



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

(Languages: German)

Year 9 – 11 Curriculum rationale



With Languages you will go **FAR**



Fluent



Aware



Ready

Curriculum intent: With Languages you will go F.A.R (Fluent, Aware, Ready)

In Languages there is a constant focus on literacy, grammar and written skills; speaking and listening; reading and translation; phonics and vocabulary

	Autumn	Spring	Summer
Year 9	In the first term students will learn how to: describe what they like to watch on TV or at the cinema, to discuss reading and media and also to discuss role models	In the second term students will learn how to: describe music and a visit to a music festival. They will also talk about the weekend in the past and future tenses.	In the third term students will start a GCSE topic. The first topic is school. Chapter 1 – Auf in die Schule! (School)
Why?	<p>We want them to learn vocabulary relating to film, TV reading, media and role-models. We want to revise activities but also help them to adapt the tenses.</p> <p>TV/Film and reading/Media</p> <ul style="list-style-type: none"> Say what you and others like/dislike watching Justify with reasons Say what you and someone else likes to read Say where you and others read Say what you prefer to read or like the best and how often Say how you use media <p>Grammar: Full paradigm sehen, lesen</p> <p>Grammar: adverbials sehr gern/am liebsten</p> <p>Grammar: present tense 1st person of regular and irregular verbs</p> <p>TV/Film in perfect tense</p> <ul style="list-style-type: none"> Say what you watched in the past Say what it was like Grammar: perfect tense haben – 1st person Grammar: Imperfect war 	<p>We want them to learn vocabulary relating to music, music festivals and plans for the weekend.</p> <p>We want students to embed the perfect tense and give further practice of the future tense, so that they have a full range of tenses for GCSE.</p> <p>Music</p> <ul style="list-style-type: none"> Say what you like to listen to Justify your opinion Talk about your favourite band / singer Justify your opinion using more complicated phrases Grammar: weil with more complicated constructions Grammar: hören present tense – full paradigm <p>Music Festivals</p> <ul style="list-style-type: none"> Say when you went to a music festival Say with whom you went to a festival Say where you stayed and for how long 	<p>Chapter 1 – Auf in die Schule! (School)</p> <p>School subjects with opinions – gern / nicht gern</p> <p>Talking about what you are and are not looking forward to at school this year</p> <p>Giving opinions with reasons, using denn and weil</p> <p>Describing a school day</p> <p>Asking and answering questions</p> <p>Talking about what you did in the holidays</p> <p>The perfect tense with haben</p> <p>The perfect tense with sein</p> <p>The imperfect tense (hatte, war, es gab)</p> <p>Discussing school rules</p> <p>Using modal verbs: müssen and dürfen</p> <p>Talking about school exchanges and class trips</p> <p>Using the future tense</p>

	<p>Role-Models</p> <ul style="list-style-type: none"> • Say who your role model is • Justify with adjective • Explain what the person can do / does / has done • Grammar: weil + adjective • Grammar: present tense 3rd person of regular and irregular verbs • Grammar: perfect tense haben - 3rd person 	<ul style="list-style-type: none"> • Describe your time at the festival – what you did • Grammar: Perfect tense haben/sein – 1st person <p>Saying what I am going to do at the weekend</p> <ul style="list-style-type: none"> • To say what plans I am making for the future and how it will be • To say what I and others did in the recent past • Grammar: Future (1st person singular and plural) • Grammar: perfect tense (1st person singular and plural) of machen, gehen, spielen, (an)sehen 	<p>Talking about success and achievement at school</p> <p>Perfect tense of separable verbs</p>
How parents / carers can support	<p>Parents/carers can support by practising vocabulary and phonics with their child and helping them to research German films, television and famous people. They could also watch German television and films.</p>	<p>Parents/carers can support by practising vocabulary and phonics with their child and helping them to research German music and music festivals. They could also listen to German music and/or watch videos of a German music festival</p>	<p>Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym, Activelearn and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access German television, films and books.</p>
	Autumn	Spring	Summer
Year 10	<p>Chapter 2 – Zeit für Freizeit (Identity and culture)</p> <p>Chapter 3 – Menschliche Beziehungen (Identity and culture)</p>	<p>Chapter 3 – Menschliche Beziehungen (Identity and culture)</p> <p>Chapter 4 – Willkommen bei mir! (Identity and culture)</p>	<p>Chapter 4 – Willkommen bei mir! (Identity and culture)</p> <p>Chapter 5 – Ich liebe Wien! (Local area, holiday and travel)</p>
Why?	<p>Chapter 2 – Zeit für Freizeit (Identity and culture)</p> <p>Discussing leisure activities</p> <p>Using nouns and articles</p> <p>Discussing reading habits</p> <p>Using some adverbs of frequency and place</p> <p>Discussing music</p> <p>Expressing preferences using gern, lieber, am liebsten</p> <p>Discussing film and television</p> <p>Using plural nouns</p> <p>Discussing sport in Switzerland</p>	<p>Chapter 3 – Menschliche Beziehungen (Identity and culture)</p> <p>Discussing weekend activities</p> <p>Using the prepositions in and an</p> <p>Comparing your life as a child to your life now</p> <p>Using modal verbs in the imperfect tense</p> <p>Chapter 4 – Willkommen bei mir! (Identity and culture)</p>	<p>Chapter 4 – Willkommen bei mir! (Identity and culture)</p> <p>Discussing how and when you use social media and technology</p> <p>Using wenn clauses</p> <p>Discussing advantages and disadvantages of social media and technology</p> <p>Expressing complex opinions with dass</p>

