



GERMAN

Curriculum and Assessment Map 2021-2022

TRANSITION STAGE (KEY STAGE 3)

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



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ASSESSMENT	AUTUMN 1: Speaking AUTUMN 2: Listening, Reading and Translation & Writing	SPRING 1: Teacher-Set Task SPRING 2: Speaking	SUMMER 1: End-of-Year Listening, Reading & Translation SUMMER 2: Writing
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USEFUL RESOURCES / GUIDANCE:
 Stimmt! 1 (Pearson)
 Oxford Learner's German Dictionary (OUP)
 The Language Gym Sentence Builders
www.quizlet.com
www.linguascope.com

FOUNDATION STAGE (KEY STAGE 3)

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



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	Asking and answering questions Using fillers to buy time and improve spontaneity Preparing interviews/presentations in advance	+ infinitive (word order!) to give advice			
ASSESSMENT	AUTUMN 1: Writing AUTUMN 2: Listening, Reading and Translation & Speaking	SPRING 1: Teacher-Set Task SPRING 2: Listening, Reading & Translation	SUMMER 1: Speaking SUMMER 2: End-of-Year Listening, Reading, Translation & Writing		
USEFUL RESOURCES / GUIDANCE: Stimmt! 2 (Pearson) The Language Gym Sentence Builders Oxford Learner's German Dictionary (OUP) www.quizlet.com , www.linguascope.com					

FOUNDATION STAGE (continued) (KEY STAGE 3)

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Cinema and Music (Das Kino und Musik)	Education, Future Plans & Jobs (Ausbildung, Zukunftspläne & Berufe)	Sports, Healthy & Unhealthy Eating, Alcohol, Smoking & Drugs (Sportarten, Gesundes & Ungesundes Essen, Alkohol, Rauchen & Drogen)		The Environment (Die Umwelt)	Voluntary Work (Freiwilligenarbeit)
SKILLS	Say which type of films you like and dislike watching & how you watch them	Jobs and places of work arbeiten –full paradigm (als) Lehrer, etc	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		Was machst du, um die Umwelt zu schützen? Ich recycele ...	Say what you work as on a voluntary basis and why Ich arbeite freiwillig / ehrenamtlich als ...



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	<p>Give reasons for why you like and dislike genres</p> <p>gern / lieber / nicht gern mag, mögen (singular and plural forms) weil / da ... sind Subordinate clauses Review a film that you have seen</p> <p>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</p>	<p>arbeiten / werden / sein</p> <p>Female suffix -in</p> <p>Personal characteristics</p> <p>in + Dative (workplace)</p> <p>Um ... zu werden, braucht man gute Noten in ... (school subject) / das Abitur / einen Hochschulabschluß</p> <p>Future plans In der Zukunft werde ich / möchte ich als ... arbeiten Job applications/adverts</p>	<p>Describe what happens if you do not do sport Using wenn</p> <p>Inversion – remind students of word order rules</p> <p>Describing what hurts and other physical problems Using dative pronouns</p> <p>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</p> <p>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.</p>	<p>Ich laufe / fahre Rad / spare Wasser and other environmentally friendly actions</p> <p>Was sollte die Schule machen, um umweltfreundlicher zu sein?</p> <p>Die Schule sollte ...</p> <p>Was sind die größten Umweltprobleme? Main environmental problems</p>	<p>weil / um ... zu</p> <p>Say what voluntary work you have already done</p> <p>Understand longer texts where people describe the voluntary work that they have done</p> <p>Say where you would like to work on a voluntary basis</p> <p>Campaigns (Kampagnen / Aktionen)</p>
ASSESSMENT	<p>AUTUMN 1: Writing AUTUMN 2: Speaking: Photocard</p>		<p>SPRING 1: Listening, Reading & Translation SPRING 2: Teacher-Set Task</p>		<p>SUMMER 1: Speaking: Role-Play SUMMER 2: End-of-Year Listening, Reading, Translation & Writing</p>

USEFUL RESOURCES / GUIDANCE:
 Stimmt! 3 & GCSE (Pearson)
 The Language Gym Sentence Builders
 Oxford Learner's German Dictionary (OUP)
www.quizlet.com
 Sag Mal vocabulary guide

EXAMINATION STAGE (KEY STAGE 4)

