

Year 8 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 - Films and TV	HT2 - Books and food/drink	HT3 - Town	HT4 - Festivals	HT5+6 – Weekend plans	HT6 - Project: Das Wunder von Bern
<p>Why this module?</p> <ul style="list-style-type: none"> . In our increasingly technological society, it is vital students know how to express how the different media they use in their free time and what they watch on TV and in the cinema. . Students will use the opinions verbs <i>mag, liebe</i> and <i>hasse</i> to communicate the different genres they like watching . Students will further develop their ability to give and justify opinions on what they like/dislike watching . Students will acquire wider variety of adjectives and learn how to use these to draw comparisons and also to provide reasons for their opinions using the more complex connective <i>weil</i> and to understand to affect this has on word order . Students will also broaden their cultural capital by learning about German films and TV programmes. 	<p>Why this module?</p> <ul style="list-style-type: none"> . To encourage students to read for pleasure and this next unit continues on the topic of free time, now focussing on students' reading habits. . Students will build on their knowledge of opinion phrases to say what they prefer reading and what they like reading best using <i>lieber</i> and <i>am liebsten</i> . Students will learn to say what/where/when/how they read . Students enjoy talking about food, especially at this time of year with Christmas approaching, . Students will increase their culture capital and find out what Germans like to eat and drink. . Students will be able to discuss the foods and drinks they enjoy and provide reasons why using opinions and reasons using <i>finden</i> . Students will learn how to use the irregular verbs <i>essen, sehen, lesen</i> and <i>fahren</i> in the 3rd person to talk about what others so . Students will also gain a better understanding that the verb is the second idea in a German sentence 	<p>Why this module?</p> <ul style="list-style-type: none"> . With lots of experience of present tense, students are now ready to begin referring to the past to talk about their town, which is an important part of our identity. . Students will be introduced to the past tense through 3 common verbs in the simpler imperfect tense before the more-complex perfect tense is introduced later in the year . Students will be able to talk about their town in 2 tenses, saying what there is/was and what the town is/was like and has/had . Students will acquire knowledge of a wide variety of nouns and adjectives to describe their towns now and in the past . Students will also revisit the genders of nouns and the indefinite article in the accusative case. 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students will learn about and describe the German festival of Karneval, which happens at this time of year in Germany. And how this festival is celebrated. We structure the course so that this module will be taught in the week of Rosenmontag in Germany., . Students enjoy learning about the different celebrations we don't share in the UK and are intrigued to learn how this festival fits in with Shrove Tuesday and Easter. . Students will expand their knowledge of verbs in the past tense HT3 to now use the imperfect tense as well as <i>sehen, essen</i> and <i>hören</i> in the perfect tense be able to describe Karneval using a variety of verbs and adjectives. . During this module students will also understand that German adjectives need an ending according to their gender, when they come before the noun they are describing. 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students will build on their knowledge of the past tense to describe what they did last weekend . Students will consolidate their knowledge of the conditional tense using <i>möchten</i> and also learn how to form the future tense with <i>werden</i> to be able to talk about their plans for next weekend. . After gaining confidence using the future tense students will be introduced to modal verbs <i>müssen/sollen/wollen</i> which share the same grammar rules of as the future tense, to be able to say what they must/should/want to do in their free time. . By the end of this module students will have the ability to communicate in 3 tenses confidently with a variety of verbs, giving them a greater freedom to express themselves in the language of study . Students will further consolidate their knowledge of opinions and reasons by expanding their bank of adjectives to talk about healthy and unhealthy free time activities. 	<p>Why this module?</p> <ul style="list-style-type: none"> . Through the medium of <i>Das Wunder von Bern</i>, students will develop their understanding of Germany history and increase their cultural capital . Students will understand more about Germany history, particularly post-war life in Germany and the after-effects of WW2 . Y8 also study WW2 in history lessons this half term. . The football theme of the film appeals massively to students and the parallel theme of family relationships is also relevant and reliable . Students will watch the film in German with the help of English subtitles to improve comprehension and they will complete a variety of tasks in German about the content of the film. . Students will consolidate their knowledge of language and structures from modules in Y7 and Y8 to describe characters, relationships, pet, objects, places and activities in the film as well as express opinions about the film with justifications.
