

**CURRICULUM MAP**

<b>Subject</b>	<b>German</b>
<b>Head of Department</b>	<b>Ms T Minier</b>
<b>Subject Leader</b>	<b>Ms E Pye</b>

**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

The MFL department at Rutlish strives to develop a love of languages amongst students. We offer an engaging curriculum that helps to develop intercultural awareness alongside linguist ability. Our students understand the importance of learning a language, which is communicated through areas of the curriculum as well as through teachers' experience and options assemblies.

MFL lessons at Rutlish are dynamic and lively with students actively engaged and enjoying their learning. We ensure all abilities of MFL students are successful by carefully scaffolding learning activities for the less able and embedding challenges in lessons for the more able.

The skills learnt in MFL lessons can be applied to many other areas of the curriculum, for instance developing both the ability to coherently express and justify an opinion as well as the understanding of grammar and how language works. The MFL curriculum builds students' confidence and helps them to become strong communicators, which is vital for their future studies and working life. Furthermore, the MFL department supports students in developing a strong work ethic through setting consistently high standards.

Trips abroad at both KS3 and KS4 are available to all MFL students and offer the opportunity to put their language skills into practice whilst learning about the culture of the country visited. MFL students at KS5 are supported in applying for scholarships to spend extended periods of time abroad during which they develop international friendships and truly appreciate the value of their advanced language skills. As fluent speakers of the language studied, our previous A-level students have often continued to study languages at university or even enrolled in a university abroad. The combination of an engaging curriculum offered at school and the first-hand experience of using their language abroad encourages MFL students to become citizens of the world and opens their eyes to opportunities of travel and working and living abroad.

The curriculum we offer enables students to continually build on prior knowledge and rewards a continued effort in their language learning from their first day in year 7 up until the completion of their GCSE or A-level.

**KEY STAGE 3 RATIONALE/ INTENT**

- Creating enthusiasm and interest in languages through enabling students to be successful
- Ensuring students of all abilities acquire building blocks in terms of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation.
- Provide opportunities to develop their cultural knowledge and awareness. Cultural knowledge is incorporated into the curriculum and consolidated through films and trips abroad.
- Provide a foundation for understanding and success when tackling GCSE style questions.
- Developing a self-awareness of how to learn and how to improve.
- Familiarising students with strategies to acquire and retain language.
- Ensuring students understand phonics in the language they are learning and constantly review and question pronunciation.

**KEY STAGE 4 RATIONALE/ INTENT**

- Enabling students to be successful within the GCSE curriculum and maintaining enthusiasm for the subject.



- Ensuring students of all abilities build on their prior knowledge of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation. All lessons include opportunities review and reinforce prior learning.
- Continue to build on students' cultural knowledge and awareness both in lessons and on trips abroad.
- Allow for plenty of opportunities to practice a range of GCSE style exam questions.
- Developing a self-awareness of techniques to tackle GCSE tasks and how to improve.
- Continue to discuss strategies to acquire and retain language.
- Continue to focus on phonics in the language they are learning and accurate pronunciation.

#### KEY STAGE 5 RATIONALE/ INTENT

- Continuation with all aspects of the KS3 and KS4 intent.
- Develop deeper understanding of culture, politics, arts and society in countries where the target language is spoken.
- Develop deeper understanding of grammar and syntax and linguists.
- Develop research skills and how to present ideas and debate on key issues.
- Develop analytical and essay writing skills in the target language through studying literature and film.

#### QUALITY FIRST TEACHING

- Differentiated resources and assessments (Foundation and Higher) to match students' abilities.
- Scaffolding, modelling and sample answers incorporated into all lesson resources.
- All tasks set in GCSE exam question format from Y7 and strategies to tackle such questions are taught explicitly.
- Metacognition strategies incorporated into lessons through providing opportunities to peer and self-assess and reflect on progress.
- Vocabulary drilling and opportunities to speak in lessons encourage awareness of phonics and accurate pronunciation.
- Explicit and discreet teaching of grammar to promote accurate production of target language.
- Continuous recap and revise promote knowing more and remembering more.
- Use of student friendly trackers and grade descriptors encourage students to track their progress

#### FOCUS SKILLS

- Pronunciation and phonics.
- Listening: strategies to tackle listening tasks, including brainstorming vocabulary and pre-empting responses, dictation tasks.
- Speaking: asking and answering questions; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique); promoting confidence and accurate pronunciation; reading aloud.
- Reading: strategies to tackle reading tasks including checking for cognates; identifying word families; recognising grammar; reading for gist and deducing meaning.
- Writing: accurate spelling, accents, syntax and grammar; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique)
- Vocabulary learning: providing strategies for learning vocabulary including, "look, cover, write, check" and using online tools such as memrise.
- Teaching how to self and peer assess.

