

Year 7 German Curriculum Sequence					
Intent: • To foster pupils' curiosity and deepen their understanding of the world. • To express ideas and thoughts in another language • To understand and respond to speakers of that language in speech and writing • To communicate for practical purposes • Provide the foundation for further language learning					
HT1 - Introductions	HT2 - Talking about myself	HT3 - Talking about myself and others	HT4 - Pets	HT5+6 - Descriptions and free time	HT6 Project: German-speaking countries
<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. As this is the very start of learning German for many students, we ensure that students all know some basic information about German speaking countries before they begin learning a new language to make the language relevant and enticing</li> <li>. To increase interest and confidence in language learning by highlighting similarities to English through cognates</li> <li>. To understand the importance of cognates when learning a new language</li> <li>. To be able to recognise a noun and understand that all German nouns have a capital letter</li> <li>. Students will be introduced to the language of study through the explicit teaching of phonics and the alphabet to provide an excellent basis for communication before acquiring a new language</li> <li>. Students will be able to greet others and initiate a conversation with someone you meet and give and understand personal information which is the first logical transaction when learning a language</li> <li>. To be able to count up to 12 and say how old you are and also ask others how old they are</li> <li>. To develop answers using the connective <b>und</b></li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. To be able to develop a conversation and say when your birthday is and ask others when their birthday is as birthdays are important to all of us and students are naturally interested in telling people when their birthday is as well as finding out when the birthdays of the classmates</li> <li>. Students will learn to count from 1-31, say the date &amp; day of the week</li> <li>. The ability to communicate feelings is crucial for our wellbeing therefore in this module, students will also learn how to ask someone how they are feeling and use a selection of adjectives to convey their own feelings with qualifiers such as <b>sehr</b> and also provide reasons for these feelings using the coordinating conjunction <b>denn</b>.</li> <li>. At the end of the module students will learn about how Christmas is celebrated in Germany discover which traditions are different to our own as well as learn to use <b>haben</b> to talk about what they have at Christmas</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. To learn about the <b>Bundesländer</b> and where the major cities are located in Germany as well As name countries and nationalities to be able to say where you come from and where you live.</li> <li>. Saying where you live/come from is a logical next step in developing a conversation with someone you have not met before and is an important part of your identity and celebrates the diversity of our school</li> <li>. Students learn more about the geography of Spain and make links to where different Spanish football teams as based which makes this topic intriguing and engaging to many</li> <li>. Family and friends play a big part in students' lives and students are keen to talk about topics which are personal and important</li> <li>. Having now described themselves, students are ready to use 3rd person present tense verbs to talk about others and how old they are using numbers up to 100 as well as using impersonal phrase <b>es gibt</b> to say who is in your family</li> <li>. Students will also learn how to extend their language using the coordinating conjunction <b>aber</b></li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students always love talking about their pets, who are of course part of the family and very important to them. In this module students will learn how to say which pets they have using the key verb <b>haben</b> and what they are called</li> <li>. Students will also develop the ability to use the negative <b>kein</b> to say which pets they don't have . Students will be introduced to the conditional tense to convey which pets they would/wouldn't like to have in the future using <b>ich möchte</b></li> <li>. Students will develop and awareness of the genders of nouns using the indefinite article</li> <li>. Students will also learn the colours and adjectival agreement to be able to describe how their pets look</li> <li>. At the end of the module students will learn about how Easter is celebrated in Germany discover which traditions are different to our own</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Having described who is in their family, students now learn to describe themselves and family members in more detail, giving physical and character descriptions using a wider range of adjectives</li> <li>. Students will also be introduced the qualifiers <b>ziemlich</b> and <b>nicht</b> to intensify adjectives</li> <li>. Students always enjoy talking about their lives outside of school and this module enables students to express what they like and don't like doing in their free time using <b>gern</b></li> <li>. They will develop knowledge of a wider range of common present tense verbs, both regular and irregular and begin to understand that the verb is always the second idea in a German sentence</li> <li>. Students will also be able to talk about different activities and use their knowledge of family members and friends to say who they do with these activities with as well as learning time expressions to communicate how often they do these activities</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will extend their knowledge of a Spanish-speaking country and its culture by undertaking a cultural research project of an assigned German-speaking country and presenting their findings to their peers.</li> </ul>
