

Curriculum knowledge overview

Subject: GERMAN

Year group		Cycle 1	Cycle 2	Cycle 3
8	Topic	HOLIDAYS:	FOOD AND DRINK	FREE TIME ACTIVITIES /NEW TECHNOLOGY
	Key knowledge (R: reinforcement)	In this cycle, students will learn to give an account of a holiday. They will begin to use narration techniques with more confidence.	In this unit, students will learn to ask for a range of food & drinks; count to 100 and beyond with accuracy; ask and give the price in euros and cents and find out more about the euro currency (where & when it came into circulation, denominations). They will learn about meals in the target language countries (what the differences and similarities are); describe what they eat and drink for each meal; express likes, dislikes and preferences with reasons and also describe what people eat and drink in different parts of the world, with personal opinions.	In this cycle, students will learn how to discuss which leisure activities they like / dislike using a range of verbs in the present tense using adverbs of frequency. They will also learn how to refer to past events. They will find out what leisure activities people enjoy doing in the target language country.
	Rich vocabulary	Nach/in die + countries; transport; weather (Past), e.g. das wetter war/es war; perfect tense of haben and sein verbs; using "dort" to avoid repetitions; giving opinions using es war + range of adjectives specific to the topic.	Quantities; higher numbers; asking questions / Using Sie in formal situations (e.g. in a café or a restaurant); verbs of opinions (R + ich weiß nicht, ob ich...); giving reason using a range of adjectives appropriate to the topic; Use of modifiers (wenig, zu, ein bisschen); Names of countries; Using the pronoun "man" to refer to people; the perfect tense; the future tense; connectives.	Verbs of opinion (R); connectives (R + obwohl); possessive adjectives (R); adverbs of frequency; Es gibt... ; definite vs indefinite articles; present of the verbs gehen and machen ; using a range of pronouns (including man & wir); places + prepositions; question words (R); the perfect tense (1 st person sg) of regular verbs and of gehen and machen; es war + opinions.
	Assessment			Listening and reading assessments