#### HOMEWORK

- A range of vocabulary learning, reading tasks set weekly to retain language and see it applied in receptive skills.
- Extensive use of Teams and online resources to enhance learning and help students become independent learners.
- Revision materials provided before assessments.



## YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – Hello!</b>	<b>UNIT OF WORK: Topic 2 – My School</b>	<b>UNIT OF WORK: Topic 3 – Friends and Family</b>	<b>UNIT OF WORK: Topic 4 – Hobbies</b>	<b>UNIT OF WORK: Topic 5 – At Home</b>	<b>UNIT OF WORK: Post Assessments</b>
	German alphabet and pronunciation; giving basic information about yourself	Giving information about your school subjects; activities you do at break; describing your school uniform	Describing your friends and family and your home	Giving information about what you do in your free time, when and how often	Describing your house, town and activities in your house	Cultural lessons covering cultural events in German speaking countries, film and music.
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> German alphabet; greetings, introducing yourself; saying basic information about yourself, giving your age and birthday; numbers. <b>Grammar:</b> masculine, feminine, neuter singular and plural nouns; adjective agreement. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> saying which subjects you study; telling the time; giving your opinion on subjects; describing your school; talking about break time activities; saying what you wear. <b>Grammar:</b> Giving opinions and reasons using weil.  <b>Learning Journey (REVISED):</b> <b>Grammar:</b> adjective agreement-masculine, feminine and neuter <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Describing your family and friends; physical and personality descriptions. <b>Grammar:</b> forming plurals  <b>Learning Journey (REVISED):</b> <b>Grammar:</b> Sein and haben verb conjugation, accusative case. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> giving opinions on free time activities; saying how often you do them; saying which sports you do; giving information about your favourite things. <b>Grammar:</b> Word order with time phrases  <b>Learning Journey (REVISED):</b> <b>Content:</b> opinion phrases <b>Grammar:</b> verb conjugation. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> describing your house and local area; saying what you do in your house <b>Grammar:</b> word order with locations  <b>Learning Journey (REVISED):</b> <b>Content:</b> verbs to describe hobbies <b>Grammar:</b> Masculine, feminine and neuter <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> cultural aspects of the German speaking world.  <b>Learning Journey (REVISED):</b> <b>Content:</b> Some aspects of German speaking history and culture <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously</p>
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p><b>Gender and Equality</b>– masculine and feminine nouns <b>Numeracy</b> – numbers and birthday <b>Literacy</b> – spellings, accents and grammar <b>CAREERS:</b> Introductory lesson to emphasise benefit of German in the current job market.</p>	<p><b>Numeracy</b>- telling the time School life and opinions on school <b>subjects</b> <b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Literacy</b> – spellings, accents and grammar <b>Gender and Equality</b>– describing different genders <b>Ethnicity and Diversity</b> – describing people of different ethnicities <b>Numeracy</b> – giving peoples ages</p>	<p><b>PE-</b> sports and how often you do them <b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Geography</b> – local area <b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Geography</b> – German speaking countries <b>Cultural Capital</b> – film, music and cultural events <b>Literacy</b> – spellings, accents and grammar</p>



