



# GERMAN

## TRANSITION STAGE

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	My Life (Mein Leben) 7 school weeks	My Free Time (Meine Freizeit) 7 school weeks	My Family and Friends (Meine Familie und Freunde) 6 school weeks	My School (Meine Schule) 6 school weeks	My Local Area (Meine Gegend) Summer HT1: 6 school weeks Summer HT2: 5 school weeks	
<b>SKILLS</b>	Phonics Learn about German pronunciation  Introducing yourself  Talking about age  Learning how to say the countries in German  Saying when your birthday is  Learning the alphabet to be able to spell your and others' names  Talking about your personality  Using adjectives (predicate)	Saying what sports you do  Saying what you like to do using 'gern'  Talking about other hobbies  Using 'weil' to justify opinion  Saying when / how often you do hobbies Days of the week  German word order  Talking about online activities  Saying what you do when it is sunny, rainy, etc using 'wenn' + weather expression	Talking about pets: which pets you have and had Perfect tense  Plural noun endings Using the pronouns 'er', 'sie', 'es' Talking about 'superpets' Using kann + infinitive  Learn the family members in German; give ages  More practice of present tense verbs 'haben', 'heißen', 'wohnen' Describing family members (height, hair & eye colour, hair length) Adjectival agreement  Ordinal numbers to give birthdays Question words	Talking about school subjects: which subjects you learn and learnt at primary school  Perfect tense  Lieblings- Using 'weil' to give reasons and opinions  Revise days of the week  Learn to tell the time Describe school day timings  More about word order  Describing your teachers Using 'sein' (his) & 'ihr' (her)  Understanding longer, authentic reading texts	Introduce vocabulary for buildings and places in a town  Plural noun forms  Understand the structures: <i>es gibt+ ein/eine/ einen/ kein/keine/keinen</i>  Use the structures <i>es gibt+ ein/eine/ einen/ kein/keine/keinen</i> to describe what there is and is not in your town  Give a presentation about a town  Translate compound nouns into German  Focus on reading of longer texts to extract specific information  Cultural awareness: Learn about famous German, Austrian, Swiss towns and cities (e.g. Bern, the capital of Switzerland)	
<b>ASSESSMENT</b>	Mid-unit: SPEAKING HT1 Mid-unit: WRITING HT2 Listening, Reading and Translation	Mid-unit: SPEAKING HT4 Listening, Reading and Translation	Mid-unit: WRITING HT5 EOY Listening, Reading and Translation			



**USEFUL RESOURCES / GUIDANCE:**

Stimmt! 1 (Pearson)  
 Oxford Learner's German Dictionary (OUP)  
[www.quizlet.com](http://www.quizlet.com)  
[www.linguascope.com](http://www.linguascope.com)

**FOUNDATION STAGE**

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Holidays (Ferien)  HT1: 7 school weeks HT2: 7 school weeks		Meals and Healthy Living Advice (Mahlzeiten und Gesundheitstipps)  6 school weeks	Going Out (Ich gehe aus)  6 school weeks	Shopping (Einkaufen)  6 school weeks	Technology (Technologie)  5 school weeks
<b>SKILLS</b>	<p>Revise countries and the verb 'fahren' in den Urlaub vs in den Ferien nach vs in die / in den</p> <p>Talking about what you did on holiday</p> <p>Saying what souvenirs you bought</p> <p>Perfect tense with haben – regular verbs, full paradigm</p> <p>Perfect tense with haben – irregular verbs</p> <p>Talking about how you travelled using the perfect tense with sein</p> <p>Talking about the weather combining present and past tenses</p> <p>Talking about holidays and problems on holiday</p> <p>Using ich möchte to say what you would like to do / where you would like to go next year</p> <p>Describe a festival you would like to go to</p> <p>Writing a hotel review using past tenses</p> <p>Asking and answering questions</p> <p>Using fillers to buy time and improve spontaneity</p> <p>Preparing interviews/presentations in advance</p>	<p>Talking about typical breakfasts using the verbs essen &amp; trinken</p> <p>Describing what you and German people typically have for lunch &amp; dinner</p> <p>Irregular verb nehmen – present tense</p> <p>Describe whether what you eat and drink is healthy / unhealthy</p> <p>Using einmal, zweimal, dreimal, viermal in the context of ordering food and drink</p> <p>Give opinions on what the food was like using 'war' and perfect tense of schmecken</p> <p>möchte</p> <p>Talking about healthy lifestyles using Man muß + infinitive (word order!) to give advice</p>	<p>Using the future tense to say where you will go and what you will do in the evening / at the weekend</p> <p>Using the future tense to say what you will wear when you go out</p> <p>Clothes</p> <p>Understanding and giving reasons for wearing ethical, fair trade clothes</p> <p>Describing what you do to get ready before you go out</p> <p>Explaining the positives and negatives of the evening / weekend using 'war', 'hatte', 'es gab'</p>	<p>Introduce the shops in German</p> <p>-geschäft vs – laden</p> <p>"Wo ist der / die / das nächste ...?"</p> <p>"Was kann man in einer / einem ... kaufen?"</p> <p>Dative</p> <p>Man kann ... kaufen</p> <p>"Ich brauche .../ möchte ... Wo ist der / die / das nächste ...?"</p> <p>Understanding the sections of a department store</p>	<p>Discussing how and when you use social media and technology</p> <p>Present tense of benutzen and verwenden</p> <p>Adverbs of frequency</p> <p>Using wenn clauses</p> <p>Discussing advantages and disadvantages of social media and technology</p> <p>"Ich denke, daß Handys praktisch sind." "Ich finde, daß Smartphones zu teuer sind."</p> <p>Subordinate clauses</p>	



