



GERMAN CURRICULUM OVERVIEW

Key Stage 3

Transition Stage

Students are unlikely to have had any prior knowledge of German as it does not tend to be taught in primary schools in the UK. The course will enable students to use German to express their ideas and opinions about their lives and the environment they live in and understand and respond to spoken and written language. The enriching exposure to the culture, lifestyle and education systems in German-speaking countries will foster students' curiosity and broaden their knowledge. The topics include physical and personal identity, family, ways of spending free time, school life and living in a city. Students learn to describe themselves and others, justify their opinions and choices and use creative language to describe other aspects of the world around them. They engage in constant comparison between the target language and English in terms of vocabulary, grammar and syntax which strengthens their ability to recognise and apply a variety of language structures and styles as well as grammatical patterns and rules.

Foundation Stage

In Year 8 students continue to develop their language skills as key Year 7 topics are extended and addressed in more depth and detail. Leisure activities incorporate learning about holiday destinations and activities in German-speaking countries and describing past, present or future holidays. They also learn how to give their personal preferences on music, television and film genres as well as other interests. Students consider and describe the role of mobile telephones and fashion in their lives and share ideas about their uniform in primary and secondary schools. Students engage in cross-curricular learning and consider what constitutes healthy eating and lifestyle when they study the topic of food and drink in German. These highly relevant aspects of young peoples' lives contribute to their engagement in presenting and comparing their preferences and habits. The cultural enrichment focuses on the exploration of the lifestyle, cities, dishes and festivals in German-speaking countries. Students also research a German-speaking country as part of their Extended Homework Project.

Key Stage 4

Examination Stage

The programme of study for the Examination Stage is designed to develop key grammatical structures, language patterns and knowledge of different time frames further and extend the Year 10 students' vocabulary to allow them to give, discuss and justify opinions on a range of topics using an increasing range of tenses in order to meet the requirements of the GCSE course, which they will start in this year.

Students continue to develop and apply their literacy and numeracy skills through continuous comparison between target language and English vocabulary, syntax and grammar and continue to develop their study skills by dint of a range of excellent resources.

In Year 10 students return to reflect on their interests and free time activities using a wider range of language and grammatical structures to express preferences, trends and past habits. They engage in identifying their role models and justify why they feel inspired by them (Theme 1). Students learn to describe their local environment (Theme 2) and apply new language to identify the advantages and

Key Stage 5

Advanced Stage

The Advanced Level German course enables students to pursue their passion for the German language and culture. The curriculum builds on the knowledge, understanding and skills gained at GCSE. It combines a focus on language, culture and society and it further develops a range of transferable skills including presenting information clearly and accurately, critical thinking, independent research, organisational skills as well as curiosity and creativity.

In Year 12 students engage in retrospective and current studies of Germanic societies in the context of social, cultural and political changes. For example, they explore the traditional and current aspects of family life, the world of music, TV and fashion. Students are invited to reflect on modern life further as they identify – within their own setting and the setting of the German society - the role of the internet and new technologies, the impact of famous public figures and their potential for being important role models, all of great interest and relevance to people of their age.



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Transition Stage

Students will also apply their knowledge of numeracy when quantifying amounts, telling the time and using calculations. From the very beginning they develop a phonetical awareness as result of being exposed to a different alphabet and new sounds. Students are given opportunities to develop their study skills and independence by having access to a variety of excellent online and printed resources. They gain practice in the effective use of dictionaries and develop vocabulary memorisation techniques. Students are required to complete homework tasks on a regular basis and conduct a research project on a German-speaking country (Year 7 Extended Project). In Year 7 students begin to familiarise themselves with the format and expectations of the GCSE exam. The lessons and assessments are carefully structured to support and test listening, speaking, reading and writing skills which reflect the skills tested in the GCSE exam. A component of the Year 7 assessments is translation, which is a GCSE exam-specific task.

