


Sandbach School German Curriculum

Year 7 German Curriculum Sequence

Intent: Develop an appreciation and love of language and its cultures • Understanding phonemes, phonics and intonation (accents) • Knowledge of a range of topics and language structures • Know how to read and listen to comprehension exercises and answer a variety of different styles of questions in English • Knowledge of how to write extended pieces on the different topics applying the learned structures • Consolidate and build on their knowledge of grammar and vocabulary • Know how to speak confidently and effectively by answering a variety of questions in the target language

Key Stage 2 Curriculum

The national curriculum for languages aims to ensure that all pupils: understand and respond to spoken and written language from a variety of authentic sources - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned - discover and develop an appreciation of a range of writing in the language studied.

<h3>HT1</h3> <p>All about me Phonics, greetings, name, age, alphabet</p>	<h3>HT2</h3> <p>Talking about myself How I'm feeling, birthdays</p>	<h3>HT3</h3> <p>Talking about places and others Where I live, talking about my family</p>	<h3>HT4</h3> <p>Talking about others Describing my pets and family</p>	<h3>HT5</h3> <p>Hobbies and school What I like to do and my opinions of my school subjects</p>	<h3>HT6</h3> <p>German-speaking Countries Project Research and Presentation about a German-speaking country</p> 
<p>Why these modules?</p> <ul style="list-style-type: none"> Focus on phonetics provides an excellent basis for communication before acquiring any language Present tense verbs in the first person 	<p>Why These modules?</p> <ul style="list-style-type: none"> Asking questions with question words Adjectives Giving a reason Numbers progression 	<p>Why these modules?</p> <ul style="list-style-type: none"> Verbs in the 3rd person Using "Es gibt" Numbers progression 	<p>Why these modules?</p> <ul style="list-style-type: none"> Indefinite article and genders of nouns 3rd person plural Qualifiers 	<p>Why These modules?</p> <ul style="list-style-type: none"> Starting to give opinions by using "gern" and opinion verbs and adjectives Regular and Irregular verbs Time expressions 	<p>Why These modules?</p> <ul style="list-style-type: none"> Extending the knowledge of German and its culture across the German-speaking world Research skills Presentation skills
<p>National Curriculum Links</p> <ul style="list-style-type: none"> Transcribe words and phrases that they see / hear Speak coherently and confidently, with increasingly accurate Focus on pronunciation and intonation Understanding and responding to the written and spoken word. Identifying patterns / using knowledge of English or another language. 	<p>National Curriculum Links</p> <ul style="list-style-type: none"> Transcribe words and phrases that they see / hear Speak coherently and confidently, with increasingly accurate Focus on pronunciation and intonation Understanding and responding to the written and spoken word. Identifying patterns / using knowledge of English or another language. 	<p>National Curriculum Links</p> <ul style="list-style-type: none"> Transcribe words and phrases that they see / hear Speak coherently and confidently, with increasingly accurate Focus on pronunciation and intonation Understanding and responding to the written and spoken word. Identifying patterns / using knowledge of English or another language. 	<p>National Curriculum Links</p> <ul style="list-style-type: none"> Transcribe words and phrases that they see / hear Speak coherently and confidently, with increasingly accurate Focus on pronunciation and intonation Understanding and responding to the written and spoken word. Identifying patterns / using knowledge of English or another language. 	<p>National Curriculum Links</p> <ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately transcribe words and short sentences that they hear with increasing accuracy initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak coherently and confidently, with increasingly accurate pronunciation and intonation 	<p>National Curriculum Links</p> <ul style="list-style-type: none"> identify and use structures which convey the present/opinions/reasons as appropriate to the language being studied use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues use accurate grammar, spelling and punctuation.
<p>Key Learning Objectives</p> <ul style="list-style-type: none"> Transition phase - To introduce pupils to the TL through the explicit teaching of phonics and the alphabet. To be able to initiate a conversation by greeting someone and ending a conversation by saying goodbye To be able to give your name and spell it To be able count up to 12 and say how old you are 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> To be able to say how you are feeling and why To be able to count up to 31 and say when your birthday is 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> To be able to say where you live and where you come from To be able to say who is in your family and how old they are 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> To be able to say which pets you do and don't have To be able to give pets' names To be able to describe yourself and family members (physical and character) 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> To be able to what you like doing in your free time To be able to give your opinion of your school subjects 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> To learn about the German-speaking world To learn how to compile research using the internet and how to present this to an audience All students will be given a country to research and present. That way, the students not only learn about their own country, but they learn about the others too in the presentation stage They can also apply their cross-curricular knowledge from the subjects that they study
<p>Prior Learning:</p> <ul style="list-style-type: none"> Students have a varied knowledge of the TL which amounts to some words and phrases. None of them normally have had any coherent exposure to MFL in their prior learning. The transition phase is designed to pick up on their understanding thus far. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Students have already learned greetings, which they will use again here when asking how someone else is feeling The verb 'sein' is extremely important at the beginning of students' German journey, hence revisiting "ich bin", which they have already used when giving their age. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Students already have experience of present tense verbs in the first person They have already learned numbers to 31, so will build on this to learn up to 100 Students have already learned how to give their own age 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Students have already used the regular verb "ich heiÙe" They are also familiar with "ich bin" +adjective when describing feelings 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Students are already familiar with a wide range of regular present tense verbs They have given reasons before when describing their feelings 	<p>Prior Learning:</p> <ul style="list-style-type: none"> Students have learned a little about the culture of Germany from the Culture Capital elements of the Year 7 Curriculum. They now have the opportunity to widen this knowledge and learn about the other German speaking countries.