# Curriculum & Assessment Map

<b>ASSESSMENT</b>	Mid-unit: SPEAKING HT1 Mid-unit: WRITING HT2 Listening, Reading and Translation	Mid-unit HT3 assessment: Speaking Mid-unit HT4 assessment: Writing Listening, Reading and Translation (LRT) before the Easter holidays	Mid-unit: SPEAKING HT5 EOY Listening, Reading and Translation
<b>USEFUL RESOURCES / GUIDANCE:</b> Stimmt! 2 (Pearson) Oxford Learner's German Dictionary (OUP) <a href="http://www.quizlet.com">www.quizlet.com</a> , <a href="http://www.linguascope.com">www.linguascope.com</a>			

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Cinema and Music (Das Kino und Musik)  7 school weeks	Education, Future Plans & Jobs (Ausbildung, Zukunftspläne & Berufe)  7 school weeks	Sports, Healthy & Unhealthy Eating, Alcohol, Smoking & Drugs (Sportarten, Gesundes & Ungesundes Essen, Alkohol, Rauchen & Drogen)  12 school weeks		The Environment (Die Umwelt)  6 school weeks	Voluntary Work (Freiwilligenarbeit)  5 school weeks
<b>SKILLS</b>	Say which type of films you like and dislike watching & how you watch them Give reasons for why you like and dislike genres  gern / lieber / nicht gern mag, mögen (singular and plural forms) weil / da ... sind Subordinate clauses  Review a film that you have seen  Saying which types of music you like listening to and why  Say which music concert you will go to in the summer (with whom, how, why)  Describe what a concert you went to was like	Jobs and places of work  arbeiten –full paradigm  (als) Lehrer, etc arbeiten / werden / sein  Female suffix -in  Personal characteristics  in + Dative (workplace)  Job responsibilities  Um ... zu werden, braucht man gute Noten in ... (school subject) / das Abitur / einen Hochschulabschluß Future plans In der Zukunft werde ich / möchte ich als ... arbeiten  Job applications/adverts	Describing which sports you do and what sporting events you take part in  Explaining why you should do sport using Man sollte Sport treiben weil um ...zu  Describe what happens if you do not do sport Using wenn  Inversion – remind students of word order rules  Describing what hurts and other physical problems Using dative pronouns  Healthy and unhealthy food & drink Ich esse / trinke ..., weil das gesund ist. Ich esse / trinke kein / keine / keinen ..., weil das ungesund ist. Zu viel(e)... macht / machen dick / krank / müde / zuckerkrank  The dangers of alcohol, smoking and drugs Man darf keinen Alkohol / keine Drogen nehmen, weil sie abhängig machen und ... sind. Man darf nicht rauchen, weil das ... ist.		Was machst du, um die Umwelt zu schützen?  Ich recycle ... Ich laufe / fahre Rad / spare Wasser and other environmentally friendly actions  Was sollte die Schule machen, um umweltfreundlicher zu sein?  Die Schule sollte ...  Was sind die größten Umweltprobleme? Main environmental problems	Say what you work as on a voluntary basis and why  Ich arbeite freiwillig / ehrenamtlich als ...  weil / um ... zu  Say what voluntary work you have already done  Understand longer texts where people describe the voluntary work that they have done  Say where you would like to work on a voluntary basis  Campaigns (Kampagnen / Aktionen)
<b>ASSESSMENT</b>	Mid-unit: WRITING HT1 Mid-unit: SPEAKING HT2 PC Listening & Reading		Mid-unit: WRITING HT3 Listening & Reading		Mid-unit: SPEAKING HT5 RP EOY Listening & Reading	



