

Year 11 German Curriculum Sequence

Intent: • To equip pupils with the knowledge and cultural capital they need to succeed in life • To understand and respond to spoken and written texts from native speakers • To be able to communicate independently with native speakers in speech and writing on a wide variety of topics • To develop a sound understanding of phonics, vocabulary and grammar which forms the foundation for A level language learning

HT1 - Holidays	HT2 - Our world	HT3 - Your future	HT4-6 - Exam preparation
<p>Why this module?</p> <ul style="list-style-type: none"> . Students will have just come back from the summer holidays so will have relevant experiences to refer to when using the past tense to talk about past holidays and any problems that occurred . Students will learn to form the imperative to promote travel to different German-speaking destinations as well as their own area . Students will also build on their knowledge of the future tense and conditional tense to talk about a holiday they will/ would like to go on in the future . Students will develop further their ability to form arguments by discussing the advantages and disadvantages of different types of accommodation using the key words Vorschlag and Idee . Students will form questions, using inversion, to develop conversations . Students will use the negative kein to describe the accommodation they stayed in . Students will learn the real-world skill of asking for help on holiday by learning possessive adjectives to talk about items they have lost . Students will learn how to use prepositions with the genitive case such as während and trotz to say what they did on holiday . Students will also learn how to talk about the weather in the past tense 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students are in their final year of KS4 and will soon be going into the world and this module encourages them to become more conscientious global citizens . Students will consolidate their knowledge of genitive prepositions as well as using the genitive to show possession . Students will learn about LGBTQ+ issues in German-speaking countries and how to use gender-neutral pronouns to be able to talk about others respectfully . Students will learn about social and environmental issues in German-speaking countries, and they will use infinitive constructions with zu to say what they will do to help . Students will consolidate their knowledge of modal verbs including how to use modal verbs in questions and will learn how to use modal verbs in their conditional form dürften/müssten/könnten to say what they would do to improve the world around them and take responsibility for the future of our planet . Students will also be able to interpret the meaning of compound nouns as well as how to form them and determine their gender. . Students will use superlative adjectives to create nouns to talk about the issues which are important to them . Students will also develop and awareness of the passive and learn how to use man as a way to avoid using the passive . Students will also learn how to use a variety of verbs which are followed by prepositions 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students are about to complete their GCSE exams and leave school and embark upon the next stage in their lives, so it is an ideal time to talk about their plans after leaving school. Furthermore, they have already completed work experience so will be able to approach the topic with real-world experience . Students will reflect on their school life and revise the perfect and imperfect tenses to talk about this . Students will learn how to use reflexive verbs to talk about their plans for after leaving school . Students will be able to discuss jobs they would like to do in the future and the characteristics needed for these jobs . Students will also explore the concept of a Freiwilliges Soziales Jahr in Germany and be inspired to help others . Students will use werden in a different tenses to expand their grammatical knowledge . Students will consolidate their knowledge of subordinating conjunctions to be able to extend their speaking and writing . Students will further develop the ability to formulate arguments to discuss the advantages and disadvantages of taking a gap year . Students will also use this module to revise and consolidate previously taught language and grammar points as well as practice dealing with unfamiliar vocabulary 	<p>Why this module?</p> <ul style="list-style-type: none"> . The course will now have concluded, and all topics and themes taught. We gear the students up for the speaking exam by extensively cover role plays, photo cards and the general conversation questions.

<p>Links to GCSE specification:</p> <ul style="list-style-type: none"> . To consolidate knowledge of phonics and phonemes to be able to use accurate pronunciation and intonation such as to be understood by a native speaker . To deepen knowledge of how language works and enrich vocabulary knowledge from KS3 for students to increase their independent use and understanding of extended language in a wide range of contexts . To develop a sound knowledge of a wide variety of tenses and grammatical concept . To understand a range of spoken and written texts, both bespoke and authentic, by deducing meaning, identifying messages, key points, relevant details and opinions as well as draw inferences in context and be able to respond by organising and presenting relevant details . To accurately translate longer passages into English and the language of study . To develop ability to take part in a short, spontaneous conversation confidently and coherently with native speakers and develop conversations by asking and answering questions on a variety of topics . To produce extended sequences of speech which express and justify own thoughts and points of view on a wide variety of topics confidently and coherently . To respond to unexpected questions or situations and sustain communication by using repair strategies . To understand, use and manipulate language across a range of contexts and for different purposes, appropriate to their age, interests and maturity levels with accuracy and fluency. . To produce extended pieces of writing of varying lengths to convey information on a wide variety of different topics whilst applying and manipulating the learned structures to narrate events, express ideas coherently and confidently referring to past, present and future events . To demonstrate competence in listening, reading, writing and speaking for immediate use and to provide a foundation for A level study and a suitable preparation for higher education or employment . To increase students' cultural capital by building knowledge of other countries and cultures, stepping beyond familiar cultural boundaries and developing new ways of seeing the world to give students the confidence to become global citizen who belong to a multicultural and mutually respectful world 			
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<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Travel and tourism in the future . Teaching genitive case in Y11 HT2 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching of PSHCE and LGBTQ+ rights . Consolidating the future tense and conditional mood in Y11 HT3 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Consolidation of key language and structures ahead of sitting the GCSE exam 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Knowledge retrieval . Revision skills
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<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of role models from Y9 (breadth) T1 . Knowledge of family from KS3 . Knowledge of festivals from KS3 . Knowledge of free time from Y9 (depth) T3 . Knowledge of past tense from Y10 T3 . Knowledge of prepositions and cases from Y10 T3 . Knowledge of your area from Y10 T3 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of um...zu... from Y10 T2 . Knowledge of modal verbs from Y10 T3 . Knowledge of social issues from Y9 (breadth) T3 . Knowledge of genitive case from Y11 HT1 . Knowledge of advantages and disadvantages from Y9 (depth) T3 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of past tense from Y10 T2 and Y9 T3 . Knowledge of where you live in Y7 . Knowledge of how a town has changed over time in Y8 . Knowledge of reflexive verbs from Y10 T1 . Knowledge of subordinative conjunctions from Y10 T3 . Knowledge of adjectives to describe people from Y10 T1 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Previous knowledge from all units covered in Y9, 10 and the start of Y11.
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