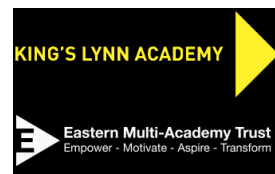


# Implementation: Curriculum Narrative



**Subject: German**

**Year: 9**

**Author: C Bracher**

## Key Knowledge

*Pupils will know*

### Key Threshold Concepts:

- *Awareness of gender*
- *Awareness of key graphemes/phonemes (phonics) and that these are different in German and English*
- *Equipped with useful strategies to memorise vocab and an understanding of why this is an essential language learning skill*
- *Verbs come from the infinitive and need to be changed for person, tense and number*
- *Understanding that word for word translations don't always work*
- *There are multiple strategies that allow you to decode other languages.*
- *Communication is key – find a way.*

### *In addition to KS3 threshold concepts.*

- *Awareness of different grammatical features which are affected by gender, number and case*
- *Awareness that tenses exist beyond past, present and future*
- *Imperfect tense is a past tense used for formal written communication*
- *There are multiple ways to ask questions and these methods can be applied to any situation*
- *Equipped with useful strategies to understand and analyse complex written texts on a range of topics*
- *Equipped with useful strategies to deduce meaning of spoken language in a wide variety of situations*
- *Develop spoken and written responses as far as possible*
- *Giving and expanding opinions is essential*

## Key Skills

*Pupils will be able to*

### Subject Skills:

#### *Unit 1 – My life*

- Reflexive verbs
- separable verbs
- word order with *wenn*

#### *Unit 2 – Transactional Language*

- Taking part in role-plays and conversations
- Ask questions
- Rephrase and repair strategies
- Understanding questions and question words

#### *Unit 3 – School (GCE topic 1)*

- Imperfect tense
- Perfect tense of separable verbs

#### *Unit 4 – Free time (GCSE topic 2)*

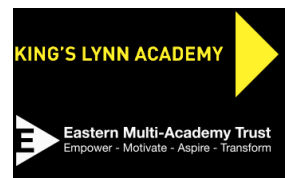
- nouns, plurals and articles
- adverbs of frequency and place + word order
- conditional tense
- using and understanding mixed-tense texts
- Expressing advantages and disadvantages of technology

### **Context**

Previously seen vocabulary will be revisited by its deliberate re-occurrence in listening and reading tasks. As we progress through the year, end of unit assessments will increasingly contain more questions/vocab from previous units. Additionally, ongoing vocab tests will include words from previously learned lists. Quizlet will be used as the main platform to monitor pupils' vocab learning at home, although additional learning strategies will be shared with pupils and they will be encouraged to use these as well.

Previously learned skills will be revisited, again through their appearance in written and spoken texts. Such texts will be analysed and questioning used to encourage pupils to spot and understand grammatical features that they have already studied. In assessments, translation, speaking and writing tasks will require pupils to include a variety of grammar and linguistic structures from their previous learning, in addition to the most recently learned.

Low stakes testing, for example quizzes and mini whiteboard activities, will also be used regularly in lessons to check pupil's understanding of previously taught concepts.



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### Subject Specific Knowledge and Sequencing:

#### Grammar

imperfect tense of *haben, sein*

Using *ich freue mich*

Verb paradigm present tense of *werden*

Verb paradigm conditional tense of *werden*

#### Vocab

Daily routine vocab

clothes vocab

Transactional language for asking questions, ordering food,

buying tickets, shopping, booking accommodation

Vocab to describing problems in shops/accommodation

Vocab about pressure and success in school

books/reading

New sport, hobbies, music vocab

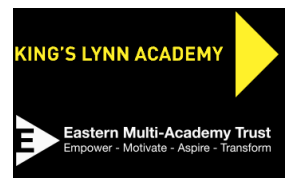
Language of advantages and disadvantages

### Prerequisites and Spiral Teaching:

Prerequisites and Spiral Teaching:

Students will enter year 9 having had a solid introduction to German in years 7 and 8. The year 9 course will build on this, further developing the skills of listening, reading, speaking and writing and extending the range of grammatical structures which students can apply in their own work.

- Phonics have been introduced and practised in key stage 3. Key phonemes to be pointed out whenever they occur in new words
- Numbers /days / months / times – to be used in German for classroom communication wherever relevant. Numbers and times will be specifically revisited in term 1.
- Introducing and giving information about yourself – constant re-visiting of how to do this at the start of



### **Culture**

Particular focus on what life is like in German speaking countries during *My Life* unit.

The differences between the German and English school systems will be considered in unit 3.

Throughout all units, texts will be based on people's experience of German speaking countries and authentic resources to be used where possible.

Authentic literary texts to be used as appropriate to build pupils skills at understanding and interpreting such texts.

written/spoken tasks and assessments. This will be especially prevalent in unit 2 where information will be used in role plays.

- Haben / sein in present tense - point them out to students whenever they occur in texts and make sure students know when they are using them.
- Students have been introduced to a wide range of adjectives in KS3. These will be used throughout resources used for teaching new topics.
- Giving and expanding opinions –Students to be encouraged to use previously learned opinion structures to give opinions on all new topics. This range of structures will increase during the year.
  - Previously learned topic vocab will be revised at the beginning of each new topic.
  - Present tense verb endings – re-visit whenever a new present tense verb is introduced and make sure students can use it with all pronouns
  - Key irregular verbs in present tense) –point them out to students whenever they occur in texts and encourage use of them when students write/speak
  - Future tense – point it out in texts and use the examples to remind students of its formation. Encourage them to use it to extend their written and spoken answers.
  - Perfect tense – point it out in texts and use the examples to remind students of its formation. Encourage them to use it to extend their written and spoken answers.
- Asking questions – this will be practised with a range of contexts and topics throughout the year.

### **Cross-Curricular Knowledge Links:**

- English - Parts of speech, grammar, literacy terms
- English - Reading for gist, skimming, scanning and decoding text
- English - Developing oracy
- Maths – simple use of numbers (+/-/x/÷)
- Geography – different countries/cultures
- Promoting positive relationships
  
- Memory skills used across the curriculum

### **Reading Lists / Sources / Reading around the subject recommendations:**

- Edexcel GCSE German 9-1 Textbooks (foundation and higher)
- Fairy tales in German or English (e.g. Hansel and Gretel, Rapunzel, Rumpelstiltskin, Peid piper of Hamelin)



- Tintenherz/ Inkheart trilogy in German or English
- Emil and the Detective in English or German
- Mr Men books in German
- Harry Potter in German

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

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

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

[www.leo.org](http://www.leo.org) (online dictionary)

[www.german.about.com/index.htm](http://www.german.about.com/index.htm)