

## Subject overview: KS3 German

### Subject Rationale (Intent)

**The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.**

Ian Bauckham's key findings in his MFL Review form the basis of our approach to the KS3 language curriculum as we think that they will help us to establish the building blocks required for confident KS4 performances in the four skills of **Reading, Writing, Listening and Speaking**. We therefore replicate the KS4 skills requirement as closely as we can at KS3.

We are focussing on three key areas: **Curriculum, Pedagogy and Automaticity**.

**In the MFL Curriculum** the knowledge to be covered and mastered by pupils includes: grammar, vocabulary and phonics, and the ability to combine these with a degree of automaticity in order to communicate effectively in a range of contexts.

We also aim to develop automaticity in a language over time so that through regular meaningful practice pupils can access language in their long term memory without conscious thought.

It also includes the **explicit** knowledge of the grammar of a language, and the associated **terminology** and is especially important when teaching non-native speakers who have little opportunity to experience the language learned outside of the classroom. Our pedagogical approach to this involves; sequencing, teaching, practising, modelling and assessing. Key elements of this process include **error anticipation, correction and redrafting**. We are also implementing elements of the Conti Method to support this.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 3, flipped learning is used to develop vocabulary acquisition.

### YEAR 7

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
<b>Term 1:1</b>	<b>Kapitel Eins-Meine Welt und Ich Hallo!</b> We introduce the two common irregular verbs, <i>haben</i> and <i>sein</i> . We introduce nouns in the masculine, feminine and neuter in German and initiate the concept of plurals	We have chosen the topic of me and my world items as it enables us to discuss familiar areas of their own lives and enables year 7 to get to know one another better through their use of German in class. This serves as an effective social tool within our language context.  Pupils will have little awareness of number and gender but for those who	Summative Listening, Reading and Writing assessment at the end of term 1. <b>(1:1)</b> <b>This will form the</b>

	<p>and plural endings. Numbers 1-31 and basic adjectives are introduced. We then proceed to introduce possession with <i>mein, meine</i> and <i>mein</i> and negation with <i>keinen/keine</i> and <i>kein</i>. The accusative case is then introduced. Modal verbs with the infinitive and awareness of the imperfect and conditional forms (<i>war, hatte, möchte</i>) are introduced to express loss and wishes relating to pets.</p>	<p>have never studied German at primary school (Some of our feeder schools teach Mandarin for example) this will be a vital first introduction to core grammatical principles.</p>	<p><b>baseline for year 7.</b></p>
<p><b>Term 1:2</b></p>	<p><b>Kapitel Zwei-Familie und Tiere</b> We then proceed to introduce possession with <i>mein/sein/dein</i> and negation with <i>kein</i>. The accusative case is then introduced. Vocabulary for family is introduced here as well as adjectives to denote physical description including adjectival agreement. Modal verbs with the infinitive and awareness of the imperfect and conditional forms (<i>war, hatte, möchte</i>) are introduced to express loss and wishes relating to pets. Later in the term we move from <i>können</i> to <i>sollen</i> and <i>müssen</i>. The interrogative form and word order begin to be introduced. Comparatives are also introduced here.</p>	<p>We have chosen the topic of me and my world items as it enables us to discuss familiar areas of their own lives.</p> <p>Our aim in this topic is to embed the use of the core verbs to have and to be across the full paradigm as well as developing mastery of the grammar rules relating to gender and also to broadening the range of adjectives so as to be able to structure writing and paragraphs at greater length and with greater authenticity by being able to describe oneself, one's family and/or one's pets.</p> <p>We revisit adjectives through the use of comparatives. Numbers are revisited with the use of ordinal numbers to denote birthday dates.</p> <p>Cultural enrichment will also form a large part of the last week of term relating to Nikolaus and German Christmas traditions</p>	<p><b>Kapitel 2 Assessment-</b> Writing 40/90 words on self and family (First week of term 2:1)</p>
<p><b>Term 2:1</b></p>	<p><b>Kapitel Drei-Die Freizeit</b> Introduction of present tense irregular verbs such as <i>lesen, sehen</i> and <i>fahren</i> Leisure activities are introduced here including technology. Time markers and the concept of the verb as a second idea is explored. Past tense is introduced including Time, Manner, Place.</p>	<p>This topic enables pupils to write longer passages using more of the verb paradigms taught and giving greater detail and justification of opinion. Moreover pupils will start to use word order and two tenses. Reading for gist and understanding of longer, more detailed passages on familiar topics will be explored more.</p> <p>Recapitulation of present tense regular verbs and word order is revisited. Comparisons are revisited. Modal verbs are reused in a different context.</p>	<p><b>Kapitel 3 Assessment:</b> Listening and reading Assessment  40/90 word writing assessment</p>
<p><b>Term 2:2</b></p>	<p><b>Kapitel Vier-Die Schule ist klasse</b> School subjects</p>	<p>This topic will enable pupils to expand their ability to use justification of opinion using both <i>denn</i> and <i>weil</i> as well as to explore writing using modal</p>	<p><b>Kapitel 4 Assessment:</b></p>

