

## Subject overview: KS4 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.**

Over the course of the German GCSE students will develop their proficiency at writing and speaking independently using a range of tenses and complex language with greater confidence. They will also become more adept at selecting language to respond spontaneously in unpredictable situations. Moreover, students will develop a richer appreciation of the lifestyles, values and traditions of the countries where German is spoken and be able to reflect on areas of similarity and difference between their own experiences and those of children in the German-speaking world.

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. At KS4, flipped learning is used to develop competence in the use of grammatical structures, synonyms and 'false friends'. Students are stretched to learn the additional skills that will challenge them to achieve higher grades.

### Exam Specification

We follow the Edexcel GCSE course in German. The course code number is 1GN1. Pupils sit 4 papers: reading, writing, listening and speaking. Each paper is worth 25%. Pupils can sit higher or foundation papers but must sit the same tier across all 4 skills as mixing tiers of entry is not allowed by the examination board. When pupils sit foundation papers the grades range from 1-5. When pupils sit the higher tier papers grades range from 5-9.

**Listening Paper:** Demonstrate understanding of different types of spoken language across a range of contexts, identify key points, details and opinions in a variety of spoken passages, involving some more complex language and recognise the relationship between past, present and future events.

**Speaking Paper:** Take part in a short conversation by completing a role play, a reading aloud activity and a picture task as well as a short conversation based on the six thematic contexts studied using a range of tenses and opinions with confidence.

**Reading Paper:** Understand general and specific details within texts, recognising the relationship between past, present and future events and deduce meaning from a variety of texts involving unfamiliar extracts from adapted literary texts and be able to translate a short passage from German into English.

**Writing Paper:** Use simple sentences and familiar language accurately to describe a photo. Understand written cues in German as a stimulus for either a 40 and a 90 (Foundation) or a 90 and a 150 (higher) word response using a variety of vocabulary and grammatical structures with reference to past, present and future events. Translate sentences and short texts from English into German to convey key messages accurately.

From 2024 we shall be following the EDEXCEL GCSE course in German as the language syllabus is changing for year 10.

**YEAR 10**

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
Term 1:1	<p><b><u>Module 1: Zurück zur Schule!</u></b>  <b><u>Thematic Context: Studying and my future</u></b></p>	<p>The topic of school has been taught at KS3 and pupils are familiar with the core vocabulary. Greater emphasis will be made of the different types of schools in German speaking countries as well as the routines here compared to the German-speaking world.</p> <p>Unit 1 - Describing your school            Unit 2 -School Subjects            Unit 3 - School uniform            Unit 4 -School rules            Unit 5 - School day / School life            Unit 6 - School life</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Use of definite and indefinite articles in the nominative and accusative.            Plural of nouns            Present tense: lernen, finden, haben and sein            Personal pronouns / regular verbs (lernen) / verbs with stem ending in -d or -t (finden) / haben and sein            Word order:            Verb = second idea            Conjunctions (example of weil) send the verb to the end            Adjectives used before nouns            Irregular verbs + vowel change: tragen, fahren            Introduction of modal verbs: müssen, sollen, dürfen            Opinion phrases: Ich finde / denke / glaube / bin der Meinung, dass...            Perfect Tense: verbs that take sein rather than haben in the perfect tense (gehen, fahren, fliegen, kommen, schwimmen, bleiben)            Imperfect tense phrases with war, hatte and es gab only            Key present tense verbs related to the topic            Frequency / time markers            Common irregular verbs</p>	<p>Writing 40/90/150 word essay on school life            Speaking preparation of GCSE oral booklet on the Google Drive            Practice of role play, reading aloud and the picture task</p>

<p><b>Term 1:2</b></p>	<p><b><u>Module 2: Endlich mal Freizeit!</u></b>  <b><u>Thematic Context: My personal world and Media and technology</u></b></p>	<p>This topic relates to culturally specific activities revolving around technology in everyday life, film, cinema, celebrity life and future plans.</p> <p>Unit 1 - Free time  Unit 2 - Life online  Unit 3 - Celebrities  Unit 4 - Film and cinema  Unit 5 - Weekend plans</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Using the Verb as the second idea in a sentence  Using of present tense to talk about what we do/like to do regularly  Using the Present tense separable verbs  Using of können  Expressing advantages and disadvantages  Time phrases: normalerweise, häufig, jeden Nachmittag, jeden Abend, jede Woche / wöchentlich, immer, (ganz) oft  Asking questions with möchten and wollen + infinitive  Forming questions using question words  Telling time  Role play practice  Using of perfect tense vs imperfect tense  Using of war, gab and hatte  Using the Future tense using werden + infinitive  Word order: time-manner-place rule  Using sequencers and time phrases</p>	<p>Listening and Reading Assessment on freetime  40/90/150 word writing assessment on technology</p> <p>Speaking preparation of GCSE oral booklet on the Google Drive  Practice of role play, reading aloud and the picture task</p>
<p><b>Term 2:1</b></p>	<p><b><u>Module 3: Meine Welt, deine Welt</u></b>  <b><u>Thematic Context: My personal world</u></b></p>	<p>The third topic here relates to culturally specific activities revolving around family and celebrations, friends, role models and parties.</p> <p>Unit 1 - Family  Unit 2 - Friends  Unit 3 - Role models  Unit 4 - family celebrations  Unit 5 - Party time</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Possessive adjectives (mein)</p>	<p>Listening and Reading Assessment  40/90/150 word writing assessment and translation assessment  Free time and family speaking question preparation of the Google Drive  Practice of role play, reading aloud and the picture task</p>

