

Cycle 1 - Outline of Learning			
Subject	German HOLIDAYS		
Year group	8		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	Cultural discussion about Germany and its capital/ Introduction to holiday destinations (countries) /Present tense/Ich fahre nach/Ich fahre in die – highlight difference/modes of transport		
Week 2	Holiday activities/present tense conjugation of regular and irregular verbs using ich, wir, (er/sie)/time phrases/opinions/verb 2 nd word order rule		
Week 3	Holiday activities/time phrases to refer to the past/perfect tense/haben + sein as auxiliaries/regular and irregular past participles		
Week 4	Weather (present and imperfect)/giving opinions/descriptions about past holidays (imperfect)/es war, es gab, es hatte		
Week 5	Asking and answering questions (2 nd person)/question words		
Week 6	Adjectives + opinions/Using perfect and imperfect tenses together to describe a past holiday.	Creative writing : « Tripadvisor » style review of a holiday	
Week 7	Future tense + future holiday plans/time phrases to introduce future tense/WERDEN + infinitive		
Week 8	Revision of topic in past, present and future tense./address misconceptions/ Pre-assessment task. HW: Learn key questions		
Week 9	Speaking test to be conducted over 4 lessons.	<u>Summative assessment</u> <u>Speaking test</u>	

		<p>Was machst du in den Ferien? Wo bist du letztes Jahr gefahren (perfect)? Wie war das Wetter (imperfect)? Wo wirst du nächstes Jahr fahren (future)? Hast du eine Frage für mich ?</p> <p>Students are expected to ask a question and respond to one they have not prepared to get the highest score.</p>	
Week 10	Speaking tests (cont.)		
Week 11	Intervention based on QLA (specify focus and method)		
Week 12	Intervention based on QLA (specify focus and method)		
Week 13	Intervention based on QLA (specify focus and method)		
Week 14	Intervention based on QLA (specify focus and method)		

Cycle 1 - Outline of Learning			
Subject	German DAILY ROUTINE/SCHOOL		
Year group	9		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	Daily routine/reflexive verbs in present tense (first person)/recap of time/numbers/adverbs of sequence		
Week 2	School subjects/describe when you have certain subjects (present tense)/Give opinions about subjects/time		
Week 3	Describe school day (routine and timetable) using present tense and time/Comparison of German and British school days (cultural)		
Week 4	Description of school + facilities/Wie ist deine Schule ? Was gibt es in deiner Schule ?/ Types of schools in Germany		
Week 5	Comparatives/Was findest du besser?/comparing German and British school systems and facilities/ reasons (den, da, weil) + word order		
Week 6	School rules/ Uniform/ Description of uniform (colours, adjectives, adjectival agreement)/ Modal verbs (müssen, sollen, dürfen, können)		
Week 7	Revision of topic/combining all elements.	Pre-assessment task: extended writing with feedback given (WWW/EBI)	
Week 8		<u>Summative assessment:</u>	
Week 9	Intervention based on QLA (specify focus and method)		
Week 10	Intervention based on QLA (specify focus and method)		
Week 11	Intervention based on QLA (specify focus and method)		
Week 12	Intervention based on QLA (specify focus and method)		

Week 13	Intervention based on QLA (specify focus and method)		
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Cycle 1 - Outline of Learning			
Subject	German		
Year group	10		
AQA – Unit 1.1	IDENTITY & CULTURE Me, my family and friends (relationships, marriage and partnership).		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	To give personal information / Consolidate the present tense of key verbs (full conjugation of regular verbs & key irregular verbs (haben, sein, fahren etc.)		
Week 2	To describe your family / Members of the family / All possessive adjectives / Relative pronouns (die, der).	Key questions: Erzähl mir über deine Familie/Beschreibe deine Familie. Hast du Geschwister ? Kannst du deine Mutter/Stiefmutter/deinen Vater/Stiefvater beschreiben ?	
Week 3	To explain how you get on with different members of your family / Reflexive verbs (sich mit jdm verstehen, auf die Nerven gehen, mit jdm. auskommen) / Giving reasons.	Key questions: Wie kommst du mit deiner Familie aus ?/Wie verstehst du dich mit deiner Familie ? Streitest du manchmal mit deiner Familie ? (Sind Großeltern wichtig ? Verbringst du viel Zeit mit deinen Großeltern ? warum ?)	
Week 4	To describe your best friend / Qualities / Adjectival agreement (R) / Giving a point of view.	Key question : Beschreibe deinen besten Freund/deine beste Freundin Beschreibe dich. Wie bist du ?	
Week 5	To describe your plans for the future (marriage, partnership, children) / The future tense / wollen + infinitive, werden + infinitive / Time phrases to introduce future plans (In der Zukunft, später) / Wenn phrases (conditional + conditional)/ Conditional of sein, haben, werden/ For or against marriage with reasons.	Key question: Möchtest du in der Zukunft heiraten und Kinder haben? Ist Ehe wichtig oder altmodisch im 21. Jahrhundert?	
Week 6	Continue conditional tense/ To describe your ideal partner / Qualities / Adjectival agreement (R) /	Key question : Beschreibe deinen idealen Partner/deine ideale Partnerin ? Wie soll er/sie sein ?	