<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>. To develop accurate pronunciation and intonation</li> <li>. To develop a wide-ranging and deepening vocabulary</li> <li>. Listen to spoken language in a variety of forms, obtain information and respond</li> <li>. Read literary texts, obtain information and respond</li> <li>. Transcribe words and short sentences they hear with increasing accuracy</li> <li>. Translate short texts into English and the language of study</li> <li>. To initiate conversations</li> <li>. To communicate personal and factual information confidently in both speaking and writing</li> <li>. To write and speak to express ideas and feelings</li> <li>. Use grammar, spelling and punctuation with increasing accuracy</li> <li>. To develop competence in listening, reading, writing and speaking</li> <li>. To expand students' understanding of language, culture and the world around them</li> </ul>			<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>. To continually improve pronunciation and intonation</li> <li>. To develop a wide-ranging and deepening vocabulary</li> <li>. Listen to spoken language in a variety of forms, obtain information and respond</li> <li>. Read literary texts from a variety of sources, obtain information and respond</li> <li>. To show an appreciation for</li> <li>. Transcribe short sentences they hear with increasing accuracy</li> <li>. Translate short texts into English and the language of study</li> <li>. To initiate and develop conversations</li> <li>. To communicate personal and factual information which goes beyond students' immediate needs and interests</li> <li>. To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions</li> <li>. Use grammar, spelling and punctuation with increasing accuracy</li> <li>. Identify and use the present tense and the conditional mood</li> <li>. To continually develop competence in listening, reading, writing and speaking</li> <li>. To continually expand students' understanding of language, culture and the world around them</li> </ul>		
<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. The transition phase is designed to pick up on their understanding thus far as well as giving students an equal starting point for their new language-learning journey, establishing the key building blocks needed to acquire more language as students join us from a variety of primary schools where they been taught a different language</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Use of adjectives in Y7 HT4+5</li> <li>. Teaching family members in Y7 HT3+4</li> <li>. Teaching numbers 1-100 in Y7 HT3</li> <li>. Teaching coordinating conjunctions in Y7 HT3</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching your town in Y8 HT3</li> <li>. Teaching family descriptions in Y7 HT5</li> <li>. Teaching PSHE and relationships</li> <li>. Teaching relationships in Y10 T1</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching present tense verbs in Y7 HT5</li> <li>. Saying who you do activities with in Y7 HT5</li> <li>. Teaching relationships in Y10 T1</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching of films, TV and books in Y8 HT1+2</li> <li>. Teaching festivals Y8 HT4</li> <li>. Teaching weekend plans Y8 HT5+6</li> <li>. Teaching free time in Y9 (depth) T3</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Das Wunder von Bern project in Y8 HT6</li> <li>. Teaching your town in Y8 HT3</li> <li>. Teaching your area in Y10 T3</li> </ul>
<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of an MFL at KS2 and similarities that can be drawn between the different languages students learned in primary school and the current language of study</li> <li>. Knowledge of metalanguage from KS2</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of numbers from Y7 HT1</li> <li>. Knowledge of verb <b>sein</b> from Y7 HT1</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of verb <b>sein</b> from Y7 HT1-2</li> <li>. Knowledge of German-speaking countries from Y7 HT1</li> <li>. Knowledge of present tense verbs in the 1st person from Y7 HT1+2</li> <li>. Knowledge of numbers from Y7 HT1+2</li> <li>. Knowledge of coordinating conjunctions in Y7 HT2</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of the regular verb <b>heißen</b> from Y7 HT1</li> <li>. Knowledge of verb <b>sein</b> from Y7 HT1-2</li> <li>. Knowledge of adjectives from Y7 HT2</li> <li>. Knowledge of <b>haben</b> from Y7 HT2</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of present tense verbs from Y7 HT1-4</li> <li>. Knowledge of family members from Y7 HT4</li> <li>. Knowledge of adjectives from Y7 HT2+4</li> <li>. Knowledge of qualifiers in Y7 HT2</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Cultural knowledge from Y7 HT1-5</li> <li>. Knowledge of places from Y7 HT3</li> </ul>