



## German Department – Curriculum Intent

### Overview of KS3 GERMAN Curriculum

**Subject:** German **Head of Department** Mr S Cummins

*Subject teachers should respond to the needs of the students in each class by setting key assessments at the optimum time.*

*Within each term plan, core content may be covered in the order selected by the class teacher.*

	Year 1	Year 2	Year 3
<b>Autumn Term</b>	<p><b>Meine Familie und ich</b></p> <p><b>Core content</b> Introductions; age &amp; birthday; numbers; appearance; personality; family; pets; colours; justified opinions; negatives.</p> <p><b>Core grammar</b> Gender of nouns; haben/sein (full verbs); personal pronouns; plurals</p> <p><b>Knowledge &amp; skills</b> Using bilingual dictionary; time phrases; justified opinions; key phonics (ei/ie/z/w/v/s); use of ß/ä/ö/ü; classroom language; gender of nouns; recognising questions</p> <p><b>Assessment</b> Vocab/Grammar testing; 40-word writing; SMH Quiz (core language)</p> <p><b>Cultural Capita</b> German greetings; Halloween; Christmas traditions</p>	<p><b>Meine Gegend</b></p> <p><b>Core content</b> House (R); town; shops; directions; activities in town, ideal town</p> <p><b>Core grammar</b> Present tense (R); <b>Perfect tense</b>; indefinite article (R); imperative; conditional (hätte/wäre/es gäbe only)</p> <p><b>Knowledge &amp; skills</b> Formality in requests; <i>ich möchte; man kann; gern/lieber</i>; quantities/prices; photo card tasks, transactional conv.</p> <p><b>Assessment</b> Vocab/Grammar testing; photo card; 90-word writing; SMH Quiz (perfect tense)</p> <p><b>Cultural Capital</b> Oktoberfest; New Year's Eve</p>	<p><b>Die Medien</b></p> <p><b>Core content</b> TV; film; new technology; music; instruments; reading</p> <p><b>Core grammar</b> Irregular present tense (R); Imperfect tense; possessive adjectives</p> <p><b>Knowledge &amp; skills</b> Comparisons; inversion with time phrases; frequency; translation skills; higher-level, extended opinions</p> <p><b>Assessment</b> Vocab/Grammar testing; photo card; translation (into German); SMH Quiz (Media – 3 tenses)</p> <p><b>Cultural Capital</b> German Unity Day (Berlin in Unit 3); Authentic texts</p>



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<b>Spring Term</b>	<p><b><u>Mein tägliches Leben</u></b>  <b>Core content</b>            School subjects &amp; opinions, equipment, classroom, time, routine, sports &amp; hobbies,</p> <p><b>Core grammar</b>            Present tense, modal verbs, weil/da</p> <p><b>Knowledge &amp; skills</b>            Describing a photo</p> <p><b>Assessment</b>            Vocab/Grammar testing; 40-word writing, photo card (photo +2); SMH Quiz (Present Tense)</p> <p><b>Cultural Capital</b>            Easter</p>	<p><b><u>Auf Urlaub</u></b>  <b>Core content</b>            Countries; transport; holiday activities; food/drink; eating out; buying food; clothes; booking accommodation</p> <p><b>Core grammar</b>            3 main tenses; ich möchte; dative case (transport)</p> <p><b>Knowledge &amp; skills</b>            Adjective endings; ordering food; role play tasks</p> <p><b>Assessment</b>            Vocab/Grammar testing; role-play; 90-word writing; SMH Quiz (3 main tenses)</p> <p><b>Cultural Capital</b>            Karneval / Fasching</p>	<p><b><u>Gesund bleiben</u></b>  <b>Core content</b>            Daily routine (R); time(R); weather(R); hobbies(R); body; illness; fitness; healthy eating</p> <p><b>Core grammar</b>            Separable verbs (different tenses); reflexive verbs; <i>um...zu...</i>; infinitive clauses;</p> <p><b>Knowledge &amp; skills</b>            Applying three main tenses to all topics; verb comma verb (VCV)</p> <p><b>Assessment</b>            Vocab/Grammar testing; role play; 150-word writing</p> <p><b>Cultural Capital</b>            National/Regional holidays &amp; festivals</p>
<b>Summer Term</b>	<p><b><u>Mein Haus</u></b>  <b>Core content</b>            Types of house, rooms, bedroom, prepositions,</p> <p><b>Core grammar</b>            Future tense, modal verbs</p> <p><b>Knowledge &amp; skills</b>            Role-play skills</p> <p><b>Assessment</b>            Vocab/Grammar testing; 40-word writing: SMH Quiz (Future Tense) EOY exam</p> <p><b>Cultural Capital</b>            Rhine in Flames</p>	<p><b><u>Meine Zukunft</u></b>  <b>Core content</b>            School subjects (R); Future plans; Jobs; Places to work; part-time jobs; Pocket money</p> <p><b>Core grammar</b>            3 main tenses</p> <p><b>Knowledge &amp; skills</b>            Feminine job titles;</p> <p><b>Assessment</b>            Vocab/Grammar testing; structured conversation; 90-word writing; EOY exam</p>	<p><b><u>Deutschland – Kultur, Geschichte und Feste</u></b>  <b>Core content</b>            GCSE preparation; Festivals &amp; Traditions; National Days; German geography/states; Berlin; Authentic texts; Past event</p> <p><b>Core grammar</b>            Main tenses secure(R), Imperfect, infinitive clauses; word order rules, TMP</p> <p><b>Knowledge &amp; skills</b>            GCSE Bridging – exam-style questions, translations, photo cards, role plays, higher-level opinions, authentic texts</p> <p><b>Assessment</b>            Vocab/Grammar testing; GCSE-style tasks in line with student needs; EOY exam</p>



