

Option Languages - Curriculum Intent & Sequence Summary

German

Year 9

Topic name	What? Crucial Knowledge	Why?	Grammar
Fundamentals of German	<p>Wie geht's? Wie heißt du? Wie alt bist du? Wann ist dein Geburtstag? Was magst du?</p>	<p>Introduction to the <i>fundamentals</i> of German. These topics will be regularly revisited in order to embed them.</p> <p>Pupils will be able to describe themselves, their family and start to talk in simple terms about others using opinions.</p>	<p>Pupils will be able to use the present tense and give simple opinions and reasons.</p> <p>They will also be comfortable with the crucial topics of numbers, days, months and seasons.</p>
Family, Identity & Relationships	<p>Wie bist du? Wie ist deine Persönlichkeit? Wie ist deine Familie? Hast du Geschwister? Verstehst du gut mit deiner Familie? Welche Pläne hast du für die Zukunft? Möchtest du in der Zukunft heiraten?</p>	<p>Talk about people in detail and comparing people in their family or friendship group.</p> <p>Pupils will be able to use set future tense phrases to talk about what they want to do in the future and why.</p>	<p>The paradigms of the present tense and talking confidently about families. Using set phrases in the conditional to talk about what they <i>would like</i> to do in the future.</p>
Free Time	<p>Was machst du in deiner Freizeit? Was hast du letztes Wochenende gemacht? Was wirst du am nächsten Wochenende machen? Wann treibst du Sport? Wer ist dein Lieblingssportler / deine Lieblingsmannschaft / dein Lieblingsevent? Welchen Sport wirst du in der Zukunft betreiben?</p>	<p>Free time - likes and dislikes.</p> <p>Participation in sports and make comparisons - past and other people. Sport as part of a healthy lifestyle. Hobbies including TV, film and genres to develop and extend opinions further.</p>	<p>Opinions and reasons to include third person phrases.</p> <p>'Grammar heavy' topic to compare the past, present and future AND revisit the conditional as used in the previous topic.</p> <p>Set phrases for weaker pupils.</p>

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<p>Media & Technology</p>	<p>Wofür benutzt du das Internet? Welches sind die bevorzugten sozialen Netzwerke? Wie hast du letztes Wochenende Technologie benutzt? Was sind die Vorteile und Nachteile des Internets?</p>	<p>New vocabulary on technology related to their own experience and opinions.</p> <p>Advantages and disadvantages of the internet / tech. Key verbs and frequency phrases and how their friends use technology.</p>	<p>Present tense description & then set phrases in other tenses</p> <p>Application of the learning from the last topic (free time) to use different time phrases to compare past, present & future.</p>
<p>Celebrity Culture</p>	<p>Wer ist dein Lieblingsstar? Wom folgst du ihm? Möchtest du in der Zukunft berühmt sein?</p>	<p>Opinions on famous people and the influence they have in young people's lives.</p> <p>The positive & negative aspects of being famous and how you can use influence.</p>	<p>Use of three tenses alongside opinion phrases and justifications.</p>
<p>Recap of German fundamentals</p>	<p>Wie heißt du? Wie alt bist du? Wo wohnst du? Was magst du? Wie ist deine Familie?</p>	<p>Pupils will have the opportunity to review and recap past topics to make sure they are secure.</p>	<p>Focus on the grammatical structures learnt so far in order to practice, embed and extend knowledge. Particular focus on tenses and set phrases.</p>

Option Languages - Curriculum Intent & Sequence Summary

Year 10

Topic name	What? Crucial Knowledge	Why?	Grammar
Education & Work	<p>Was studierst du? Was ist dein Lieblingsfach? Was sind die Regeln in deiner Schule? Was trägst du in der Schule? Welche Pläne hast du nach den GCSEs? Welche Arbeit möchtest du in der Zukunft machen? Möchtest du im Ausland arbeiten?</p>	<p>Describing school and what they study - this will introduce key vocabulary and prepare them for the GCSE exam.</p> <p>School uniform and their opinion on school rules & comparing with German schools. Future plans - college / university / apprenticeship</p> <p>Focus on jobs, places of work and responsibilities.</p>	<p>New vocab for school subjects/opinions Comparing primary and secondary using the imperfect tense.</p> <p>Set phrases to talk about their plans for the future 'In der Zukunft möchte ich...studieren' etc.</p> <p>And in the past 'Als ich jünger war, habe ich...studiert'.</p> <p>Higher level phrases e.g. 'Wenn es möglich wäre, werde ich...'</p>
Customs, Festivals & Celebrations	<p>Erzähle mir etwas über die deutsche Feste. Welche Feste sind in Deutschland wichtig? Wie werden Feste bei dir gefeiert? (Geburtstag, Hochzeit, religiöse Feste) Was hast du an deinem letzten Geburtstag gemacht? Wie wirst du deinen nächsten Geburtstag feiern?</p>	<p>Local Italian festivals and customs</p> <p>Independent research module on German culture and society topics. Teacher-led discussion and independent work which is assessed via a presentation in English about any aspect of German culture or society and a written summary in German.</p>	<p>Present tense to describe what happens at festivals. 3rd person plural and using the 'impersonal man' (e.g. man kann).</p> <p>Focus on opinions and comparing tenses including future plans.</p>
Healthy Living & Lifestyle	<p>Was isst / trinkst du? Was isst / trinkst du gerne?</p>	<p>Food items and opinions / preferences on certain food items.</p>	<p>Opinion structures and new adjectives. Practice comparing and using 'lieber' and</p>

