

## Year 9 German Curriculum Sequence (breadth)

**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

<u>T1 - Role models</u>	<u>T2 - Ambitions</u>	<u>T3 - Responsibilities+ Project: Ballon</u>
<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will learn how to talk about their role models, a topic personal to them which is both engaging and relevant.</li> <li>. Students will consolidate their knowledge of the perfect tense to discuss various positive and negative experiences faced by famous people and how they overcame them. This is mature topic chose to foster resilience before students make their GCSE choices.</li> <li>. We will also talk about how role models inspire us and our future actions which will encourage students to think about their own futures and goals leading up to their GCSE options.</li> <li>. Students will encounter famous German-speakers and increase their knowledge of the countries in which German is spoken</li> <li>. Students will learn the German words for body parts and how to describe injuries, which will give students real-life vocabulary which is useful for medical issues when traveling abroad</li> <li>. Students will also consolidate their knowledge of the perfect tense with <b>haben</b> and <b>sein</b> further to be able to describe an accident in the past</li> <li>. Students will build on their knowledge of the future tense to discuss what they will do in the future after being inspired by their role models.</li> <li>. Within this module students will consolidate their knowledge of the present, past and future tenses to establish a sound foundation of grammar, as well consolidate their knowledge of regular and irregular verbs for various persons in the present tense to be able to talk about others</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Building on the previous module of role models, students will discuss a variety of ambitions for the future and consider their future goals.</li> <li>. Students will gain an interesting insight into the world around them by discovering extreme sports and out-of-the-box activities.</li> <li>. Students will learn about a variety of different job roles and use the conditional tense using <b>Ich würde gern</b> with confidence to talk about their own ambitions/career aspirations and they will provide reasons for doing jobs using <b>'um...zu...'</b></li> <li>. This module encourages students to consider the job they want to do in the future and to set high expectations for themselves</li> <li>. Students will look into what it is like working in a ski resort which will provide students with useful vocabulary for skiing holidays and will learn to use the two-way prepositions <b>in</b> and <b>auf</b> with accuracy to talk about the different places in a ski resort.</li> <li>. They will also consolidate their understanding of German word order and putting the verb second.</li> <li>. Students will refine their communication skills by using sequencers and time phrases such as <b>zuerst</b> and <b>danach</b> to structure their writing and speaking</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. We will compare age limits in German-speaking countries to England for activities such as donating blood and driving and increase their knowledge of life in Germany/Austria and Switzerland and foster curiosity about the laws in other countries</li> <li>. It is important to study this module here as students start to make decisions for themselves and this topic promotes responsible decision making and informs students about what rights they have in this country as well as when they travel abroad.</li> <li>. Students will consolidate their knowledge of <b>weil</b> to extend sentences whilst also adding <b>wenn</b> to their repertoire of subordinating conjunctions</li> <li>. Students will use adjectives to form comparatives and superlatives to analyse information about other countries whilst also expanding their knowledge of the world around them.