	<p>Using the conditional Learning about celebrations and festivals Using several tenses together</p> <p>Chapter 3 – Menschliche Beziehungen (Identity and culture) Describing photos Reviewing adjectives</p> <p>Talking about what makes a good friend Using possessive adjectives</p> <p>Describing relationships Using the dative with mit</p> <p>Discussing role models Using pronouns to talk about different people</p>	<p>Meeting and greeting an exchange partner Applying the correct register: du or Sie</p> <p>Describing your home Prepositions with accusative and dative</p> <p>Talking about what you do on a typical day Using reflexive and separable verbs</p> <p>Discussing traditional German meals Giving opinions in the past tense</p>	<p>Chapter 5 – Ich liebe Wien! (Local area, holiday and travel)</p> <p>Discussing ways of travelling and buying train tickets Comparative and superlative adjectives</p> <p>Describing accommodation and associated problems Using the demonstrative article <i>dieser</i></p> <p>Asking for and understanding directions to sights in Vienna Using imperatives</p>
How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym, Activelearn and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access German television, films and books.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym, Activelearn and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access German television, films and books.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym, Activelearn and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access German television, films and books.
	Autumn	Spring	Summer
Year 11	Chapter 5 – Ich liebe Wien! (Local area, holiday and travel) Chapter 6 – Im Urlaub und zu Hause (Local area, holiday and travel)	Chapter 7 – Rund um die Arbeit (Future aspirations, study and work) Chapter 8 – Eine wunderbare Welt (International and global dimension)	
Why?	Chapter 5 – Ich liebe Wien! (Local area, holiday and travel) Discussing ways of travelling and buying train tickets	Chapter 7 – Rund um die Arbeit (Future aspirations, study and work) Describing jobs and places of work	

	<p>Comparative and superlative adjectives</p> <p>Describing accommodation and associated problems Using the demonstrative article <i>dieser</i></p> <p>Asking for and understanding directions to sights in Vienna Using imperatives</p> <p>Ordering at a restaurant Using <i>wenn</i> clauses with the subjunctive</p> <p>Shopping for souvenirs Nominative and accusative adjective endings (definite and demonstrative articles) Describing problems Using <i>seit</i> + present tense</p> <p>Chapter 6 – Im Urlaub und zu Hause (Local area, holiday and travel) Talking about popular holiday destinations Using <i>nach, in</i> and <i>an</i> to say where you are going to</p> <p>Talking about the weather Using <i>werden</i> in the present tense</p> <p>Discussing different types of holidays Using prepositions with the genitive</p> <p>Discussing holiday experiences Using the pluperfect tense</p> <p>Discussing holiday plans Using infinitive constructions with <i>zu</i></p> <p>Describing places where people live Using <i>es gibt</i> with <i>ein</i> and <i>kein</i></p>	<p>Using masculine and feminine nouns Using <i>in</i> with the dative case Asking and answering questions about a job Using <i>Sie</i> in a job interview Using conjunctions and intensifiers No indefinite article with job words Masculine and feminine nouns Pronouns (<i>er/sie/es</i> – ‘it’) Understanding job descriptions Recognising sequencers Preparing a personal profile for job applications Using <i>weil</i> with two verbs Using verbs with prepositions Using separable verbs Talking about your dream job Using a variety of tenses Recognising language from different contexts The imperfect tense Discussing reasons for learning German and other languages Giving reasons using <i>um ... zu</i></p> <p>Chapter 8 – Eine wunderbare Welt (International and global dimension)</p> <p>Describing international festivals and events Forming questions Discussing ways of being involved in a sporting event Using prepositions with the accusative Debating the advantages and disadvantages of a global sporting event Coping with numbers and dates Discussing a global music event</p>	
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	<p>Assessing the advantages and disadvantages of where you live Saying what you could, should or would do</p>	<p>Explaining what a school does to be environmentally friendly Developing an awareness of adjectival nouns Using comparative and superlative adjectives and adverbs Using adverbs Explaining what a country can do to be environmentally friendly Revising adjectives (comparative and superlative forms) Using subordinate clauses Understanding texts about international and local campaigns Understanding the pluperfect tense Developing an awareness of the passive</p>	
<p>How parents / carers can support</p>	<p>Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym, Activelearn and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access German television, films and books.</p>	<p>Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym, Activelearn and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access German television, films and books.</p>	