: none"> communicate effectively in writing for a variety of purposes across a range of specified contexts write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> Food and nutrition PSHCE 	<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> ICT/computer science 	<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> Geography 	<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> Geography
<p>These topics feed from:</p> <ul style="list-style-type: none"> Knowledge of present tense and separable verbs from Y9 	<p>These topics feed from:</p> <ul style="list-style-type: none"> Knowledge of 'weil' from Y9 	<p>These topics feed from:</p> <ul style="list-style-type: none"> Knowledge of subordinating conjunctions from HT2 	<p>These topics feed from:</p> <ul style="list-style-type: none"> Knowledge of past tense from Y9 Knowledge of 'werden' from Y9