</li> <li>. Students will use their grammatical knowledge of the future and conditional tenses to be able to use modal verbs <b>können/sollen/müssen/wollen</b> accurately to talk about laws and what they are not allowed to do as well as what students can/should//must/want do in order to make a difference in the world</li> <li>. Using comparatives and superlatives to analyse information about other countries which increases knowledge of the world around them</li> <li>. We will discuss problems in the world around us such as poverty, homelessness and environmental issues which are relevant to everyday life and encourage students to become conscientious global citizens who want to make a positive change in the world</li> <li>. Students will become confidence in using <b>um...zu...</b> to talk about what you can do to change the world for the better, which was introduced in the previous module</li> <li>. Students will also use their knowledge of three different tenses to talk about what they have done to help, what they now do and what they are going to do in the future to become more conscientious global citizens</li> </ul> <p>. At the end of the module students will undertake a film project which explores the social issues and restrictions of life in East Germany through the German film <b>Ballon</b>.</p> <p>. During the project students will learn how to use the modal verbs <b>mussten/durften/konnten/wolten</b> in the past tense to talk about life in East Germany and the restrictions placed upon its citizen</p> <p>. The film project brings authentic German resources into the classroom and deepens students' understanding of the world around them and its history</p>
<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 from a range of authentic sources, obtain information and respond</li> <li>. Read literary texts from a variety of authentic sources, obtain information and respond</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 coping with unexpected responses</li> <li>. To communicate personal and factual information which goes beyond students' immediate needs and interests</li> <li>. 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.</li> <li>. To write at varying length and for different purposes and audiences using an increasingly wide variety of grammatical structures and vocabulary</li> <li>. 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</li> <li>. Use a variety grammar, structures spelling and punctuation with accuracy</li> <li>. Use and manipulate the present, past and future tenses and the conditional mood with confidence</li> <li>. To demonstrate competence in listening, reading, writing and speaking which provide a foundation for further language learning at GCSE</li> <li>. To demonstrate and appreciation of language, cultures and the world around them</li> </ul>		
<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching the conditional tense in Y9 (breadth) T2</li> <li>. Teaching celebrity culture in the Y10 T1</li> <li>. Teaching role models in Y10 T1</li> <li>. Teaching healthy living in the Y10 T2</li> <li>. Teaching future plans in Y11 HT3</li> <li>. Teaching of PSHCE and careers</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching future plans in Y11 HT3</li> <li>. Teaching of PSHCE and careers</li> <li>. Teaching dual case prepositions in Y10 T3</li> <li>. Teaching infinitive constructions in Y10 T1+2</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching of PSHCE</li> <li>. Teaching of German festivals in the Y10 T1</li> <li>. Teaching of our world in Y11 HT2</li> <li>. Teaching of films/TV in Y9 T3</li> </ul>
<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Talking about others in Y7 HT3,5+6</li> <li>. Knowledge of present, past and future tenses from Y8 HT5+6</li> <li>. Knowledge of regular and irregular verbs from Y7 and Y8</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of opinion structures from Y7 and Y8</li> <li>. Knowledge of personality adjectives from Y7 HT5</li> <li>. Knowledge of conditional mood from Y7 HT4</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of German-speaking countries from Y7 HT6</li> <li>. Knowledge of films and TV in Y8 HT1</li> <li>. Knowledge of present tense modal verbs from Y8 HT5+6</li> <li>. Knowledge of 3 tenses from Y9 (breadth) T1</li> <li>. Knowledge of <b>um...zu...</b> from Y9 (breadth) T2</li> <li>. Knowledge of <b>weil</b> from Y8 HT1</li> </ul>