		<p>Using relative pronouns  Reflexive and separable verbs.  komme ... aus / verstehe mich  comparison  Dative prepositions and pronouns  Using present and past tense alongside each other  Recognising feminine nouns  Past tense  Time–manner–place rule  Using future tense, present tense and past tense  in + dative vs in + accusative</p>	<p>Listening and Reading Assessment  And DIRT activities  to improve writing</p>
<b>Term 2:2</b>	<p><b><u>Module 4: Bleib gesund!</u></b>  <b><u>Thematic Context: Lifestyle and Wellbeing</u></b></p>	<p>The fourth topic here relates to culturally specific activities revolving around healthy habits and well-being, illnesses and accidents.</p> <p>Unit 1 - Healthy lifestyle  Unit 2 - Illnesses and accidents  Unit 3 - Healthy habits  Unit 4 - Mental wellbeing  Unit 5 - What is important</p> <p>Our declarative knowledge for this term includes the following:  Comparative and superlative  Using sondern  Using um ... zu  Skills:  Ordering food and drink in a restaurant  Making a complaint / reporting a problem  Using seit  Using modal verbs in the imperfect Tense: können, dürfen, müssen  Using beim + noun  Perfect tense  Infinitive construction with zu  Formation of future tense with werden + infinitive  Using wenn + conditional  Using set phrases with zu</p>	<p>40/90/150 writing assessment on healthy lifestyles</p> <p>Translation  Assessment on health and well-being</p> <p>Practice of role play, reading aloud and the picture task</p>
<b>Term 3:1</b>	<p><b><u>Module 4: Bleib gesund!</u></b>  <b><u>Thematic Context: Lifestyle and Wellbeing</u></b></p>	<p>The fourth topic here relates to culturally specific activities revolving around healthy habits and well-being, illnesses and accidents.</p> <p>Unit 1 - Healthy lifestyle</p>	<p>40/90/150 writing assessment on healthy lifestyles</p>

	<p><b>Mock exam preparation and speaking mock exam preparation</b></p>	<p>Unit 2 - Illnesses and accidents  Unit 3 - Healthy habits  Unit 4 - Mental wellbeing  Unit 5 - What is important</p> <p>Our declarative knowledge for this term includes the following:  Comparative and superlative  Using sondern  Using um ... zu  Skills:  Ordering food and drink in a restaurant  Making a complaint / reporting a problem  Using seit  Using modal verbs in the imperfect Tense: können, dürfen, müssen  Using beim + noun  Perfect tense  Infinitive construction with zu  Formation of future tense with werden + infinitive  Using wenn + conditional  Using set phrases with zu</p>	<p>Translation  Assessment on health and well-being</p> <p>Practice of role play, reading aloud and the picture task</p> <p>40/90/150 writing assessment on my region and my home and my area</p> <p>Preparation of speaking questions on home and area in Speaking Booklet on the Google Drive</p>
<p><b>Term 3:2</b></p>	<p><b><u>Module 5: Meine Ecke</u></b>  <b><u>Thematic Context:My neighbourhood</u></b></p>	<p>The fifth topic here relates to culturally specific activities revolving around where people live, their homes and their habits including shopping and transportation.</p> <p>Unit 1 - Your area  Unit 2 - Transportation  Unit 3 - Shopping</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Using prepositions followed by the dative  Use a variety of adjectives and qualifiers / intensifiers  Asking and answering questions about where you live  Using prepositions + accusative  Using correct word order with modal verbs and weil  Using the time – manner – place rule  Using different registers depending (formal and informal)  Using gefallen + dative  Buying travel cards at a counter</p>	<p>Mock examinations in all 4 skills: reading, writing, listening and speaking</p>

		<p>Using dual case prepositions followed by the dative          Using relative pronouns was, wer, wo          Position of modal verb in relative clause          Forming plurals of nouns          Using the imperfect tense</p> <p>Forming regular verbs in the imperfect tense          Irregular verbs in the imperfect tense sein, gehen          Revising the conditional</p>	
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**YEAR 11**

