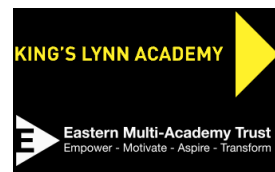


Implementation: Curriculum Narrative



Subject: German

Year: 11

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:

Term 1

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)

The Environment, International and global dimension (GCSE module 8)

- Use of subordinate clauses
- Using comparatives and superlatives
- Comparing and contrasting
- Discussing and debating the importance and relevance of things
- Understanding and recognising the passive
- Understanding complex dates and numbers

Term 2 – GCSE revision and exam skills

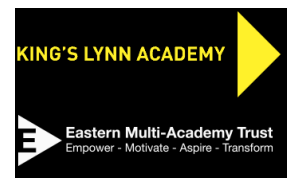
- Strategies for all exams (walking talking mocks)
- Asking and answering speaking questions
- Role-plays
- Describing pictures
- Speaking spontaneously
- Repair strategies
- Dealing with speaking pressure
- Writing essays
- Translations (to include common pitfalls)

Term 3 – Exams and speaking exams

- Asking and answering speaking questions
- Role-plays
- Describing pictures
- Speaking spontaneously
- Repair strategies
- Dealing with speaking pressure

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. Past exam paper questions will also be used for this purpose.

Subject Specific Knowledge and Sequencing:

Grammar

Using comparatives and superlatives
 Understanding and recognising the passive
 Understanding complex dates and numbers
 Um...zu
 Etwas + adj
 modal verbs (revisited knowledge) + use in imperfect and conditional

Vocab

vocab to compare, contrast and debate
 Names of countries and languages
 Environment vocab
 Campaigns and good causes vocab
 Rephrase and repair strategies for speaking exam
 Vocab to describe pictures
 Role-play rubrics and answer phrases
 Essay phrases
 jobs
 tasks at work

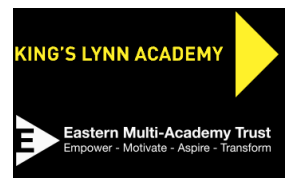
Culture

Prerequisites and Spiral Teaching:

Prerequisites and Spiral Teaching:

Students will enter year 11 having nearly covered all the content of the GCSE course. Term 1 will see them complete the final units and terms 2 and 3 will focus on development of exam skills and revision of all the language, structures and grammar which they have learned since the beginning of year 9.

- Phonics have been introduced and practised in key stage 3. Key phonemes to be pointed out whenever they occur in new words. Students encouraged to correct their own pronunciation by looking carefully at phonemes.
- 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. This will be especially relevant in role play and written tasks.
- 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 spontaneously on a range of structures.



Develop pupils' awareness of campaigns and causes relevant to German speaking countries.

Explain the importance of recycling and being green in German everyday life and culture.

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

- Previously learned topic vocab will be revised as it is encountered in exam questions and other resources.
- 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/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 and a particular emphasis will be placed on this in term 3 when preparing for the speaking exam.

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
- Science/Geography – climate change – causes and impacts
- 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
- www.languagesonline.org.uk
- www.memrise.com
- www.leo.org (online dictionary)
- www.german.about.com/index.htm