	<p><i>Gern</i> and <i>nicht gern</i> - opinion with verbs Use of <i>weil</i> and <i>denn</i>. Introduction to time Modal verbs: <i>dürfen</i> and <i>müssen</i> - to suggest obligation Third person using <i>ihr</i> and <i>sein</i> Introduce <i>um..... zu</i> clauses</p>	<p>verbs and infinitives in relation to rights and duties in a school context. Recap of numbers through the teaching of time. Revising adjectives and extension of adjective range in new context. Revisit the use of the future tense with <i>werden</i> in a new context.</p>	<p>40/90 word writing assessment as skills practice for summer exam.</p>
<b>Term 3:1</b>	<p><b>Kapitel Vier-Die Schule ist klasse</b> School subjects <i>Gern</i> and <i>nicht gern</i> - opinion with verbs Use of <i>weil</i> and <i>denn</i>. Introduction to time Modal verbs: <i>dürfen</i> and <i>müssen</i> - to suggest obligation Third person using <i>ihr</i> and <i>sein</i> Introduce <i>um..... zu</i> clauses</p>	<p>This topic will enable pupils to expand their ability to use justification of opinion using both <i>denn</i> and <i>weil</i> as well as to explore writing using modal verbs and infinitives in relation to rights and duties in a school context. Recap of numbers through the teaching of time. Revising adjectives and extension of adjective range in new context. Revisit the use of the future tense with <i>werden</i> in a new context.</p>	<p><b>Kapitel 4 Assessment:</b> Reading, Writing and translation. This will form part of the summer assessment</p>
<b>Term 3:2</b>	<p><b>Echt Kapitel 6: Die Welt des Lesens</b> Using the medium of fairy tales to introduce the imperfect tense. Develop reading strategies for longer texts and reading for gist.</p>	<p>The aim of this topic using a different book is to develop creative writing and a deeper appreciation of German Culture. We also aim to provide a foretaste of reading authentic texts that forms part of KS4 GCSE and A2 German.</p>	<p>Speaking Assessment on the years' work</p>
<b>YEAR 8</b>			
<b>Term</b>	<b>Topic sequence (What are you teaching?)</b>	<b>Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)</b>	<b>Main methods of assessment</b>