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Overview of KS4 Curriculum		
Subject: GCSE German Exam Bard: AQA		
	Year 10	Year 11
Autumn Term	<p style="text-align: center;"><b><u>1. FAMILIE UND FREIZEIT</u></b></p> <p><b>Core content</b> Family &amp; Relationships; Marriage &amp; Partnerships; future plans; Sports &amp; hobbies (focus: non-media); Pocket Money &amp; Chores</p> <p><b>Core grammar</b> Secure 3 main tenses; accusative case; possessive adjectives; separable verbs; plurals</p> <p><b>Knowledge &amp; skills</b> Tenses mastery; Higher-level opinions</p> <p><b>Assessment</b> Weekly vocab testing; R/L Exam question booklet; 90-word writing; Translation (GtoE); SMH Quiz (core grammar)</p> <p><b>Cultural Capital</b> Halloween; Oktoberfest, Unity Day; Christmas/NY traditions; Authentic literature texts</p>	<p style="text-align: center;"><b><u>4. INTERNATIONALE THEMEN</u></b></p> <p><b>Core content</b> <b>Holidays:</b> Countries; Weather; Transactional, Accommodation; transport; holiday activities; <b>Health:</b> youth issues; food/drink(R); <b>Social issues:</b> poverty, homelessness, charity; <b>Environment</b></p> <p><b>Core grammar</b> Variety of tenses (incl. imp &amp; cond.); dative (transport); infinitive clauses with <i>zu</i>; <i>wenn</i> clauses;</p> <p><b>Knowledge &amp; skills</b> Formality in requests; <i>gern/lieber</i>; quantities/prices; photo card tasks, <b>Mock prep</b></p> <p><b>Assessment</b> Weekly vocab testing testing; R/L Exam question booklet; photo card; 150-word writing; SMH Quiz (topic gaps) <b>MOCK EXAM</b></p> <p><b>Cultural Capital</b> Not covered - Y10 (Aut); Authentic lit. texts</p>
Spring Term	<p style="text-align: center;"><b><u>2. MEDIEN UND TECHNOLOGIE</u></b></p> <p><b>Core content</b> Technology; Mobile phones; Internet &amp; Social media; Music; TV &amp; Film; Advantages &amp; dangers of media</p> <p><b>Core grammar</b> Present tense, modal verbs, weil/da</p> <p><b>Knowledge &amp; skills</b> Describing a photo</p> <p><b>Assessment</b> Weekly vocab testing; R/L Exam question booklet 90-word writing, photo card (photo +2); Translation (EtoG); SMH Quiz (Media/Tech gap-fill)</p> <p><b>Cultural Capital</b> Easter; Karneval / Fasching; Authentic literature texts</p>	<p style="text-align: center;"><b><u>5. BILDUNG UND BERUFE</u></b></p> <p><b>Core content</b> School types/system; School exchange/trip; Subjects; Rules; Uniform; Teachers; Typical school day; Routine; Post-16; Jobs; Work Experience; Future plans;</p> <p><b>Core grammar</b> Modal verbs; feminine jobs; separable verbs; (different tenses)</p> <p><b>Knowledge &amp; skills</b> German school system; variety of opinion phrases; variety of higher-level writing structures.</p> <p><b>Assessment</b> Weekly vocab testing testing; R/L Exam question booklet role-play; 90-word writing; SMH Quiz (3 main tenses)</p> <p><b>Cultural Capital</b> Not covered -Y10 (Spr/Sum); Authentic lit. texts</p>



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Summer Term	<b><u>3. MEINE GEGEND</u></b>	<b><u>6. VORBEREITUNG</u></b>
	<b>Core content</b> Types of house(R); locale; rooms; furniture; prepositions, food & eating out; Town; Problems	<ul style="list-style-type: none"> <li>• Catch up (remaining content)</li> <li>• Vocabulary reinforcement</li> <li>• Topic mastery &amp; revision</li> <li>• Exam skills:               <ul style="list-style-type: none"> <li>▪ Translations</li> <li>▪ TL questions &amp; techniques</li> <li>▪ 90/150-word writing tasks</li> </ul> </li> <li>• Speaking Exam preparation &amp; practice:               <ul style="list-style-type: none"> <li>▪ Photo cards</li> <li>▪ Role plays</li> <li>▪ General Conversation</li> <li>▪ Forming questions</li> <li>▪ Pronunciation &amp; intonation</li> <li>▪ Coping strategies</li> </ul> </li> <li>• Coping with authentic literature texts</li> </ul>
	<b>Core grammar</b> Future tense, modal verbs	Check: Festivals/Traditions
	<b>Knowledge &amp; skills</b> Role-play skills	
	<b>Assessment</b> Weekly vocab testing; R/L Exam question booklet 90-word writing; Role-play; SMH Quiz (Role play ! responses) <b>EOY EXAM</b>	
<b>Cultural Capital</b> Authentic literature texts		