# Curriculum & Assessment Map

## USEFUL RESOURCES / GUIDANCE:

Stimmt! 3 & GCSE (Pearson)

Oxford Learner's German Dictionary (OUP)

[www.quizlet.com](http://www.quizlet.com)

[www.linguascope.com](http://www.linguascope.com)

Sag Mal vocabulary guide



## EXAMINATION STAGE

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<b>Welcome to my House! (Willkommen bei mir!)</b> (Theme 2: Local, national, international and global areas of interest)  14 school weeks		<b>I Love Vienna (Ich liebe Wien)</b> (Theme 2: Local, national, international and global areas of interest)  12 school weeks		<b>On Holiday and at Home (Im Urlaub und zu Hause)</b> (Theme 2: Local, national, international and global areas of interest)  11 school weeks	
<b>SKILLS</b>	Meeting and greeting an exchange partner Questions that you would ask when staying at someone's house Applying the correct register: du or Sie  Describing your home  "Ich wohne hier seit" + the present tense Prepositions with dative to denote location of rooms and objects in rooms Inversion  In meinem Schlafzimmer gibt es + Accusative  Describing what your ideal house would be like using conditional mood forms "wäre" and "hätte"  Say who you get on with and do not get on with at home sich verstehen / auskommen  Talking about what you do on a typical day  Using reflexive and separable verbs		Discussing and comparing ways of travelling Comparative and superlative adjectives  Buying train tickets - Train station dialogue  Describing accommodation preferences and accommodation problems bevorzugen  Dative 'in diesem, etc ..." Accusative "Ich bevorzuge diesen, etc, ..." Using demonstrative articles dieser, diese, dieses  Saying you are lost Asking for and understanding directions to sights "Wie komme ich am besten zu ...? + dative case  Ordering at a restaurant – restaurant role plays möchte, hätte gern, nehme  Explain what souvenirs you bought and describe them		Talking about popular holiday destinations Using nach & in to say where you are going to  Advantages and disadvantages of a staycation compared to a holiday abroad  Talking about the weather (all tenses)  Discussing different types of holidays Developing an awareness of genitive prepositions  Describing places where people live using es gibt / es gab and es wird ... geben + Accusative noun  Assessing the advantages and disadvantages of where you live using man sollte  Explaining what the council (der Stadtrat) should / could do (Conditional mood) to improve your town	
<b>ASSESSMENT</b>	Mid-unit: LISTENING Writing	Mid-unit: READING Speaking: PC	Mid-unit: LISTENING Writing	Mid-unit: READING Speaking: role play	Mid-unit: LISTENING Writing	
<b>USEFUL RESOURCES / GUIDANCE:</b> Stimmt! GCSE (Foundation / Higher) (Pearson) Oxford Learner's German Dictionary (OUP) <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.dict.cc">www.dict.cc</a> Exampro Target 9 and Target 5 Revision Workbooks, ZigZag practice exam tasks, Kate Languages practice exam tasks <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a>						



# Curriculum & Assessment Map

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<b>Our Wonderful World (Unsere wunderbare Welt)</b> (Theme 2: Local, national, international and global areas of interest)  14 school weeks		<b>Die Arbeitswelt (The World of Work)</b> (Theme 3: Current and future study and employment)  12 weeks		<b>Revision and Preparation for Exams</b>  6 weeks	
<b>SKILLS</b>	Cultural awareness: Describing key German sporting events: Munich and Garmisch-Partenkirchen Olympics Euro 96 Berlin Marathon  Perfect Tense of stattfinden, teilnehmen, dauern, gewinnen  Advantages and disadvantages of hosting the Olympics Vorteile, Nachteile, einerseits ... andererseits, das Schlechte daran, ist ..., verursachen, ...  Understanding and adapting descriptions of music festivals and concerts  Revision of environmental issues (caused by large events)		Describing jobs and places of work Using masculine and feminine nouns  Understanding job descriptions Recognising sequencers  Preparing a personal profile for job applications Using verbs with prepositions  Talking about your dream job Using a variety of tenses  Discussing reasons for learning German and other languages  Giving reasons using um ... zu			
<b>ASSESSMENT</b>	Mid-unit: READING Listening	<b>Trial Exam:</b> Writing (in hall) Speaking Mock 1	Listening ( <i>in class</i> )  Reading 2019	Writing (in hall)  Speaking Mock 2		
<b>USEFUL RESOURCES / GUIDANCE:</b> Stimmt! GCSE (Foundation / Higher) (Pearson) Oxford Learner's German Dictionary (OUP) <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.dict.cc">www.dict.cc</a> Exampro, Target 9 and Target 5 Revision Workbooks ZigZag practice exam tasks Kate Languages practice exam tasks <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a>						