ASSESSMENTS Summative and Formative as applicable	<p><b>Formative:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>October assessments:</b> Topic 1 <b>Skills:</b> grammar, writing, reading, listening and speaking</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December Assessments:</b> Topics 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>March Assessments:</b> Topics 3 &amp; 4 <b>Skills:</b> listening; grammar; writing</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>June EoY Assessments:</b> Topics 1-5 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
SPECIALIST VOCABULARY	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.	See topic 5 vocabulary sheet.	Vocabulary related to cultural topics e.g.: countries, food, music.
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> Topic 1 – Holidays	<b>UNIT OF WORK:</b> Topic 2 – Media	<b>UNIT OF WORK:</b> Topic 3 – Healthy Living	<b>UNIT OF WORK:</b> Topic 4 – School Trips	<b>UNIT OF WORK:</b> Topic 5 – Going Out	<b>UNIT OF WORK:</b> Post Assessments
	Describing a holiday, what you did and your opinion; comparing your local area now and in the past; talking about the weather.	Giving opinions about technology, music and television, saying what you did yesterday.	Giving opinions on food; describing mealtimes; ordering in a restaurant; describing healthy lifestyles	Rules in hotels; giving directions; describing daily routines; talking about festivals.	Describing your style; talking about preparing for a date; giving opinions about events; debating ideas.	Cultural lessons covering cultural events in German speaking countries, film and music.
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> countries, holiday activities, weather <b>Grammar:</b> past tense</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Countries, question words <b>Grammar:</b> present tense verb conjugation; word order <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> activities using your mobile phone; types of music; types of TV shows <b>Grammar:</b> Time, manner, place word order</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> free time activities; adverbs of frequency; opinions. <b>Grammar:</b> time phrases <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> food and drink; ordering in a restaurant, instructions <b>Grammar:</b> the imperative, modal verbs</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> food and sports activities <b>Grammar:</b> opinions, word order with time phrases <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> verbs to talk about rules, ordinal numbers, festival vocab. <b>Grammar:</b> separable and reflexive verbs</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> telling the time <b>Grammar:</b> modal verbs, time phrases word order <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> daily routines, directions, environment <b>Grammar:</b> boot word- wenn, future tense,</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> clothes <b>Grammar:</b> asking questions; word order <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> cultural aspects of the German speaking world.</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Some aspects of German speaking history and culture <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>
LINKS TO THE WORLD i.e. links to careers, equality; gender, class, ethnicity, etc.; different subjects	<b>Geography, Diversity and Cultural Capital</b> – countries, local area- today and in the past <b>Literacy</b> – spellings, accents and grammar	<b>Media and Technology – Cultural Capital, Diversity and Equality</b> <b>Literacy</b> – spellings, accents and grammar	<b>Culture</b> – food and drink <b>Literacy</b> – spellings, accents and grammar <b>PE-</b> healthy living	<b>Numeracy</b> – telling the time <b>Literacy</b> – spellings, accents and grammar	<b>Geography</b> – giving directions <b>Numeracy</b> – telling the time <b>Literacy</b> – spellings, accents and grammar	<b>Geography and Diversity</b> – German speaking countries <b>Culture</b> – film, music and cultural events <b>Literacy</b> – spellings, accents and grammar









<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>October assessments:</b> Topic 1 <b>Skills:</b> grammar, writing and listening	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December Assessments:</b> Topics 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>March Assessments:</b> Topics 3 & 4 <b>Skills:</b> listening; grammar; writing	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>June EoY assessments:</b> Topics 1-5 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar
<b>FEEDBACK</b> SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
<b>SPECIALIST</b> VOCABULARY	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.	See topic 5 vocabulary sheet.	Vocabulary related to cultural topics e.g.: countries, food, music.
<b>QUALITY</b> FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> Topic 1 – Role Models	<b>UNIT OF WORK:</b> Topic 2 – Music	<b>UNIT OF WORK:</b> Topic 3 – Ambitions	<b>UNIT OF WORK:</b> Topic 4 – My Childhood	<b>UNIT OF WORK:</b> Revision and Assessments	<b>UNIT OF WORK:</b> GCSE Preparation and Culture
	Talking about role models and experiences; naming parts of the body and giving instructions; talking about accidents	Describing what kind of music you like; discussion musical ability; saying where you play; talking about a festival; giving opinions	Talking about ambitions of the future; using the conditional tense; describing jobs	Talking about the past; comparing life today with childhood; telling fairy tales		Revision of core grammatical structures and key stage 3 content necessary to access the GCSE course.
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> describing role models and how they inspire; naming parts of the body and giving instructions; talking about accidents <b>Grammar:</b> using adverbs</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> adjectives <b>Grammar:</b> verbs in different tenses, the imperative, time phrases <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Types of music and instruments; talking about a festival <b>Grammar:</b> Using the present tense with 'seit' to say how long you have been doing something</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> opinions; saying where you play; <b>Grammar:</b> time phrases using three tenses <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Talking about ambitions of the future; describing jobs, <b>Grammar:</b> using the conditional tense; prepositions and case, um...zu (in order to)</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> High frequency vocabulary <b>Grammar:</b> word order- inversion, future tense <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> developmental milestones; advanced school vocabulary <b>Grammar:</b> the imperfect tense</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> ages; opinions; school vocabulary <b>Grammar:</b> the perfect tense <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Interesting words and phrases on a range of topics <b>Grammar:</b> No new grammar</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> school; family; hobbies; future ambitions; holidays <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously. Specific emphasis on GCSE skills e.g. speaking</p>	<p><b>NEW:</b> <b>Content:</b> Interesting words and phrases on a range of topics <b>Grammar:</b> No new grammar</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> school; family; hobbies; future ambitions; holidays <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously. Specific emphasis on GCSE skills e.g. speaking</p>