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	<p>Personal Relationships (Menschliche Beziehungen)</p> <p>(Theme 1: Identity and Culture: Me, My Family and My Friends)</p>	<p>Free Time (Freizeit)</p> <p>(Theme 1: Identity and Culture: Free-Time Activities)</p>	<p>School (Auf in die Schule!)</p> <p>(Theme 3: Current and future study and employment)</p>	<p>Visiting a German Friend (Willkommen bei mir!)</p> <p>(Theme 2: Local, national, international and global areas of interest)</p>	<p>In Town (In der Stadt)</p> <p>(Theme 2: Local, national, international and global areas of interest)</p>	<p>On Holiday (Auf Urlaub)</p> <p>(Theme 2: Local, national, international and global areas of interest)</p>
SKILLS	Revision of personal characteristics: :past	Adverbs of preference	Present tense verbs (regular, e.g. lernen)	Daily routine House descriptions	Places in a town, incl. Imbissstube, Restaurant	Holiday locations and activities, type of



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	(imperfect) and present Adjectival endings Reflexive verbs: sich verstehen, sich streiten mit + Dative Possessive adjectives with the Dative Dative pronouns Subordinate clauses (weil) Modal verbs: müssen, können, dürfen + imperfect forms Possessive adjectives (Nom and Acc.) Separable verbs (present and perfect tense)	Definite and indefinite article in nominative and accusative case Word order – verb as second idea Plurals of nouns Negatives Seit + present tense Ich möchte + infinitive Moving between time frames	and irregular, e.g. tragen) Question words Asking questions Accusative adjectival endings Giving reasons Perfect tense Imperfect tense Modal verbs : müssen, dürfen Future tense with 'werden'	Healthy lifestyle, including health problems (tut weh, ich habe Durchfall / Verstopfung / Fieber, ich bin gefallen, etc) Prepositions with accusative and dative Separable verbs Using du and Sie Subject and object pronouns Relative clauses Subordinate clauses with 'wenn' Subordinate clauses with 'dass'	Transactional structures to do with: asking for directions and ordering food Vorteile und Nachteile meiner Stadt Time, Manner, Place Comparative/ superlative adjectives Using ' dieser ' Imperatives Present tense of ' wollen ' ' Es gab ' + accusative + adjectival endings Future tense	holiday, weather and seasons Transactional structures to do with: booking accommodation, buying bus and train tickets; shopping for souvenirs; reporting lost property nach/in/an Prepositions+Genitive Es gibt/es gab/es wird...geben + Accusative + Accusative adjectival endings Man sollte + infinitive Past and future tense holiday activities
ASSESSMENT	AUTUMN 1: Writing: 90 words	AUTUMN 2: Speaking: Photocard	SPRING 1: Listening & Reading	SPRING 2: Writing	SUMMER 1: Listening & Reading (Full Papers)	SUMMER 2: Mock Speaking
USEFUL RESOURCES / GUIDANCE: Stimmt! GCSE (Foundation / Higher) (Pearson) Oxford Learner's German Dictionary (OUP) www.quizlet.com www.dict.cc Exampro Target 9 and Target 5 Revision Workbooks, Kate Languages and ZigZag practice exam tasks www.pearsonactivelearn.com						



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EXAMINATION STAGE (continued) (KEY STAGE 4)

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Our Wonderful World (Unsere wunderbare Welt) (Theme 2: Local, national, international and global areas of interest) 14 school weeks		The World of Work (Die Arbeitswelt) (Theme 3: Current and future study and employment) 12 weeks		Revision and Preparation for Exams 6 weeks	
SKILLS	Cultural awareness: Describing key German sporting events: Munich and Garmisch-Partenkirchen Olympics Euro 96 Berlin Marathon Perfect Tense of stattfinden, teilnehmen, dauern, gewinnen		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			



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	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 env. issues (due to large events)		Talking about your dream job Using a variety of tenses Discussing reasons for learning German and other languages Giving reasons using um ... zu			
ASSESSMENT	AUTUMN 1: 2020 Listening Exam 2020 Reading Exam (in hall)	AUTUMN 2: 2020 Writing 2018 Speaking	SPRING 1: 2021 Listening 2021 Reading	SPRING 2: 2021 Writing 2019 Speaking (mock)	GCSE Speaking Exam	GCSE Listening, Reading and Writing Exams
USEFUL RESOURCES / GUIDANCE: Stimmt! GCSE (Foundation / Higher) (Pearson) Oxford Learner's German Dictionary (OUP) www.quizlet.com www.dict.cc Exampro, Target 9 and Target 5 Revision Workbooks ZigZag practice exam tasks Kate Languages practice exam tasks www.pearsonactivelearn.com						