## German Department – Curriculum Intent

Overview of KS5 Curriculum				
Subject: A Level German		Exam Board: WJEC		
Year 12		Year 13		
	Teacher A	Teacher B		
			Teacher B	
Autumn Term	<b>Families and citizenship</b> Changing family structures; the changing nature of marriage & partnership; being a good citizen	<b>Education and employment opportunities</b> The education system and student issues; work & travel opportunities and the changing work scene	<b>Migration and integration</b> Reasons for migration; factors which make migration/integration easy/difficult  <b>Cultural identity &amp; marginalisation</b> Reasons for marginalisation; ways to eliminate marginalisation	<b>Cultural study: German-language literature</b> Critical and analytical response in writing to a set text
Spring Term	<b>Youth trends &amp; personal identity</b> Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure	<b>Media, art, film and music in the German-speaking world</b> Trends in media and art; film and music in the lives of young people  <b>Independent Research Project (IRP)</b> Launch IRP; Supervision & support for suitable research theme	<b>Cultural enrichment &amp; celebrating difference</b> The positive aspects of a diverse Society;  <b>Discrimination and diversity</b> Life for those who are discriminated against	<b>Cultural study: German-language film/literature</b> Critical and analytical response in writing to a set film/text  <b>Review &amp; Reinforcement</b> Any remaining content; reinforcement of key grammar rules;
Summer Term	<b>Reunification</b> Social & political challenges linked to reunification; the events of autumn 1989; Social cohesion & community challenges in present-day Germany; Economic impact of a united Germany	<b>Cultural study: German-language film</b> Critical and analytical response in writing to a set film	<b>Exam preparation</b> Any remaining content; essay practice; support for IRP preparation	<b>Exam preparation</b> Any remaining content; essay practice; support for IRP preparation

Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures’. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

OFSTED curriculum review, June 2021.



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### **Curriculum Rationale:**

At KS3 (Years 7-9), students work hard to rapidly develop confident communication skills and to master the basic linguistic structures of the German language. With a number of students beginning a language for the first time, we are delighted that our students make excellent progress at KS3. Even at this early stage, students are pushed to use a wide variety of higher-level vocabulary and complex structures; we challenge students to use higher-level language, rather than rely on simpler, basic sentences. Regular assessments at KS3 are modelled on expectations at KS4, ensuring that students are able to master key techniques such as: describing a photo; role plays; structured writing and translation. We aim to ensure students can accurately produce language of their own, independently using accurate grammar, rather than simply learning set phrases. Our talented students are able to use the future tense by the end of their first year of German, and master both the perfect and preterite tenses in the second/third year; this allows students to start KS4 in Year 10 with a solid foundation in communicating to a high level.

At KS4, students follow the AQA exam specification and build upon their knowledge at KS3. We study familiar topics in Y10 (such as: family & relationships; free time activities; technology) and challenge students to increasingly justify their opinions using a variety of higher-level structures. Students are regularly exposed to exam-style reading and listening tasks to ensure that they both master the technique and show excellent comprehension. Our vision is that students complete their GCSE course with confidence and fluency in the language, even if not continuing to study at Level 3.

At KS5, students follow the Eduqas exam specification. Students build on the knowledge and skills acquired at GCSE, looking at contemporary themes such as: Media, art, film & music in the German-speaking world; Discrimination & diversity; and Social cohesion & community challenges in present-day Germany. This challenging course allows students to become truly fluent in a language – expressing themselves in both written essays and in spoken conversations. Students also delve deeper into the languages' cultures by studying a piece of literature and film; recent topics have included the novel 'Der Vorleser' by Schlink and the film 'Das Leben der Anderen'. Students also have the opportunity to choose an area of the country's culture which they will research independently as a project for their final speaking exam. Students who study a language at A' Level will also benefit from small group sessions with a native speaker on a weekly basis; this helps develop confidence, pronunciation and improves students' knowledge of German-language culture.

German is a popular subject and can support students in their future higher education and careers, with a number of students studying German as a main or subsidiary subject at degree level. Learning German to a high academic standard supports students' wider development in key areas, such as: confidence; effective communication; resilience and cultural awareness. German naturally lends itself to careers in interpreting and international business, but we ensure students understand how German continues to be a common, desirable skill when combined with jobs in science, engineering, technology and manufacturing.