<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>PE</b> - healthy living <b>PSHE</b> - What makes a good role model? <b>Literacy</b> - spellings, accents and grammar <b>CAREERS:</b> Discussing what role models have done in their lives. What makes a role model?	<b>Music and cultural Capital</b> - talking about different type of music <b>Culture</b> - listening to German songs. <b>Literacy</b> - spellings, accents and grammar	<b>PSHE</b> - talking about the benefits of various jobs <b>Literacy</b> - spellings, accents and grammar <b>CAREERS:</b> Discussing different jobs and what they entail.	<b>Social Development</b> - developmental milestones English- fairy tales <b>Literacy</b> – spellings, accents and grammar <b>CAREERS:</b> Lesson to encourage pupils to do GCSE.	<b>Literacy</b> – spellings, accents and grammar	<b>Culture</b> - emphasis on culture to engage those not doing GCSE <b>All subjects;</b> Exam skills e.g. <b>time management</b> reading techniques etc. <b>Literacy</b> – spellings, accents and grammar
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>October assessments:</b> Topic 1 <b>Skills:</b> grammar, writing and listening	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December Assessments:</b> Topics 2 <b>Skills:</b> speaking (picture and general conversation reading; grammar	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>April EoY Assessments:</b> Topics 1-4 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>June assessments:</b> GCSE Topic 1 <b>Skills:</b> grammar; writing; speaking
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	Topic 1 vocabulary sheet	Topic 2 vocabulary sheet	Topic 3 vocabulary sheet	Topic 4 vocabulary sheet		GCSE 1 vocab sheet
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					





## YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: GCSE Topic 1 – School</b>	<b>UNIT OF WORK: GCSE Topic 2 – Free Time</b>	<b>UNIT OF WORK: GCSE Topic 3– Family and Friends</b>	<b>UNIT OF WORK: Revision and MOCK Assessments</b>	<b>UNIT OF WORK: GCSE Topic 4– House and Home</b>	<b>UNIT OF WORK: GCSE Topic 5 – Planning a Trip</b>
	School subjects; describing school; school rules; school exchange; extracurricular activities.	Free time, television and film; sport; current trends; other forms of entertainment.	Social networks and apps; making plans; reading; describing people; family and friends.		Describing your home and daily routines; discussing food; talking about technology use	Making travel plans; going shopping; complaining; talking about illness and accidents
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning).</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for knowing more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> school exchange; describing the school building; trips; extracurricular activities <b>Grammar:</b> adjective endings with different cases</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> School subjects; describing school. <b>Grammar:</b> past (preterit, &amp; imperfect), present and future tenses; direct object pronouns; comparatives; negatives <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Discussing leisure activities, music, reading, Film, tv and sport; learning about festivals <b>Grammar:</b> using nouns and articles; expressing preference</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> hobbies and freetime activities <b>Grammar:</b> Combining tenses, the conditional, plural nouns; TMP word order <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Talking about friendship and relationships <b>Grammar:</b> dative with mit; propositions in and an; modal verbs in the imperfect</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> discussing weekend activities; describing a good role model; comparing childhood with today <b>Grammar:</b> using pronouns <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	N/A	<p><b>NEW:</b> <b>Content:</b> daily routines; talking about technology use <b>Grammar:</b> separable verbs; using the correct register; accusative and dative prepositions; giving opinions in the past tense; using wenn clauses; expressing complex opinions</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Describing your house; talking about food; traditional German foods; <b>Grammar:</b> irregular present tense verbs <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> making reservations and ordering food; making complaints; discussing problems <b>Grammar:</b> Clauses and subordinate clauses; demonstrative articles; wenn clauses.</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> forms of transport, accommodation; directions <b>Grammar:</b> The imperative; the comparative and superlative; seit with the present tense <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>









LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p><b>Culture</b> - school life in German speaking countries</p> <p><b>Literacy</b> - spellings, accents and grammar</p> <p><b>CAREERS:</b> Introductory lesson to emphasise benefit of German in the current job market.</p>	<p><b>Music</b> - German music</p> <p><b>Media</b> - film, tv, music and literature</p> <p><b>Culture</b> - German festivals</p> <p>PE - Discussing Sport</p>	<p><b>PSHE</b> - Family relationship and role models</p>		<p><b>DT</b> - German foods</p> <p><b>IT</b> - talking about technology in German</p> <p><b>PSHE</b> - daily routines</p>	<p><b>Geography</b> - holiday locations and German destinations and directions</p>
ASSESSMENTS Summative and Formative as applicable	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>October assessments:</b> Topics 1 &amp; 2</p> <p><b>Skills:</b> grammar, listening, reading, and writing</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December assessments:</b> Topics 1-3</p> <p><b>Skills:</b> listening, reading and "written speaking"</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>March MOCK exams:</b> Topics 1-5</p> <p><b>Skills:</b> listening, speaking, reading and writing</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>June assessments:</b> Topic 6</p> <p><b>Skills:</b> listening and reading</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
SPECIALIST VOCABULARY	<p>See GCSE topic 1 vocabulary sheet.</p>	<p>See GCSE topic 2 vocabulary sheet.</p>	<p>See GCSE topic 3 vocabulary sheet.</p>	<p>See GCSE topic 1-4 vocabulary sheet.</p>	<p>See GCSE topic 4 vocabulary sheet.</p>	<p>See GCSE topic 5 vocabulary sheet.</p>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: GCSE Topic 6 – Home and Away</b>	<b>UNIT OF WORK: GCSE Topic 7 – Work and Future Plans &amp; December MOCKS</b>	<b>UNIT OF WORK: GCSE Topic 8 – A Wonderful World</b>	<b>UNIT OF WORK: Revision and GCSE Speaking Exam</b>	<b>UNIT OF WORK: Revision and GCSE Listening, Reading and Writing Exams</b>	<b>UNIT OF WORK:</b>
	Describing holidays; weather; advantages and disadvantages of your home	Describing different types of jobs; ambitions; the benefits of languages	Sporting events; environmental issues; campaigns and good causes	REVISION	REVISION	N/A
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> Content: different types of holidays Grammar: using 'nach', 'in' and 'zu' to mean 'to' prepositions with the genitive; the pluperfect tense; infinitive constructions with 'zu'</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> weather; describing local area; discussing holiday experiences <b>Grammar:</b> the perfect tense. Using es gibt in the negative <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> discussing what different jobs entail and the pros and cons; applying for jobs; dream jobs; the benefits of learning foreign languages <b>Grammar:</b> Using um...zu; etwas + adjective</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Different types of employment <b>Grammar:</b> masculine and feminine nouns; sequencers; word order with weil <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Talking about international festivals and events; discussion advantages and disadvantages of global events; talking about ways to be environmentally friendly; talking about good causes. <b>Grammar:</b> forming advanced questions; prepositions with the accusative; adjectival nouns; the passive</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Sports; music <b>Grammar:</b> numbers and dates; comparative and superlative <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	N/A	N/A	N/A









LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>Geography</b> - holiday destinations and weather. Benefits of the town versus the countryside.	<b>CAREERS</b> - describing jobs; work experience; applying for jobs; taking a gap year. <b>Literacy</b> - spellings, accents and grammar	<b>Science/Geography</b> - looking after the <b>environment</b> <b>Citizenship, Diversity and equality</b> – local actions and supporting community <b>Literacy</b> – spellings, accents and grammar	N/A	N/A	N/A
ASSESSMENTS Summative and Formative as applicable	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December MOCK assessments:</b> Topics 1-8 Skills: listening, speaking, reading and writing	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>GCSE exam:</b> Content: Topics 1-8 Skills: speaking	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>GCSE exam:</b> Content: Topics 1-8 Skills: listening, reading and writing	N/A
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
SPECIALIST VOCABULARY	See GCSE topic 6 vocabulary sheet.	See GCSE topic 7 vocabulary sheet.	See GCSE topic 7 vocabulary sheet.	See GCSE topics 1-8 vocabulary sheet.	See GCSE topics 1-8 vocabulary sheet.	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	<b>Theme 1:</b> Aspects of German Speaking Society. Unit 1 (Family) <b>Theme 2:</b> Artistic culture in the German Speaking World. Unit 4 (Festivals and traditions) <b>Literature:</b> Der Besuch der Alten Dame	<b>Theme 1:</b> Aspects of German Speaking Society. Unit 2 (die Digitale Welt) <b>Theme 2:</b> Artistic culture in the German Speaking World. Unit 5 (Art and architecture) <b>Literature:</b> Der Besuch der Alten Dame	<b>Theme 1:</b> Aspects of German Speaking Society. Unit 3 (Youth Culture) <b>Theme 2:</b> Artistic culture in the German Speaking World. Unit 6 (changing cultural scene Berlin) <b>Literature:</b> Der Besuch der Alten Dame	Revision and skills practice. <b>Literature:</b> Der Besuch der Alten Dame	Revision and Assessments	<b>Theme 3:</b> Multiculturalism in German Speaking Society. Unit 7 Einwanderung <b>Theme 4:</b> Aspects of political life in the German speaking world. Unit 10. Deutschland und der EU. <b>Film:</b> Das Leben der Anderen
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect A-level exam.</li> <li>Advanced grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated throughout the course.</li> <li>Higher level skills are taught through text analysis and summary. Discussion and debate is incorporated into every lesson. The course helps students to develop their intercultural competency through constant focus on the society and culture of target language countries.</li> <li>Fluency in the target language is encouraged through teaching in the target language.</li> <li>Oral and written presentation are key elements to the course and students receive constant opportunity to develop their speaking and written skills.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>NEW:</b> <b>Content:</b> Modern family dynamics; celebrations in the German speaking world; reading and analysing original language text <b>Grammar:</b> articles and adjective endings in different cases; separable and reflexive verbs  <b>Learning Journey (REVISED):</b> <b>Content:</b> family members; relationships; Revision of common festivals e.g. Christmas <b>Grammar:</b> present tense, definite and indefinite articles, adjectives; the perfect tense <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> Social networks; development of technology and impact on everyday life; issues with technology; architectural development; historical influences; art in the German speaking world; reading and analysing original language text <b>Grammar:</b> case; main and subordinate clauses; relative pronouns  <b>Learning Journey (REVISED):</b> <b>Content:</b> Basic language to describe technology <b>Grammar:</b> gender; pronouns; word order; future tense; comparative and superlative <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> Music; the role of celebrities; fashion trends; television; cultural life in Berlin; the changing city; reading and analysing original language text <b>Grammar:</b> The simple past; pluperfect; prepositional adverbs; Subjunctive 2; adverbs and adverbial phrases; case  <b>Learning Journey (REVISED):</b> <b>Content:</b> television and music terminology <b>Grammar:</b> modal verbs; asking questions; infinitive constructions; prepositions <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> reading and analysing original language text <b>Grammar:</b> N/A  <b>Learning Journey (REVISED):</b> <b>Content:</b> All content learnt up to this stage <b>Grammar:</b> All grammar learnt up to this stage focussing on difficult areas. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<u>N/A</u>	<b>NEW:</b> <b>Content:</b> Types of immigration and changing immigration, Contract immigration in German speaking countries; pros and cons of the EU; Germany's international role; the effect of the EU on Germany <b>Grammar:</b> Using the passive with werden, weak nouns and nouns formed from adjectives or verbs  <b>Learning Journey (REVISED):</b> <b>Content:</b> countries <b>Grammar:</b> the definite article; the imperative; cases; main and subordinate clauses <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.