Foundation Stage

The Project also provides students with an excellent opportunity to apply their IT skills. The spiral and progressive curriculum enables students to consolidate and expand their vocabulary and develop their use of different language and grammatical structures (including the use of three tenses). Students are required to understand and describe facts and habits, relate past experiences and plan for the future. The subject is given a highly practical and authentic dimension when students engage in role plays of real-life situations, such as ordering food, arranging an outing or understanding and giving directions. Such tasks provide essential GCSE exam practice. In Year 9 students continue to develop their language skills as they are exposed to a broader lexical and grammatical content and maximise their efforts to develop good exam strategies. The GCSE exam themes are covered in more depth as students engage in describing their relationships with their family and friends, consider the importance of social media in

Examination Stage

living in a city. They employ new grammatical structures to express plans (the 'werden' future) and suggest solutions and changes (the conditional mood). The final module in Year 10 boosts students' cultural knowledge by enabling them to explore the typical foods and festivals in greater depth in the German-speaking countries and reflect on their uniqueness. Year 10 students are exposed to more culturally enriching activities during Excel Days when they are given the opportunity to look at and discuss popular films (as well as extracts from key literary texts, time permitting) in German. The focus of the course in the final year of the Examination Stage coincides with the time when Year 11 students find themselves thinking about their future in the context of education and employment.

Advanced Stage

Students develop a deeper understanding of the cultural identity of Germany and other German-speaking countries through closer study of their most significant religious and cultural festivals, traditional customs, gastronomy, and heritage in the world of arts and architecture. The historical content is enriched by the study of the history of Berlin from when it became the capital of the new German empire in 1707 up to present-day Berlin, naturally incorporating an analysis of its role before and after World War 2, of the reasons for the construction of the Berlin Wall and of post-Reunification Berlin. During Year 12, students study the film 'Lola rennt' exploring its innovative format and editing techniques as well as its depiction of the butterfly effect in the creation of a world of chaos. In Year 13, students study the tragi-comic play 'Der Besuch der Alten Dame' which exposes the fragile nature of morality.



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their life and the life of others, share their reading interests (Theme 1). When revisiting the topic of travel (Theme 2), students develop a wider range of language and grammatical structures, so that they can discuss environmental issues and learn the imperfect tense to describe problems during a holiday in the past. Their exam-related practice also includes role plays to do with booking a room in a hotel. When taking part in a critical discussion about their school (Theme 3), students develop skills to use comparative and superlative forms, express obligation, prohibition and possibility when referring to school rules. They apply their creativity and organisational skills to plan a school exchange. They also learn how to talk about their own as well as others' careers.

The course in Year 9 is structured to provide effective practice for the four skills and greater focus on exam-type tasks. The Year 9 assessments reflect the GCSE exam format more closely as they incorporate the photocard and role-play as well as conversation questions.

The cultural highlight for the Year 9 students is the residential trip to Cologne which is offered to students on a yearly basis. Students have the opportunity to experience and enjoy the unique and exciting culture of this popular and historic German city.

Students apply different time frames to express past experiences, current activities and plans for the future. They are invited to recognise the advantages of being able to speak a foreign language. Their language and personal skills are put to the test when they engage in simulated job application procedures.

The final module offered to Year 11 students requires them to define what constitutes a healthy lifestyle and identify local, national and global issues. Students apply their knowledge and new language to offer solutions to these issues.

In their final year before the exam, students practise for their GCSE exam by tackling past exam questions regularly, developing good exam strategies (Excel Day activities which focus on developing listening and reading skills) and taking part in two mock speaking exams.

These activities enhance the students' critical and analytical skills further and provide valuable practice in essay writing which forms part of the AS and Advanced Level exams in German, as well as in other subjects.

In the second year of the course, Year 13 students continue to develop their knowledge and command of the language and of the socio-cultural and socio-political aspects of the German-speaking countries, particularly with regard to their place within the European Union.

Students learn the history, causes and trends of as well as the impact of immigration on Germany, Austria and Switzerland, including charting the successes and failures of race-related integration and legislation.

Students are invited to reflect on their own political views and participation when studying young peoples' contribution in promoting democracy in Germany, Austria and Switzerland. They also have the opportunity to compare the challenges and aspirations they and young Germans share.

At the end of the course, the students – having acquired in-depth knowledge of the language, history, politics, culture and current situation of the German-speaking countries – are often keen to progress to further study or employment, using that knowledge and the much sought-after skills that they have also acquired during the Advanced Level course in German.