



# Curriculum Narrative

<b>Subject:</b> German	<b>Year:</b> 7	<b>Author:</b> C. Bracher
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<b>Key Knowledge</b> <i>Pupils will know</i>	<b>Key Skills</b> <i>Pupils will be able to</i>
<p style="text-align: center;"><b>Key Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>• <i>Awareness of gender</i></li> <li>• <i>Awareness of key graphemes/phonemes (phonics) and that these are different in German and English</i></li> <li>• <i>Equipped with useful strategies to memorise vocab and an understanding of why this is an essential language learning skill</i></li> <li>• <i>Verbs come from the infinitive and need to be changed for person, tense and number</i></li> <li>• <i>Understanding that word for word translations don't always work</i></li> <li>• <i>There are multiple strategies that allow you to decode other languages.</i></li> <li>• <i>Communication is key – find a way.</i></li> </ul>	<p style="text-align: center;"><b>Subject Skills:</b></p> <p><i>Unit 1</i></p> <ul style="list-style-type: none"> <li>• <i>Greeting people and introducing yourself</i></li> <li>• <i>Understanding German phonics</i></li> <li>• <i>Counting and recognising numbers 1-100</i></li> <li>• <i>Working out dates and birthdays in German</i></li> <li>• <i>Key verbs haben, sein, wohnen</i></li> <li>• <i>Modal verb können</i></li> <li>• <i>Describing appearance and personality of people and pets</i></li> </ul> <p><i>Unit 2</i></p> <ul style="list-style-type: none"> <li>• <i>Present tense (regular verbs)</i></li> <li>• <i>irregular verbs: fahren, lesen, sehen</i></li> <li>• <i>Giving and expanding opinions</i></li> </ul> <p><i>Unit 3</i></p> <ul style="list-style-type: none"> <li>• <i>Using time expressions (including future)</i></li> <li>• <i>Use of subordinating conjunction weil to justify opinions</i></li> <li>• <i>Use of modal verb mögen</i></li> <li>• <i>V2I word order rule</i></li> <li>• <i>Telling the time</i></li> <li>• <i>use of prepositions and dative</i></li> <li>• <i>Use of modal verb dürfen</i></li> <li>• <i>Future tense with werden</i></li> </ul> <p><b>Context</b></p> <p>Students will be introduced to German and some of the key threshold concepts in unit 1, an introduction to German. Later, they will learn to apply skills and knowledge through studying the topics of school and hobbies.</p> <p>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 pupil's vocab learning at home, although additional learning strategies will be shared with pupils and they will be encouraged to use these as well.</p>



	<p>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.</p> <p>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.</p>
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<p><b>Subject Specific Knowledge and Sequencing:</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Numbers</li> <li>• Months and turning numbers to date (10 to 10th)</li> <li>• Key verb paradigms</li> <li>• Present tense verb endings</li> <li>• new infinitives for school rules</li> </ul> <p><b>Vocab</b></p> <ul style="list-style-type: none"> <li>• Greetings (unit 1)</li> <li>• Numbers 1-100 (unit 1)</li> <li>• Pet, family and appearance vocab (unit 1)</li> <li>• Sports and hobbies vocab (unit 2)</li> <li>• New adjectives to justify opinions (unit 2)</li> <li>• School subjects vocab (unit 3)</li> <li>• Days of the week (unit 3)</li> <li>• Places in school vocab (unit 3)</li> <li>• Classroom furniture vocab (unit 3)</li> <li>• Future tense time expressions (unit 3)</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge of German speaking countries and recognise how widely spoken German is within Europe (unit 1).</li> <li>• Key differences between German schools and English schools (unit 3).</li> </ul>	<p><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>• Students tend to enter year 7 with little or no knowledge of German. The course will start from scratch although greetings will be taught quickly as this is an area where some students tend to have some experience. Differentiated tasks and extension work will be provided during unit 1 to extend the learning of any pupils who have already done basic German at primary.</li> <li>• In half term 3 there is a window for revision, feedback and exams which will allow for the re-teaching/consolidation of concepts covered in unit 1 as necessary. A similar period in half term 6 will allow for re-teaching/consolidation of units 2 and 3.</li> <li>• Phonics introduced very early on – Afterwards, key phonemes to be pointed out whenever they occur in new words</li> <li>• Numbers /days / months – to be used in German for classroom communication wherever relevant.</li> <li>• Introducing and giving information about yourself – constant re-visiting of how to do this at the start of written/spoken tasks and assessments</li> <li>• 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.</li> <li>• Adjectives –From unit 2 onwards, use of a large variety of previously seen adjectives throughout resources used for teaching new topics</li> <li>• Giving and expanding opinions – From unit 2 onwards, students encouraged to use previously</li> </ul>
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	<p>learned opinion structures to give opinions on all new topics</p> <ul style="list-style-type: none"><li>• Present tense verb endings – From unit 1 onwards, re-visit whenever a new present tense verb is introduced and make sure students can use it with all pronouns</li><li>• Key irregular verbs in present tense (fahren, lesen, sehen) – from unit 2 onwards, point them out to students whenever they occur in texts and encourage use of them when students write/speak</li><li>•</li></ul>
	<p><b>Cross-Curricular Knowledge Links:</b></p> <ul style="list-style-type: none"><li>• English - Parts of speech, grammar, literacy terms</li><li>• English - Reading for gist, skimming, scanning and decoding text</li><li>• English - Developing oracy</li><li>• Maths – simple use of numbers (+/-/x/÷)</li><li>• Geography – different countries/cultures</li><li>• Promoting positive relationships</li> <li>• Memory skills used across the curriculum</li></ul>

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

- Stimmt 1 textbooks
- 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.wordreference.com](http://www.wordreference.com) (online dictionary)  
[www.german.about.com/index.htm](http://www.german.about.com/index.htm)