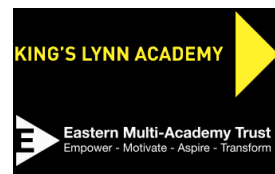


# Implementation: Curriculum Narrative



**Subject: German**

**Year: 10**

**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 – People and relationships (GCSE module 3)*

- Possessive adjectives
- Dative with mit
- Using pronouns (subject, object and relative)
- Comparing the past with the present
- Describing a photo
- Using modals in the imperfect

#### *Unit 2 – House and Home (GCSE module 4)*

- use of prepositions with dative and accusative
- using es gibt with ein/kein

#### *Unit 3- Holidays and travel (GCSE module 6)*

- Pluperfect tense
- using zu+ infinitive

#### *Unit 4 – Future aspirations, study and work (GCSE module 7)*

- Use of conditional modal verbs
- recognising and using sequencers
- Use of correct register to apply for a job
- Using *um...zu*
- Using *etwas* + adjective
- Transcribing and decoding language (stimmt 3)

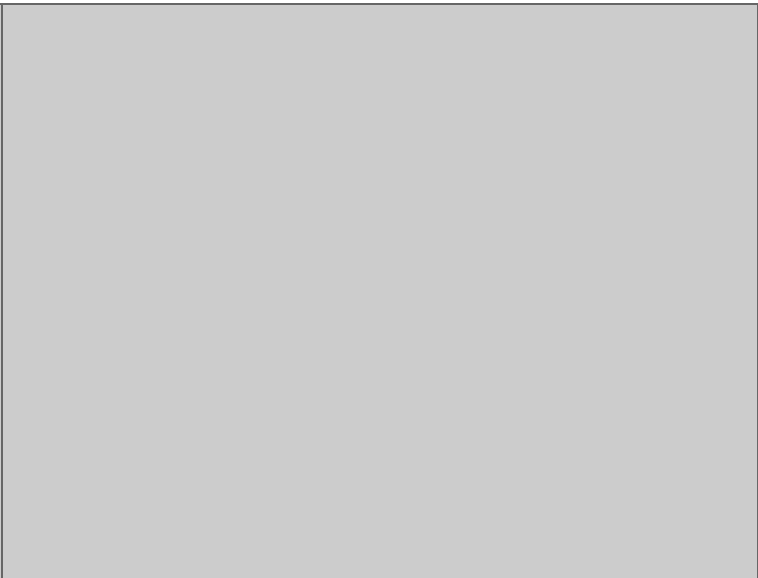
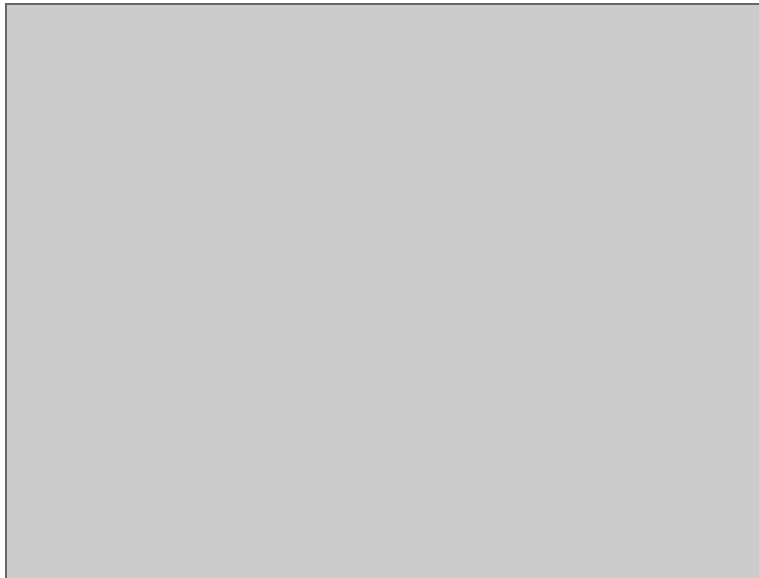
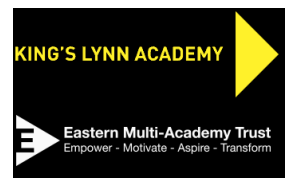
#### **Context**

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.



### Subject Specific Knowledge and Sequencing:

#### Grammar

Use of prepositions with dative and accusative  
Possessive pronouns  
Pluperfect tense  
zu+ infinitive  
*um...zu*  
*etwas* + adjective  
Object pronouns  
modal verbs (revisited knowledge) + use in imperfect and conditional

#### Vocab

Vocab for describing relationships  
qualities of friends / friendships  
rooms  
furniture  
prepositions  
compass points  
places in town  
Language of advantages and disadvantages (for towns)  
New verbs to talk about travel and holidays  
jobs  
tasks at work

#### Culture

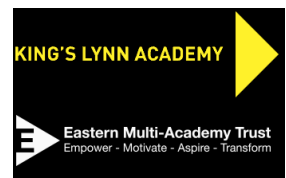
Particular focus on German speaking countries during *house and home* and *holidays* units. Texts will be based on people's

### Prerequisites and Spiral Teaching:

Prerequisites and Spiral Teaching:

Students will enter year 10 having completed the first 2 modules of the GCSE course. The year 10 course will introduce new topics which build on KS3 and a new one on work and jobs of which students will have little prior knowledge. This year students will further develop the skills of listening, reading, speaking and writing and will further extend the range of grammatical structures which they 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.
- Introducing and giving information about yourself – constant re-visiting of how to do this at the start of written/spoken tasks and assessments.
- Haben / sein in all tenses tense - point them out to students whenever they occur in texts and make sure students know when they are using them.
- 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



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.

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/perfect tense/imperfect 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.
- Reflexive and separable verbs – point them out to students when they occur in texts and ensure students can use new verbs with a full range of pronouns.
- 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)