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	<p>Was hast du gegessen / getrunken? Hast du einen gesunden Lebensstil? Was sollte man machen, um gesund zu bleiben? Was ist deine Meinung zu Tabak und Alkohol?</p>	<p>Extended knowledge to talk about healthy and unhealthy food items.</p> <p>Comparing their lifestyle in the past with their current / future lifestyle and explain what they should do/will do to be healthier.</p> <p>Pupils will be able to say what they eat at mealtimes and what they do to be healthy. Risks of an unhealthy lifestyle.</p> <p>Current lifestyle compared to what their lifestyle used to look like in the past and compare it to what they should do to become healthier.</p>	<p>reasons. Pupils will be able to use times of day / meal times.</p> <p>The pupils will research the cultural value of food in German as an independent project.</p> <p>Real-life language across tenses.</p> <p>Pupils will be able to describe their opinions on food and importance of healthy lifestyles. They will also use the imperfect tense and conditional tense to compare time frames</p>
<p>Where People Live</p>	<p>Wo wohnst du? Wie ist dein Haus? Was gibt es in deinem Schlafzimmer? Wie würde dein ideales Haus aussehen? Was gibt es in deine Stadt? Was kann man in deiner Stadt machen? Wo ist...?</p>	<p>Rooms of the house and basic house vocabulary leading to describing in detail where they live.</p> <p>Current home, what their dream home would look like and where they used to live in the past and compare.</p> <p>The town and where they live - amenities, advantages, disadvantages and what they would like to have in their town. They will also talk about the wider world and other countries.</p>	<p>Apply prior learning on the topic of the home & using prepositions to describe exactly where things are. Extensive use of the present tense - descriptions AND what they do by applying the topic of free time.</p>

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Holidays & tourism	Wohin fährst du gerne in den Ferien? Wie ist das Wetter? Was machst du in den letzten Ferien gemacht? Was wirst du in den nächsten Ferien machen?	Places to go on holiday, past and future experiences (opinions and ideas in all three timeframes). Accommodation, free time activities holiday destinations - opinions, preferences, advantages etc.	Opinions and new vocabulary. Using three time frames from the beginning. Future plans will be introduced as set phrases initially (including higher level phrases) then more focus on the future tense.
The Environment	Welche Probleme gibt es in deiner Region? Was denkst du über Umweltprobleme? Was muss man tun, um die Umwelt zu schützen? Wie war die Umwelt in deiner Region in der Vergangenheit? Was wirst du tun, um die Umwelt in der Zukunft zu schützen?	Crucial vocabulary and key phrases on the environment from a local point of view to a wider more global point of view. This will help them prepare for all four skills of the exam.	A range of new vocabulary to describe the issues that exist and key verbs to talk about environmental issues. Pupils will confidently use frequency structures to talk about what they do to help the environment. They will also be able to use impersonal / 3rd person structures to talk about how issues should be tackled.

Recap

Recap of family and relationships	Family members and physical and personality descriptions. Relationships with family and friends. Future plans and opinions on marriage.	Pupils will recap vocabulary in preparation for their final GCSEs. The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising	The rest of the year will focus on recap of previous topics. The objective will be on applying the below to each of the communicative functions: <ul style="list-style-type: none"> - Crucial topics {numbers / dates etc} - Frequency and time structures - Opinions & adjectives
Recap of technology	Using mobile phones and use of social media. Advantages and disadvantages of mobile technology.		
Recap of Free time	Sports, free time activities and holidays		

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Recap of Food and Culture	Food and drink, healthy and unhealthy lifestyles Customs and festivals	skills needed for the exam. Pupils will complete practice assessment questions across all 4 skills.	<ul style="list-style-type: none"> - Present tense - Past tenses - Future/conditional tenses - Complex structures using multiple tenses - Use of impersonal structures - 3rd person structures - Set phrases - Prepositions
Recap of regional and social issues	Home and region Environmental issues Social issues - homelessness & poverty		
Term 3	GCSE EXAM PREP Speaking exam		
	GCSE EXAMS PREP Reading, Listening and Writing exams		