<p><b>Term 1:1</b></p>	<p><b>In the town</b>  <b>Kapitel 5 – In der Stadt (Stimmt 1)</b>  Further exploration of gender and number in use of places in the town. Use of the imperative with directions. Use of modal verbs and infinitives with <i>Man kann</i>. Use of dual case prepositions with <i>Ich bleibe</i> and <i>ich gehe in</i>. word order-verb as the second idea. Use of <i>weil</i> and <i>denn</i> reviewed  The future tense with <i>werden</i> plus the infinitive introduced at this point.  <b>Shopping</b>  <b>Kapitel 5 – In der Stadt (Stimmt 1)</b>  Souvenir and clothes shopping</p>	<p><i>Es gibt + ein / kein</i> (accusative case).  Adjective endings in accusative cases (clothes and colours).  Development of adjective use in relation to towns and passive.  Understanding and recognition of accusative adjectival agreement.  Construction of longer sentences and justification of opinions using recycled language such as <i>aber, und</i> and <i>oder</i>.  Revision of <i>Man kann</i> with the infinitive. Revision of how to form plural nouns.  Recapitulation of present tense verb formation and the use of <i>weil</i> and <i>denn</i> reviewed.  Exploration of use of the accusative in a new context. (previously used in year 7 on the topic of <i>Die Familie - ich habe einen Bruder/ich habe eine Schwester</i>.)</p> <p>Transactional language in relation to shopping relating to pre GCSE role play style scenarios. Review of numbers in relation to prices.</p>	<p><b>Kapitel 5</b>  Reading and Listening Assessment.  (Week 1 of term 2:1)</p>
<p><b>Term 1:2</b></p>	<p><b>Holidays</b>  <b>Kapitel 1 – Ich liebe Ferien (Stimmt 2)</b>  Comparing places – imperfect tense  Perfect tense with <i>haben</i>  Transport – perfect tense with <i>sein</i>  Weather, combining tenses  Asking and answering questions</p>	<p>Imperfect tense introduced formally with the verbs, <i>gab/war/hatte</i>.  The Perfect tense with <i>haben</i>, the Perfect tense with <i>sein</i> and the concept of Time-Manner-Place are studied in this topic.  The comparative is revisited in this topic in the past tense rather than in the present case.  The interrogative form is revisited in relation to the past tense rather than the present tense in this topic.  Cultural context - Nikolaus and German traditions explored at the end of term 1:2</p>	<p><b>Kapitel 5</b>  Reading and Listening Assessment.  Writing Assessment on Holidays.40/90 words following the GCSE model.  (Week 1 of Term 2:1)</p>
<p><b>Term 2:1</b></p>	<p><b>Media and technology</b>  <b>Kapitel 2 – Medienfan (Stimmt 2)</b>  Film preferences  TV shows  Books  <b>Kapitel 1 – Die Medien (Echo grün / rot)</b>  <i>Realität im Fernsehen / Filmkritik</i>  <i>Was machst du am Computer?</i>  <i>Rap-Musik ist cool</i></p>	<p>TV , music and films in Germany / Austria.  Giving opinions on film and music and books-expansion of types of adjectives used.  Use of frequency words in relation to leisure habits.  Review of <i>lieber</i> and introduction to <i>am liebsten</i> to expand the range of ways to give one's opinion.  In this topic we will revisit the use of <i>gern</i> and <i>nicht gern</i> in a new context, <i>ich sehe gern/nicht gern</i>. We shall also use the present and perfect tense in a new context.  Revisit the use of <i>weil</i> clauses.  Revisit the use of modal verbs - <i>müssen, wollen and dürfen</i> in the context of technology use in the home.</p>	<p><b>Kapitel 2</b>  Speaking and Writing assessment on Media 40/90 word assessment  (Week 1 of Term 2:2)</p>

<b>Term 2:2</b>	Kapitel 3: <b>Being healthy</b> <b>Kapitel 3 – Bleib gesund (Stimmt 2)</b> Breakfast Traditional German food Healthy lifestyles <b>Echo 2 Kapitel 4 - Iss dich fit</b>	Use of plurals in relation to food. Extensive introduction to a broad range of food types. Recapitulation of the future tense in relation to how to improve one's health habits using <i>werden</i> as well as modal verbs with the infinitive. Introduction to <i>um.... zu</i> in order to develop complex opinions and extended justification of opinion.	Speaking dialogues (Modelling the GCSE role plays)
<b>Term 3:1</b>	<b>Echo 2 Kapitel 4 - Gesundheit</b> <i>(Logo 2 Kapitel 3 -Topfit- additional resources)</i> <b>Stimmt 3-Kapitel 1-Beweg dich</b> <b>Was ist passiert?</b> Parts of the body, illnesses At the doctors Sports to stay fit	Recapitulation of prices and weights. Extensive introduction to a range of sports and hobbies - note the use of correct verbs with the correct noun ( <i>Tennis spielen</i> ) Develop accuracy in translation of <i>fahren/gehen/machen</i> and <i>spielen</i> . Deeper mastery of the use of modal verbs with infinitives in relation to health. Justification of opinion using <i>weil</i> . <i>Seit wann hast du.....?</i> Passive recognition of the imperative form in the form of GCSE style dialogues - at the doctor's. (Pupils have seen the formal form of the imperative in the topic, giving directions)	40/90 writing assessment in preparation for the GCSE summer exams.
<b>Term 3:2</b>	<b>Stimmt 3 Kapitel 4</b> <b>Meine Kindheit</b> Past tense - talking about your childhood Speaking assessments	Revisit the past Revisit the use of <i>seit</i> and revisit the use of modal verbs.	Speaking assessment based on the tenses and grammatical structures

