

Year 9 German Curriculum Sequence

Intent: Giving and seeking opinions on a range of themes using a variety of grammar and tenses. • Using language in context and communicating in authentic situations. • Gaining an appreciation of cultural differences, embedded within the German speaking environment. • Expressing/presenting ideas clearly and concisely in a foreign language. • Extracting and evaluating information from authentic sources, including photos. • Applying rules and logic to translate German language texts.

Term 1 (Rotation Group 1) & Term 2 (Rotation Group 2)

German

1. School

Modal verbs
Future tense
Present tense
Using 'weil'

Term 3

German

Free Time and Relationships
Separable verbs
Adjectival endings
Mit + dative
Imperfect modal verbs
Revision and review preparation
Film project - Balloon

<p>Why start here? Germ - Start of a new school year makes the topic current and relevant for students.</p>	<p>Why move onto these units Germ - The word order with modal verbs and future tense link together well. Student need to be confident using the present tense before they can move onto learning more complex grammar such as modal verbs and the future tense.</p>	<p>Why move onto these units? Germ - The unit allows students to talk about what they did in holidays (Christmas/Easter) and will do in next holidays (Summer). Also reinforces present and future tenses in more detail and allows for past tense to be taught.</p>	<p>Why move onto these units? Germ - Links to free time and film project links to the revision on films and descriptions of personality and appearance.</p>		
<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 tenses or other structures which convey the present, past, and future 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>Teaching these topics here supports:</p> <ul style="list-style-type: none"> Allows for recap and reteaching of key vocab and tenses from KS3. Reinforcing school expectations via school rules. 	<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> Cultural capital learning about the German school system 	<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> PE Music RS Performing arts 	<p>Teaching these topics here supports:</p> <ul style="list-style-type: none"> PSHCE 		
<p>These topics feed from:</p> <ul style="list-style-type: none"> Builds on present tense and opinions taught in Y8. Goes into more depth on topic of school from Y7 	<p>These topics feed from:</p> <ul style="list-style-type: none"> Builds on future tense taught in Y8. Knowledge of verbs and word order from HT1. 	<p>These topics feed from:</p> <ul style="list-style-type: none"> Knowledge of present and future tenses from HT2. Goes into more depth on topic of free time from Y8 	<p>These topics feed from:</p> <ul style="list-style-type: none"> Knowledge of present tense modal verbs from HT2. Knowledge of 3 tenses from previous topic and applying them together to a new topic. 		