ADVANCED STAGE

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Theme 1: Aspects of German-speaking society Unit 1: Familie im Wandel Unit 2: Die digitale Welt 7 school weeks	Theme 1: Aspects of German-speaking Society Unit 3: Jugendkultur, Musik, Mode und Fernsehen Unit 4: Feste und Traditionen 7 school weeks	Theme 2: Artistic culture in the German-speaking world. Unit 5: Kunst und Architektur Film – Lola Rennt 6 school weeks	Theme 2: Artistic culture in the German-speaking world. Unit 6: Das Berliner Kulturleben Film – Lola Rennt 6 school weeks	STUDY LEAVE 6 school weeks	Theme 3: Multi-culturalism in German-speaking society Unit 7: Einwanderung Unit 8: Integration 5 weeks
SKILLS	“Loosening tongues” (2-week long strategy to	Discuss fashion and the importance of image	Discuss the influence and role of art and architecture today	Discuss the influence of political events on Berlin Speak persuasively		Explain the main reasons why people migrate



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<p>build up confidence in speaking)</p> <p>Discuss relationships and possible problems within a family Use the present tense, incl. modal verbs</p> <p>Read a literary extract</p> <p>Understand the changing roles & expectations for partnership recently 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>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>Use pronouns 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 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>Summarise a reading passage</p> <p>Use reflexive verbs 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 & into the future</p> <p>Use the pluperfect tense</p> <p>Analyse the themes of the film 'Lola rennt'</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 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>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 & 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> <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>
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ASSESSMENT	AUTUMN 1: Topic Tests	AUTUMN 2: Trial Exam	SPRING 1: Trial Exam Mock Speaking Exam	SPRING 2: Topic Tests & Essay on the Film	SUMMER 1: Practice / Past Exam Papers 1-3	SUMMER 2: Topic Tests
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USEFUL RESOURCES / GUIDANCE:
 Hodder Education AQA A-Level German
 Oxford AQA A Level Grammar & Translation Workbook
 Hodder Workbooks
 ZigZag resources
www.dw.com
www.memrise.com
www.getrevising.co.uk
www.teachitlanguages.co.uk
<https://de.statista.com>

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Theme 3: Multi-culturalism in German-speaking society Unit 9: Rassismus	Theme 4: Aspects of political life in the German-speaking world Unit 10: Deutschland und die EU Der Besuch der Alten Dame – German play	Theme 4: Aspects of political life in the German-speaking world Unit 11: Politik und die Jugend Der Besuch der Alten Dame – German play	Theme 4: Aspects of political life in the German-speaking world Unit 12: Die Wiedervereinigung und ihre Folgen		
SKILLS	Discuss the impact of racism on its victims and the support available Research which parties / organisations have racist agendas Use a variety of negative expressions Discuss the origins of racism Translate the English gerund into German	Discuss how the EU has evolved and Germany's role within it Use the perfect, imperfect and pluperfect tenses Discuss the pros & cons of the EU for Germany Use da(r) + preposition to anticipate a 'dass' or infinitive clause	Discuss the ways and the extent to which young people engage in politics; use passive Express criticism Discuss priorities for youth politics in Germany Express approval and disapproval Discuss the priorities of young people and the role of pressure groups	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		



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	Discuss how people resist racism Use the subjunctive in indirect speech	Understand the impact of EU expansion on Germany Use the future perfect Analyse the themes in the play 'Der Besuch der Alten Dame'	Use correct word order, including variations for emphasis Analyse the themes in the play 'Der Besuch der Alten Dame'	Discuss and compare the culture and identity of the old and new federal states		
ASSESSMENT	AUTUMN 1: Topic Tests	AUTUMN 2: Trial Exam	SPRING 1: Trial Exam Mock Speaking Exam	SPRING 2: Topic Tests & Essay on the Play	SUMMER 1-2: A-Level Papers 1-3	
USEFUL RESOURCES / GUIDANCE: Hodder Education AQA A-Level German, Oxford AQA A Level Grammar & Translation Workbook, Hodder Workbooks, ZigZag resources, www.dw.com , www.memrise.com , www.getrevising.co.uk , www.teachitlanguages.co.uk , https://de.statista.com						