9	<p>Topic</p> <p>Key knowledge (R: reinforcement)</p> <p>Rich vocabulary</p>	<p>DAILY ROUTINE/SCHOOL:</p> <p>In this cycle, students will learn to describe their daily routine. Students will revisit how give the time in order to do so more accurately and with increasing confidence. They will learn how to use reflexive verbs in the past, present and future with the 1st and 3rd person; to use the possessive adjectives with more confidence; to link sentences using a range of connectives and sequencing words / time expressions and to form questions containing reflexive verbs. Students will also learn what it is like to study in Germany, compare their timetables etc. Students will learn to use German for classroom purposes, describe their timetable and uniform and their plans for the near future.</p> <p>haben (R); articles; verbs of opinions (R + superlatives, complex opinion phrases) ; giving reasons using a range of adjectives appropriate to the topic & intensifiers (R + zu); connectives (R + außerdem, während (genitive)) ; the time (12 hour clock) ; adjectives including invariable ones ; modal verbs (können, dürfen, müssen); the near future (werden + infinitive); the perfect tense. Reflexive verbs with ich, du, er, sie, wir; the time (12 & 24 hour clock); connectives (R + während) & sequencing words (erstens, bevor, danach, dann,</p>	<p>HOME</p> <p>In this cycle, students will learn to describe where they live including their local area, their home and their own room. They will also learn what it is like to live in the target language country (geography and diversity of areas, accommodations and features).</p> <p>Negative statements (nicht, nie); adverbs (immer, oft, manchmal, selten/kaum); the possessive form (von) + genitive case; possessive adjectives (R) ; adjectives and adjectival endings; Prepositions (in, auf, unter, zwischen, vor, hinter, in der Nähe von, neben, gegenüber, links, rechts) ; dative/acusative cases; the perfect, present and simple future (will) of regular verbs and key irregular verbs. Questions words (R).</p>	<p>HEALTHY LIFESTYLES:</p> <p>In this cycle, students will learn to give advice, agree & disagree about health, justifying their points of view. They will learn how to describe what they do to keep healthy (diet, sport, sleep, drugs such as smoking and alcohol). They will also learn how to describe what they used to do in the past as well as what they could / should to do to improve their health. They will learn parts of the body and how to describe how they feel should they feel unwell. They will revisit adjectives to make descriptions.</p> <p>the imperative form with du, Sie and ihr; agreeing and disagreeing (e.g. ich bin damit einverstanden/nicht) with reasons (e.g. es ist gesundheitsschädlich/gesund/ungesund) ; spielen/machen + relevant infinitives; modifiers (R + viel, mehr, weniger...) ; the negative form (nicht) ; time expressions (manchmal, jeden Tag, (...)mal pro Woche, (...) morgens, nachmittags, abends, seit) R dative; asking questions (R) ; the perfect tense (R + in negative statements) ; the perfect tense verbs & key verbs such as faire, boire, aller, être &</p>
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	Assessment	<p>letztens); possessive adjectives (R) + reflexive pronouns (mich, dich, sich, uns); perfect and future tense of reflexive verbs.</p> <p>Reading & writing assessment (healthy vs unhealthy lifestyles)</p>	<p>Listening, reading and writing assessment</p>	<p>avoir ; modal verbs (müssen / können + infinitive) ; The plural of nouns (including irregular forms, e.g words which take an umlaut, -en, -s. Ich habe ...schmerzen, Mein... tut weh. Possessive adjectives (sein/e) ; adjectives (R); perfect tense and future of regular and common verbs with the third person (er, sie, or man)</p> <p>Writing (a holiday postcard)</p>
10	<p>Topic</p> <p>Key knowledge (R: reinforcement)</p> <p>Rich vocabulary (R: reinforcement)</p>	<p>AQA - Unit 1.1: Me, my family and friends (relationships, marriage and partnership).</p> <p>In this unit, students will revisit how to give information about themselves and their family and friends. They will learn how to describe their relationship with others and share their plans and attitudes regarding marriage / partnership and children. Students will also learn to describe their ideal partner.</p> <p>Members of the family (R) Present of –er verbs & common verbs (haben, sein, gehen, machen) with all pronouns; reflexive verbs (sich mit... verstehen), Case system and terminology e.g. subject, direct object, indirect object (nominative, accusative and dative); sein in present tense; haben + accusative; weak verbs in present tense; revision of</p>	<p>AQA – Unit 1.3: Free time.</p> <p>In this unit, students will discuss their favourite free time activities (including sport, music, TV, films and eating out). They will describe what they did recently with family/friends and what they are planning on doing. They will learn how to write a description of a film they have seen recently on TV or at the cinema.</p> <p>Types of music; types of TV programmes ; genres of films ; eating out; giving opinions using a range of adjectives specific to the topic (R); the present tense, including gehen, haben, sein and machen with ich, man and wir; the perfect tense with haben and sein (first person, third and 1st plural) (R); the future tense; time expressions & sequencing words (R); appropriate strong</p>	<p>AQA – Unit 2.1: Home, town, neighbourhood and region (home, where I live)</p> <p>In this unit, students will revisit how to describe where they live, including their home and their local area. They will learn to discuss the positive and negative aspects of where they live.</p> <p>“dort” (R) & seit (ich wohne dort seit... Jahren); Types of accommodation; adjectival endings; rooms in the house (R); furniture; prepositions + cases (R); Opinions (P, N ; P/N); es gibt + accusative + kein; places in town (R); wenn man...; types of town ; the modal verb : Können (man kann, man kann nicht) + word order; advantages and disadvantages; definite and indefinite</p>