# Curriculum & Assessment Map

## ADVANCED STAGE

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<p>Theme 1: Aspects of German-speaking society</p> <p><b>Unit 1: Familie im Wandel</b></p> <p><b>Unit 2: Die digitale Welt</b></p> <p>7 school weeks</p>	<p>Theme 1: Aspects of German-speaking Society</p> <p><b>Unit 3: Jugendkultur, Musik, Mode und Fernsehen</b></p> <p><b>Unit 4: Feste und Traditionen</b></p> <p>7 school weeks</p>	<p>Theme 2: Artistic culture in the German-speaking world.</p> <p><b>Unit 5: Kunst und Architektur</b></p> <p><b>Film – Lola Rennt</b></p> <p>6 school weeks</p>	<p>Theme 2: Artistic culture in the German-speaking world.</p> <p><b>Unit 6: Das Berliner Kulturleben</b></p> <p><b>Film – Lola Rennt</b></p> <p>6 school weeks</p>	<p><b>STUDY LEAVE</b></p> <p>6 school weeks</p>	<p>Theme 3: Multi-culturalism in German-speaking society</p> <p><b>Unit 7: Einwanderung</b></p> <p><b>Unit 8: Integration</b></p> <p>5 weeks</p>
<b>SKILLS</b>	<p>“Loosening tongues” (3-week long strategy to build up confidence in speaking)</p> <p>Discuss relationships and possible problems within a family</p> <p>Use the present tense, incl. modal verbs</p> <p>Read a literary extract</p> <p>Understand the changing roles &amp; expectations for partnership recently</p> <p>Use the perfect tense</p> <p>Discuss advantages and disadvantages of a various forms of family life</p> <p>Discuss how you use the internet</p> <p>Use the correct word order (inversion, Time-Manner-Place)</p>	<p>Discuss fashion and the importance of image</p> <p>Use pronouns</p> <p>Respond to a poem</p> <p>Talk about different types of music</p> <p>Use cases with verbs</p> <p>Express your opinion</p> <p>Talk about different types of television programmes</p> <p>Use the imperative</p> <p>Use connectives</p> <p>Describe and explain the roots and origins of festivals in Germany</p> <p>Use the passive with werden</p> <p>Use the imperfect tense</p> <p>Translate into German</p>	<p>Discuss the influence and role of art and architecture today</p> <p>Summarise a reading passage</p> <p>Use reflexive verbs</p> <p>Word order in subordinate clauses</p> <p>Discuss how contemporary architecture and art shape our everyday life</p> <p>Use comparatives and superlatives</p> <p>Discuss developments in art and architecture from past to present &amp; into the future</p> <p>Use the pluperfect tense</p> <p>Analyse the themes of the film ‘Lola rennt’</p>	<p>Discuss the influence of political events on Berlin</p> <p>Speak persuasively</p> <p>Discuss the role of culture in Berlin today and plan a cultural weekend</p> <p>Use infinitive constructions with and without zu</p> <p>Listen for detail</p> <p>Discuss aspects and challenges of life in a multicultural city</p> <p>Use the imperfect subjunctive in conditional clauses</p> <p>Use synonyms and antonyms to improve language</p> <p>Further analysis of ‘Lola rennt’</p>		<p>Explain the main reasons why people migrate</p> <p>Use weak masculine nouns</p> <p>Apply dictionary skills: verbs</p> <p>Evaluate the advantages and disadvantages of immigration for immigrants and the destination country</p> <p>Use complex adjectival phrases</p> <p>Talk about data &amp; trends</p> <p>Examine issues affecting a country’s migration policy</p> <p>Gist comprehension for complex passages</p> <p>Discuss how the German government promotes the integration of migrants and refugees</p>