Week 7	Exam practice: planning for the 90 & 150 word questions. Revision of key tenses.		
Week 8		Summative assessment (Kerboodle – AQA GCSE – Unit 1 – Me, my family and friends: Foundation or higher: listening, reading, writing / translating)	
AQA – Unit 1.2	IDENTITY & CULTURE Technology in everyday life		
Week 9	To talk about your favourite gadget(s) & technology (social media) / To give reasons / Explain when or how often and why you use mobile technology / Time expressions & adverbs (R) / um ...zu + infinitive. Intervention based on QLA (specify focus and method)	Hast du ein Handy? Wie findest du dein Handy? Was für mobile Technologien benutzt du? Etc.	
Week 10	To ask a range of questions (wie, wo, wann, welche, warum, wer, mit wem, wieviel, was, um wieviel Uhr)/ To conduct a survey about mobile phones & discuss attitudes towards mobile phones. Intervention based on QLA (specify focus and method)	Key questions : Ist dein Handy wichtig für dich ? warum /nicht ? (WWW/EBI)	
Week 11	To discuss the advantages and dangers of the Internet and social media (including fraud and cyber-bullying) / Present tense (regular and irregular verbs)/Dank, ohne, wegen/ Dative and genitive cases/ Intervention based on QLA (specify focus and method)	Key questions : Benutzt du soziale Medien? Wie findest du soziale Medien? (was für, wie oft, wo) Was sind die Vor- und Nachteile von sozialen Medien ? (WWW/EBI)	
Week 12	Intervention based on QLA (specify focus and method)		
Week 13	Intervention based on QLA (specify focus and method)		

Cycle 1 - Outline of Learning			
Subject	German		
Year group	11		
AQA – Unit 2.2	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Social issues: Healthy / Unhealthy living		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	To describe what you do to keep healthy / time + frequency phrases expressions/ Sports including extreme sports/treiben/spielen/Machen / opinions HW:	Key question : Was machst du, um fit zu bleiben ? Bist du sportlich oder unsportlich ? warum ?	
Week 2	To recognise and make a range of negative statements (kein and nicht) / To describe your diet / To name different food groups /To use the correct articles (R)/ To discuss whether your diet is healthy/unhealthy with reasons Present and Perfect tense of key verbs (essen, trinken, vermeiden, versuchen) / sollen (conditional) – man sollte – impersonal.	Key question: Bist du fit und gesund? Was isst/trinkst du gern? Ist das gesund oder ungesund?	
Week 3	To discuss the advantages and disadvantages of fast food / Contrasts/ Comparatives.	Key questions : Warum sind so viele junge Leute übergewichtig ?	
Week 4	To describe what you used to do to keep healthy / The Imperfect tense (R) (als ich jünger/kleiner war)/ Signposts (früher/jetzt)/Als for talking about past tense	Key question : Wie ist dein Lebensstil ? Beschreibe dein Lebensstil	
Week 5	To discuss what you could / should do to keep healthy in the future / To use a range of modal verbs (ich sollte, ich müsste, ich würde / Quantifiers (mehr, weniger, ein bisschen, viel, wenig etc.)	Key question: Was sollte man machen, wenn man zu dick ist ? Was sollten junge Leute mit Übergewicht machen, um abzunehmen ?	
Week 6	To discuss addictions (Rauchen /Tabakvergiftung, Alkohol/Alkoholismus, Drogen /Drogensucht)/ To give and justify a point of view	Key questions : Rauchst du manchmal ? Was ist deine Meinung zu Alkohol trinken ?	

Week 7	Exam practice & Revision in preparation for November trial exams.		
Week 8		Summative assessment Trial exams (date tbc) Listening Reading Writing (Speaking to take place in Jan/Feb).	
Week 9	Intervention based on QLA (specify focus and method)	The trial exams are likely to go over two to three weeks.	
AQA – Unit 2.2	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Global issues: The environment		
Week 10	To discuss environmental issues and explain what you do and did recently to help / protect the environment / To discuss which actions are beneficial or harmful for the environment. Intervention based on QLA (specify focus and method)	Key questions : Was für Umweltprobleme gibt es ? (WWW/EBI)	
Week 11	To discuss what you could do to protect the environment Conditional tense of modal verbs (müssen, können, sollen) + impersonal man sollte Intervention based on QLA (specify focus and method)	Key questions : (WWW/EBI) Was können wir in unserer Gesellschaft machen, um die Umwelt zu schützen?	
Week 12	Customs and festival link – St Nikolaus + Weihnachten in Deutschland – comparing German and British Christmas traditions Intervention based on QLA (specify focus and method)		
Week 13	Intervention based on QLA (specify focus and method)		