<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>CAREERS:</b> Introductory lesson to emphasise benefit of German in the current job market. <b>Sociology and Culture</b> - Family relations/ celebrations <b>English and Media</b> - film analysis and essay writing	<b>Art</b> - studying art and architecture in the German speaking world <b>IT</b> - technology <b>English and Media</b> - film analysis and essay writing	<b>Music</b> - music in German <b>Media</b> - The role of celebrities <b>Geography</b> - Changing <b>English and Media</b> - film analysis and essay writing	<b>English and Media</b> - film analysis and essay writing	<b>N/A</b>	<b>Politics</b> - the EU <b>History</b> - immigration patterns over time and reasons <b>English and Media</b> - film analysis and essay writing
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments  <b>OCTOBER ASSESSMENTS: PAPER AND PAPER 3</b>	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant FL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>JANUARY MOCKS: PAPER 1, 2 AND 3</b>	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>AS LEVEL IN HALL ASSESSMENTS</b>	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	Vocab lists 1.1 and 2.1 from the German AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course	Vocab lists 1.2 and 2.2 from the German AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course	Vocab lists 1.3 and 2.3 from the German AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course	All Vocab lists from Theme 1 and 2 of the German AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course		
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	<p>Theme 3: Multiculturalism in German Speaking Society. Unit 8 (Integration)</p> <p>Theme 4: Aspects of political life in the German speaking world. Unit 11 (Politik und Jugend)</p> <p>Film : Das Leben der Anderen</p>	<p>Theme 3: Multiculturalism in German Speaking Society. Unit 9 (Racism)</p> <p>Theme 4: Aspects of political life in the German speaking world. Unit 12 (Reunification)</p> <p>Film : Das Leben der Anderen</p>	<p>Theme 4: Aspects of political life in the German speaking world. Unit 13 (Extension)</p> <p>IRP and Speaking Practice</p> <p>Film : Das Leben der Anderen</p>	<p>Revision of AS Topics</p> <p>Revision of Book: Der Besuch der Alten Dame</p>	<p>Revision and Skills Practice</p> <p>A-level Exams</p>	N/A
<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect A-level exam style questioning.</li> <li>Advanced grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated throughout the course.</li> <li>Higher level skills are taught through text analysis and summary. Discussion and debate is incorporated into every lesson. The course helps students to develop their intercultural competency through constant focus on the society and culture of target language countries.</li> <li>Fluency in the target language is encouraged through teaching in the target language.</li> <li>Oral and written presentation are key elements to the course and students receive constant opportunity to develop their speaking and written skills.</li> </ul>					
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	<p><b>NEW:</b> <b>Content:</b> experiences of migrants; barriers to integration; immigration politics in Germany; youth engagement in politics <b>Grammar:</b> prepositional adverbs to anticipate dass clauses; the future perfect tense; nominative case</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> countries <b>Grammar:</b> the perfect tense; the passive <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> racism and its origins; the fight against racism; the division and reunification of German <b>Grammar:</b> impersonal passive, the subjunctive in reported speech; subjunctive 2; dative verbs</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> groups of immigrants in Germany; impact of German history on its politics <b>Grammar:</b> passive and case <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> The care system in Germany; Suburban problems in Germany; politics and art; the impact of German culture globally <b>Grammar:</b> Word order in complex sentences</p> <p><b>Learning Journey (REVISED):</b> <b>Grammar:</b> Negation; the verb 'werden' <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>		N/A	N/A



<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>Careers</b> - Politics- Youth engagement <b>Sociology</b> - integration of immigrants into society <b>English and Media</b> - film analysis and essay writing	<b>Sociology and Equality</b> - reasons and impacts of racism <b>History</b> - German reunification <b>English and Media</b> - film analysis and essay writing	<b>English and Media</b> - film analysis and essay writing <b>Art</b> - The impact of German art <b>Sociology</b> - social issues and children in care	<b>English and Media</b> - film analysis and essay writing <b>All subjects</b> - research and presentation skills	N/A	N/A
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>OCTOBER ASSESSMENTS: PAPER 1, 2 AND 3</b>	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>JANUARY MOCKS: PAPER 1, 2 AND 3</b>	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>MARCH MOCKS: PAPER 1, 2 AND 3</b>	<b>A LEVEL IN HALL ASSESSMENTS</b>	N/A
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	Vocab lists 3.2 and 4.2 from the German AQA A-level text book + vocabulary for film analysis provided to students at the start of the course	Vocab lists 3.3 and 4.3 from the German AQA A-level text book + vocabulary for film analysis provided to students at the start of the course	Vocab lists 3.4+ vocabulary for film analysis provided to students at the start of the course	All Vocab lists from Theme 1, 2, 3, and 4 of the German AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course	N/A	N/A
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					