## Year 9 German GCSE Sequence (depth)

**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

Rotation T1 - School	Rotation T2 - School	T3 - Free time
<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. The start of a new school year makes this topic extremely relevant to all students as they will be studying new subjects, joining new extra-curricular activities etc which they will learn to communicate in German and be able to reflect their own experiences</li> <li>. Students will learn to express and justify their opinions in relation to various aspects of school; studies, facilities, teachers, uniform and rules.</li> <li>. Students will consolidate their knowledge of <b>weil and wenn</b> to extend sentences whilst also adding <b>dass</b> to their repertoire of subordinating conjunctions to justify opinions about school and extend writing and speaking.</li> <li>. Students will extend their knowledge and usage of regular and irregular verbs in the present tense to talk about their school lives</li> <li>. Students will be able to use a variety of adjectives and apply correct adjectival endings to describe their school uniform</li> <li>. Students will be able to describe their school rules using the modals verbs <b>müssen/dürfen/sollen</b> and apply correct word order as well as using the negative.</li> <li>. Students will learn expand their culture capital by studying the German school system and will be able to compare similarities and differences which fosters curiosity about the world around them</li> <li>. Students will be able to talk about school trips they might have experience in Y7 and Y8 using the perfect tense with <b>haben and sein</b></li> <li>. Students will also be able to talk about future school trips using the future tense with <b>werden</b></li> <li>. By the end of this module students will be able to use 3 tenses together to discuss their school lives</li> </ul>		<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will learn to discuss their own personal interests through the module of free time which gives them greater freedom to express themselves in German as well as provides them with a much wider variety of vocabulary to apply to future modules.</li> <li>. Students will learn about music/ films and TV programmes in the German-speaking world and expand their interests and broaden their knowledge of German culture</li> <li>. Students will consolidate their knowledge of opinions using <b>lieben, mögen and hassen</b>. And add to their repertoire of adjectives to justify their feelings towards different genres of music, TV and film and the reasons for these feelings</li> <li>. Students will use the perfect and imperfect tenses to discuss films and programmes they have watched recently</li> <li>. Students will study how to use separable verbs with accurate word order to talk about what they do online such as <b>fernsehen/hochladen/aufnehmen</b> which are important pieces of vocabulary in an increasingly technological world</li> <li>. Students will consolidate their knowledge of the modal verb <b>können</b> to express the advantages and disadvantages of technology and to learn how to formulate arguments</li> <li>. Students will also learn how to use a variety of intensifiers, qualifiers and expressions of frequency to add detail to their speaking and writing</li> </ul>
<p><b>Links to GCSE specification:</b></p> <ul style="list-style-type: none"> <li>. To consolidate knowledge of phonics and phonemes to be able to use pronunciation and intonation with increasing accuracy</li> <li>. To deepen knowledge of how language works and enrich vocabulary knowledge from KS3 for students to increase their use and understanding of extended language</li> <li>. To develop knowledge of present and future tenses and other grammatical concepts</li> <li>. 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</li> <li>. To translate longer passages into English and the language of study with increasing accuracy</li> <li>. To develop ability to take part in a short, spontaneous conversation</li> <li>. To produce extended sequences of speech which express and justify own thoughts and points of view.</li> <li>. To understand, use and manipulate language for different purposes</li> <li>. To produce extended pieces of writing to convey information whilst applying and manipulating the learned structures to narrate events, express ideas referring to present and future events</li> <li>. To develop competence in listening, reading, writing and speaking for immediate use</li> <li>. 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</li> </ul>		<p><b>Links to GCSE specification:</b></p> <ul style="list-style-type: none"> <li>. Consolidate knowledge of phonics and phonemes to be able to use pronunciation and intonation with increasing accuracy</li> <li>. 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 an increasing range of contexts</li> <li>. Develop knowledge of a variety of tenses and grammatical concepts</li> <li>. 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</li> <li>. To translate longer passages into English and the language of study with increasing accuracy</li> <li>. Develop ability to take part in a short, spontaneous conversation confidently and coherently on an increasing variety of topics</li> <li>. To produce extended sequences of speech which express and justify own thoughts and points of view confidently and coherently.</li> <li>. To understand, use and manipulate language across an increasing range of different contexts and for different purposes,</li> <li>. To produce extended pieces of writing to convey information on different topics whilst applying and manipulating the learned structures to narrate events, express ideas coherently referring to past, present and future events.</li> <li>. To develop and demonstrate increasing competence in listening, reading, writing and speaking for immediate use</li> <li>. 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</li> </ul>
<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Reinforcing school expectations via school rules.</li> <li>. Express and justify opinions in Y9 (depth) T3 and across all GCSE modules</li> <li>. Teaching modal verbs in Y9 T3</li> <li>. Teaching the future tense in Y10 T1</li> <li>. Teaching the perfect tense in Y9 (depth) T3</li> <li>. Teaching subordinating conjunctions in Y10 T3</li> </ul>		<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching PSHCE and being safe online</li> <li>. Use of present and past tense together in Y10 T1</li> <li>. Teaching modal verbs in the imperfect tense in Y10 T2</li> <li>. Adding detail to writing across all GCSE modules</li> <li>. Formulating arguments in Y11 HT3</li> <li>. Teaching separable verbs in Y10 T1</li> </ul>
<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of opinion structures from KS3</li> <li>. Knowledge of adjectives from KS3</li> <li>. Knowledge of adjectival agreements from Y7 and Y8</li> <li>. Knowledge of past tense from Y8 HT5+6</li> <li>. Knowledge of future tense from Y8 HT5+6</li> </ul>		<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of modal verbs in Y9 T1/2</li> <li>. Knowledge of free time activities from Y8 HT5=6</li> <li>. Knowledge of film/TV from Y8 HT1</li> <li>. Film knowledge from Das Wunder von Bern project in Y8</li> <li>. Knowledge of the perfect tense from Y9 (depth) T1/2</li> <li>. Knowledge of the imperfect tense from Y8 HT3+4</li> <li>. Knowledge of modal verbs from Y8 HT5+6 and Y9 (breadth) T3</li> </ul>