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>	<p><b><u>Module 5: Meine Ecke</u></b>  <b><u>Thematic Context: My neighbourhood</u></b></p>	<p>The fifth topic here relates to culturally specific activities revolving around where people live, their homes and their habits including shopping and transportation.</p> <p>Unit 4 - Dream area          Unit 5 - House and home</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Using prepositions followed by the dative          Use a variety of adjectives and qualifiers / intensifiers          Asking and answering questions about where you live          Using prepositions + accusative          Using correct word order with modal verbs and weil          Using the time – manner – place rule          Using different registers depending (formal and informal)          Using gefallen + dative          Buying travel cards at a counter          Using dual case prepositions followed by the dative          Using relative pronouns was, wer, wo          Position of modal verb in relative clause          Forming plurals of nouns          Using the imperfect tense</p> <p>Forming regular verbs in the imperfect tense</p>	<p>40/90/150 writing assessment on my region and my dream home and house and home          Preparation of speaking questions on home and area in Speaking Booklet on the Google Drive          Practice of role play, reading aloud and photo task</p> <p>Listening and Reading assessment</p>

		<p>Irregular verbs in the imperfect tense sein, gehen Revising the conditional</p> <p>Buying travel cards at a counter Using dual case prepositions followed by the dative Using relative pronouns was, wer, wo Position of modal verb in relative clause Forming plurals of nouns Using the imperfect tense</p>	
<b>Term 1:2</b>	<b><u>Module 6: Schöne Ferien</u></b> <b><u>Thematic Context: Travel and Tourism</u></b>	<p>The sixth topic here relates to learning about German-speaking travel destinations, the pros and cons of holidays, making reservations and describing past, future and ideal holidays.</p> <p>Unit 1-Where do we go? Unit 2-Making reservations Unit 3-Describing holiday problems Unit 4- Describing a past holiday Unit 5 Describing a future or an ideal holiday</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Forming the imperative Forming questions Using wer, wen and wem Recognising negatives Using prepositions with the genitive Using interrogative and demonstrative adjectives Practising the W and v sounds in German</p>	<p>My Holidays-Preparation of speaking questions in Speaking Booklet on the Google Drive</p> <p>Formative writing assessment 40(/90/150 words prior to mocks</p> <p>Full mock paper- 4 skills</p>
<b>Term 2:1</b>	<b><u>Module 7-Unsere Welt</u></b> <b><u>Thematic Context: My neighbourhood and My personal world</u></b>	<p>The seventh topic relates to activism in German-speaking countries, such as how environmental issues are being addressed. Issues of international and personal responsibility are also explored.</p> <p>Unit 1-How to make the world better Unit 2-What is important to you? Unit 3-Our poor planet Unit 4-We want a better world Unit 5-Communication is important Our declarative knowledge for this term includes the following:</p>	<p>Preparation of speaking questions in Speaking Booklet on the Google Drive Practice role play/read aloud and picture task</p>

		<p>Using more prepositions with the genitive  Using verbs followers by prepositions  Asking questions which include prepositions  Revision of compound nouns  Using <i>wollen</i>  Using three time frames in speaking  Using the conditional of <i>sollen</i>  Using man to avoid the passive  Pronouncing the <i>r</i> sound correctly</p>	<p>Reading and Listening Assessment  40/90/150 word writing assessment</p>
<b>Term 2:2</b>	<p><b><u>Module 8-Wie siehst du die Zukunft aus?</u></b>  <b><u>Thematic Context: Studying and my future</u></b></p>	<p>The eighth topic related to future plans including military and civilian service, plans for after exams, future jobs, gap years and hopes for the future.</p> <p>Unit 1- I want to help  Unit 2-What will you do after your exams?  Unit 3-What is your dream job?  Unit 4-What are your strengths?  Unit 5-How about a gap year?  Unit 6-My dreams for the future</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Verbs and constructions with <i>zu</i>  Using reflexive verbs  Revising the conditional and imperfect subjunctive  Using <i>werden</i> in different tenses  Revising subordinate conjunctions  Using adjectives as nouns  Dealing with unfamiliar vocabulary</p>	<p>Preparation of speaking questions in Speaking Booklet on the Google Drive  Practice role play/read aloud and picture task</p> <p>Reading and Listening Assessment  40/90/150 word writing assessment</p>
<b>Term 3:1</b>	<p><b>Wiederholung</b>-Revision of all thematic contexts</p> <p>Preparation for orals and examination practice for the examination.</p>	<p>Preparation of each examination - work on all 4 papers.  Listening practice - how to infer meaning, develop deduction skills  Reading Practice - how to answer questions in the target language  Approaches to the literary texts.  Exam technique relating to V/F/M questions.  Approaches to effective translation.</p> <p>All of the constructions, grammar and vocabulary now link to prior learning.  Our focus is now to enhance students' ability to transfer skills and language</p>	<p>Mock paper practice-all 4 skills</p>

		across skills and across topic areas.	
<b>Term 3:2</b>	Preparation for orals and examination practice for the examination.	<p>Preparation of each examination - work on all 4 papers.  Listening practice - how to infer meaning, develop deduction skills  Reading Practice - how to answer questions in the target language  Approaches to the literary texts.  Exam technique relating to V/F/M questions.  Approaches to effective translation.</p> <p>All of the constructions, grammar and vocabulary now link to prior learning.  Our focus is now to enhance students' ability to transfer skills and language across skills and across topic areas.</p>	<p>Writing assessments  40/90/150 essays  Reading, listening and speaking assessments</p>