		word order for separable verbs; possessive adjectives in nominative, accusative and dative; plural adjective endings for descriptions; personal pronouns – nominative, accusative and dative	verbs in present tense; review of word order with separable verbs; verb as 2nd idea and word order with perfect tense; future tense introduced e.g. weekend plans; wenn clauses and word order rules	articles; verb as 2nd idea rule (R); adjective endings rules to enhance descriptions; expressions of quantity and endings including kein.
	Assessment	Listening, reading & writing assessment (Kerboodle)	Listening & writing assessment (Kerboodle)	Trial exam – Speaking & Writing (June)
	Topic	AQA – Unit 1.2: Technology in everyday life (social media and mobile technology).	AQA – Unit 1.4: Customs and festivals.	
	Key knowledge	In this unit, students will learn how to discuss what their favourite gadget/mobile technology are and give reasons for their choice; ask questions about mobile phones and report their findings; explain how often they use the Internet and for what purposes; discuss their favourite websites; discuss the advantages and disadvantages / dangers of using the Internet / social media / mobile technology.	In this unit, students will revisit and/or learn facts about a variety of German festivals and customs including Christmas, Karneval, Easter, Nikolaustag, Silvester, Advent etc. Students will learn how to describe a special occasion or a festival they attended; make, accept or decline an invitation to go out. They will also discuss whether they are for or against customs and traditions.	
	Rich vocabulary (R: reinforcement)	Vocab specific to new technologies; asking Qs; um... zu; adverbs and time expressions (R), giving personal opinions using a higher range of vocabulary; perfect and imperfect tenses together; how life has changed; how things were before technology – imperfect tense of weak and selected strong verbs;	Names of festivals; key verbs in the perfect, present and future (e.g verbringen, feiern, öffnen, bekommen, geben...); time expressions (R); demonstrative pronouns (diese etc.) ; the perfect tense of haben, sein & reflexive verbs with ich, man, wir (R), including strong verbs; simple past including es	

		<p>ungesund, ausgewogen); verbs such as vermeiden & probieren; sollen (man soll/sollte (nicht)); positive and negatives aspects; imperfect tense (R) ; the future (R); addictions (Rauchen (Tabakvergiftung), Alkohol (Alkoholismus), Drogen (Drogensucht); recap on modal verbs + word order; um...zu + infinitive (um fit zu bleiben); range of negative expressions; als + selected imperfects eg war, hatte and modals; previous health habits using selected imperfect tenses</p>	<p>+ conditional tense (wenn ich Zeit hätte, würde ich (conditional)) ; dieser, jeder in all cases</p>	<p>modal verbs (R dürfen + infinitive) ; wenn (+ consequences); sequencing words (R); question words (R); qualifications & post 16 establishments (Abi, Abschluss, Diplom, Oberstufe, Universität) ; the future (R) ; um... zu + infinitive (R); time expressions (R); jobs and part-time jobs (Teilzeitjobs, Karrieren) and their pros and cons ; revisiting future and conditional tenses ; adverbs such as vielleicht, hoffentlich and word order</p>
	Assessment		<p>Trial exam in speaking test.</p>	<p>Past papers – Exam practice.</p>
	Topic	<p><u>AQA – Unit 2.3 – The environment.</u></p>	<p><u>AQA – Unit 2.4 – Travel and tourism.</u></p>	
	Key knowledge	<p>In this unit, students will look at environmental issues and learn how to explain what they do / did recently / should do in the future to protect the environment.</p>	<p>In this unit, students will learn to describe where they normally go on holiday, what they like to do there, where they prefer to stay and why and whether they prefer to spend their holiday with their friends or their family. They will learn to discuss the positive and negative aspects of their accommodation / location. They will also learn to describe a past holiday and their dream holiday.</p>	
	Rich vocabulary (R: reinforcement)	<p>Environment vocabulary : e.g. das Recycling, die Mülltrennung, die Verpackung, Bioprodukte, der Abfall, die Verschwendung, die Erdewärmung, etc.;</p>	<p>Countries (R); transport; dort, dorthin (R); accommodation; time expressions (R) ; the verb gehen in 3 tenses; perfect tense of haben and sein verbs (R); giving</p>	

	Assessment	<p>a range of adverbs (R) ; man sollte + infinitive; giving reasons ; modal verbs linked to behaviours (must do/can do/should do/could do etc) ;past tense for effects of behaviours on environment ; wenn sentences revised for outlining consequences of actions ; pluperfect tense</p> <p>Trial exam in listening, reading and writing.</p>	<p>opinions using a range of adjectives ; connectives (R) ; The future and other verbs referring to the future (R); the conditional (R); connectives als, bevor, bis, dass, nachdem, ob, obwohl, während, weil, wenn, wo to develop greater complexity in spoken and written accounts of past events or experiences; weather expressions; time, manner, place (TMP) word order rule</p> <p>Writing assessment.</p>	
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