# Curriculum & Assessment Map

	<p>Understand compound words</p> <p>Talk about the benefits and dangers of social networks</p> <p>Use prepositions with cases</p> <p>Talk about possible developments in the world of technology</p>	<p>Discuss the social and economic importance of festivals and traditions in Germany</p> <p>Use separable and inseparable verbs</p> <p>Answer questions in German</p> <p>Explore the diversity of festivals and traditions in German-speaking countries</p>				<p>Use possessive and interrogative adjectives</p> <p>Plan a discussion</p> <p>Discuss barriers to integration</p> <p>Use the subjunctive in indirect speech</p> <p>Discuss and compare the experiences of migrants and refugees in Germany</p>
<b>ASSESSMENT</b>	<p>Productive: Writing</p> <p>Receptive: Reading</p>	<p>Productive: Speaking</p> <p>Receptive: Listening</p>	<p>Productive: Writing</p> <p>Receptive: Reading</p>	<p>Productive: Writing (film essay)</p> <p>Receptive: Reading</p>	<p>Listening, Reading &amp; Writing</p> <p>Literature essay &amp; translation</p> <p>Speaking</p>	<p>Productive: Speaking</p> <p>Receptive: Listening</p>
<p><b>USEFUL RESOURCES / GUIDANCE:</b></p> <p>Hodder Education AQA A-Level German</p> <p>Oxford AQA A Level Grammar &amp; Translation Workbook</p> <p>Hodder Workbooks</p> <p>ZigZag resources</p> <p><a href="http://www.dw.com">www.dw.com</a></p> <p><a href="http://www.memrise.com">www.memrise.com</a></p> <p><a href="http://www.getrevising.co.uk">www.getrevising.co.uk</a></p> <p><a href="http://www.teachitlanguages.co.uk">www.teachitlanguages.co.uk</a></p> <p><a href="https://de.statista.com">https://de.statista.com</a></p>						





# Curriculum & Assessment Map

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Theme 3: Multi-culturalism in German-speaking society  Unit 9: Rassismus  7 school weeks	Theme 4: Aspects of political life in the German-speaking world  Unit 10: Deutschland und die EU  Der Besuch der Alten Dame – German play  7 school weeks	Theme 4: Aspects of political life in the German-speaking world  Unit 11: Politik und die Jugend  Der Besuch der Alten Dame – German play  6 school weeks	Theme 4: Aspects of political life in the German-speaking world  Unit 12: Die Wiedervereinigung und ihre Folgen  6 school weeks		
<b>SKILLS</b>	Discuss the impact of racism on its victims and the support available  Research which parties / organisations have racist agendas  Use relative and interrogative pronouns  Use a variety of negative expressions  Discuss the origins of racism  Translate the English gerund into German  Discuss how people resist racism  Use the subjunctive in indirect speech	Discuss how the EU has evolved and Germany's role within it  Use the perfect, imperfect and pluperfect tenses  Vary vocabulary by using synonyms  Discuss the pros & cons of the EU for Germany  Use da(r) + preposition to anticipate a 'dass' or infinitive clause  Understand the impact of EU expansion on Germany  Use the future perfect  Analyse the themes in the play 'Der Besuch der Alten Dame'	Discuss the ways and the extent to which young people engage in politics; use passive  Express criticism  Discuss priorities for youth politics in Germany  Use modal particles  Express approval and disapproval  Discuss the priorities of young people and the role of pressure groups  Use correct word order, including variations for emphasis  Analyse the themes in the play 'Der Besuch der Alten Dame'	Discuss the events and developments which led to German reunification  Use the pluperfect subjunctive in conditional sentences  Recognise and use subjunctive forms  Discuss and contrast the desired and actual outcomes of reunification  Use language for describing change  Discuss and compare the culture and identity of the old and new federal states		
<b>ASSESSMENT</b>	Productive: Writing Receptive: Reading	Productive: Speaking Receptive: Listening	Productive: Writing Receptive: Reading	Productive: Speaking Receptive: Listening		

**USEFUL RESOURCES / GUIDANCE:**

Hodder Education AQA A-Level German, Oxford AQA A Level Grammar & Translation Workbook, Hodder Workbooks, ZigZag resources, [www.dw.com](http://www.dw.com), [www.memrise.com](http://www.memrise.com), [www.getrevising.co.uk](http://www.getrevising.co.uk), [www.teachitlanguages.co.uk](http://www.teachitlanguages.co.uk), <https://de.statista.com>