<p>National curriculum links:</p> <ul style="list-style-type: none"> . To continually improve pronunciation and intonation . To develop a wide-ranging and deepening vocabulary . To listen to spoken language from a range of authentic sources, obtain information and respond . To read literary texts from a variety of authentic sources, obtain information and respond . To transcribe short sentences they hear with increasing accuracy . To translate short texts into English and the language of study . To initiate and develop conversations coping with some unfamiliar language . To communicate personal and factual information which goes beyond students' immediate needs and interests . To speak with increasing confidence, fluency and spontaneity on an increasing variety of topics . To write and speak confidently and coherently . To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions and provide justifications . To use more complex grammar, spelling and punctuation with increasing accuracy . To identify and use the present tense, past tense and the conditional mood . To continually develop competence in listening, reading, writing and speaking . To expand students' understanding of language, culture and the world around them 				<p>National curriculum links:</p> <ul style="list-style-type: none"> . To continually improve pronunciation and intonation . To develop a wide-ranging and deepening vocabulary . To listen to spoken language from a range of authentic sources, obtain information and respond . To read literary texts from a variety of authentic sources, obtain information and respond . Transcribe short sentences they hear with increasing accuracy . Translate short texts into English and the language of study . To initiate and develop conversations coping with unexpected responses . To communicate personal and factual information which goes beyond students' immediate needs and interests . To speak with increasing confidence, fluency and spontaneity on an increasing variety of topics using a variety of grammatical structures to express own ideas and opinions. . To write at varying length and for different purposes and audiences using a variety of grammatical structures . To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions and provide justifications in a range of tenses . To use a variety grammar, structures spelling and punctuation with accuracy . To identify and use the present, past and future tenses and the conditional mood . To demonstrate competence in listening, reading, writing and speaking which provide a foundation for further language learning . To demonstrate and appreciation of language, cultures and the world around them 	
<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Das Wunder von Bern film project in Y8 HT6 . Teaching festivals in Y8 HT4 . Teaching weekend plans Y8 HT5 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching festivals in Y8 HT4 . Teaching healthy living from Y10 T2 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching your area in Y10 T3 . Teaching adjective agreement in Y8 HT4 . Teaching prepositions and cases in Y9 (breadth) T2 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching family celebrations in Y10 T1 . Teaching uniform in Y9 (depth) T1+2 . Teaching the perfect tense in Y8 HT5/6 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Use 3 tenses together in Y9 (breadth) T1) . Teaching free time in Y9 (depth) T3 . Teaching school rules in Y9 (depth) T1/2 . Teaching past tense modal verbs in Y9 (breadth) T3 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Learning about WW2 in history . Teaching film and TV in Y9 (depth) T3 . Teaching family relationships in Y10 T1
<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of free time from Y7 HT5+6 . Knowledge of <i>gern</i> from Y7 HT5+6 . Knowledge of <i>denn</i> from Y7 HT2 . Knowledge of adjectives from Y7 HT5+6 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of <i>gern</i> from Y7 HT5+6 . Knowledge of opinion verbs from Y8 HT1 . Knowledge of time phrases from Y7 HT5+6 . Knowledge of regular verbs from Y7 HT 5+6 . Knowledge of connectives from Y8 HT1 . Knowledge of word order form Y8 HT1 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of the negative from Y7 HT4 . Knowledge of genders from Y7 HT4 . Knowledge of the present tense from Y8 HT1+2 . Knowledge of <i>es gibt</i> from Y7 HT3 . Knowledge of where you live from Y7 HT3 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of present and past tense verbs from Y8 HT3 . Knowledge of genders from Y8 HT3 . Knowledge of adjectives to describe places from Y8 HT3 . Knowledge of adjectival agreement from Y7 HT4 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of free time activities from Y7 HT5+6 . Knowledge of past tense from festivals in Y8 HT4 . Knowledge of verbs from Y7 and Y8 . Knowledge of foods/drinks in Y8 HT2 . Knowledge of conditional tense from Y7 HT4 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of family members from Y7 HT3 . Knowledge of descriptions from Y7 HT5 . Knowledge of pets from Y7 HT4 . Knowledge of free time from Y7 and Y8 . Knowledge of town from Y8 HT3 . Knowledge of films from Y8 HT1 . Prior cultural knowledge and knowledge acquired in history lessons