**Year 9**

<b>Term</b>	<b>Topic sequence (What are you teaching?)</b>	<b>Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)</b>	<b>Main methods of assessment</b>
<b>Term 1:1</b>	<b>Stimmt 3 Kapitel 3 Meine Ambitionen</b> Part-time jobs Jobs Future plans	Jobs and future ambitions tie in to the future KS4 curriculum and also complement the Pathways discussions that will take place for Year 9 in term 2:1. The following grammar points will be taught through this topic: Recapitulation of the future tense using <i>werden</i> . Introduction of the conditional tense using <i>würden</i> . <i>Weil and seit wann</i> will be revisited in this topic. Formal register and "in situ" workplace interaction will be introduced. Focus on future and conditional	Reading and Listening Assessments

<p><b>Term 1:2</b></p>	<p><b>Stimmt 3 Kapitel 2 - Musik</b> types of music and opinions instruments auf einem Musikfestival</p>	<p>This topic consolidates the use of more complex language and visits part of the theme one topic at KS4. The grammar included in this topic includes: Using 'weil' to give opinions Using, " seit" Revision of comparatives Imperfect tense and future tense Separable and reflexive verbs in a range of tenses Asking and answering questions</p>	<p>Listening, reading and 40/90 writing assessment</p>
<p><b>Term 2:1</b></p>	<p><b>Stimmt 2 Kapitel 4 - Mein Tagesablauf</b> Separable verbs in a range of tenses Reflexive verbs in a range of tenses Daily routine and 12-hour clock Helping out at home Rooms of the house Music and instruments</p> <p><b>Conti Pre-intermediate to intermediate p82- Zuhause</b> Helping out at home Rooms of the house furniture My area / My neighbourhood / directions</p>	<p>This topic enables more complex verbs and constructions to be introduced prior to GCSE to offer greater stretch and challenge. This also ensures that more specialist vocabulary, commonplace in the GCSE listening and reading examinations, is presented at an earlier stage. The grammar included in this topic includes: 12-hour clock Separable and reflexive verbs in a range of tenses Revisit the use of seit Revisit the use of modal verbs and double infinitives Include the higher tier style GCSE question, " Warum sind Feste wichtig?" Modal verbs, prepositions and dative case. Consolidation of adjective endings, past, future and conditional tense and 'wenn' clauses</p>	<p>40/90 Writing Assessment and Translation and Writing persuasively-using formal register</p>
<p><b>Term 2:2</b></p>	<p>My area and shops in town <b>Stimmt 2 Kapitel 5 spread 1- Ich mag meinen Stil and Conti (blue book) Unit 13 p.112</b> Clothes and clothes shopping role play</p>	<p>Past tense on what you did in town. Consolidation of the past tense in another context</p> <p>Consolidation of adjective endings, past, future and conditional tense and 'wenn' clause</p>	<p>Writing assessment -teaching to 150 word, 2 bullet-point GCSE-Style question</p>
<p><b>Term 3:1</b></p>	<p><b>Stimmt 3 Kapitel 5 - spread 2 Was ist dir wichtig</b> (S. 96, 100 green and red) <b>Adapted GCSE Foundation Resources and Stimmt 3 Kapitel 5 spread 5 Jeder kann helfen (S. 106)</b> helping the environment</p>	<p>Use of 'wichtig', comparatives and superlatives Using modal verbs and infinitives (können, müssen, sollen) past tense recap on what they did recently to help the environment Future and conditional tense recap on pledges to help the environment in line with Rise Up sessions on citizenship and taking care of the planet.</p>	<p>Summer Examinations- Reading, Listening, 40/90/150 Writing Assessment</p>

<p><b>Term 3:2</b></p>	<p><b>20th Century German history</b>  Life in the DDR  Writing a film review</p>	<p>This topic is the culmination of a term of reflection and awareness-raising about German society to counter the narrow view of German society presented in the curriculum as a whole. The investigation of how propaganda and manipulation operate will complement aspects of the history curriculum.</p> <p>Cross-curricular work - Modern German history and how it has shaped current society. How this is portrayed in film.  ( The film studied is entitled, "Balloon")</p>	<p>Use the film and historical lessons as a springboard for:  Creative writing,  Practice of interpreting historical documents for bias.</p>
------------------------	---	---	--