

GCSE German Curriculum: Year 10.

Year 10.		HT1	HT2	HT3	HT4	HT5	HT6
GERMAN	Topic	Personal descriptions Beschreibungen- wiederholung und persönliche Fragen. (Theme 1 Id and culture) questions about me and family. School life (Theme 3- Current and future study.)	Schule in Deutschland School life continued. School systems in England and Germany Theme 3	Freizeit ist klasse- To discuss free time and leisure including music, television, reading and sports. (Theme 1 ID and culture.)	Technologie Feind oder Freund, Identität und Familie/Freunde Technology. Present, past and future tenses in everyday situations Family and relationships Marriage and future desires. Comparing the past with now (literary texts.) Theme 1 identity and culture.	Topics: in a German home, Asking questions; using formal and informal language when addressing people. and describing the home Daily routine Knowing food items. Theme 2 local, national international and global places of interest	Revision of Year 10 from themes 1 , 2 and 3 so far for end of year exams covering elements of themes 1-3 and developing vocab knowledge and tense skills for writing, listening and reading assessments. Completing chapter 4 food and drink.
	Why this and why now?	Ensure re-introduction to German following a long break with familiar topic Enables students to re- engage with speaking German.	An opportunity to apply their newly acquired growth mindset skills to global issues but also ties into global awareness days, such as International Day of Tolerance, World Children's Day, International Day of Commemoration and Dignity of the Victims of the Crime of Genocide and to prevent this crime and Human Rights Day. Will also support Year 9 students with the Holocaust unit study in History later in the year.	Enables students to talk about a variety of personal topics of interest to them. Allows scope to develop and apply knowledge of 3 tenses	Mid-way through year 10 it is important to interleave not only 3 tenses but also themes that have been covered in theme 1 identity and culture since September.(descriptions, family, school life) as well as introduce new grammatical structures for complexity such as modal verbs (re-visit) and imperfect tense to compare the past with now. Opportunity to introduce reflexive verbs	Students build on the tenses and revisiting leisure and free time in the context of food, drink, being in a German home and travelling around town to find, buy and do things in Germany. Gives a deeper insight to German culture developing communicating an emphasis on the spoken skills. Give students the opportunity to develop communication skills for if they travel with families in the summer holidays abroad. Develops communication skills as part of a good citizen locally and globally.	Gives opportunity to review themes 1 and 2 so far this year as well as aspects of theme 3 Ensure we can fill knowledge gaps and assess year end knowledge to ensure effective Year 11 scheme is planned. Used to assess knowledge of all themes and allows opportunity to be exposed to less familiar vocab in exam scenarios as well as blending topics within different themes e.g. free time linked to my town linked with holidays, linked with family activities

	What is the essential knowledge that needs to be remembered?	Using pronouns I, he/she and we with: Present tense verbs. Adjectives to describe people and school life.	Continuing development of vocab about school life. Re-visiting present and perfect tenses.	Development of present and past tense. Key vocab, opinions and reasons about different leisure activities	Develop key vocab knowledge about marriage relationships and expressing opinions about others and society	Key verbs using present, past and future How to ask questions when in a German speaking country How to find your way around and ask for items, products or services. Describe and enquire about daily routines, activities and places whilst in a German speaking country.	Key verbs using present, past and future Key vocabulary themed approach on family, relationships, media, technology, towns and area, opinions tie frame an indicators as well as knowledge of people and places and locations.
	What is the assessment intent and how will you assess?	Formative RAG at the end of each lesson to ensure their self-awareness as a learner, as well as opportunities for assessment for learning during sessions. Exam style on going questions- focus on photo cards and listening/reading skills	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions End of unit assessment listen, reading translation into German, and a photo card.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. Written assessment 90 word task week 3 based on previous theme free time and leisure. On -going listening tasks chosen by teacher (if online learning through Pearson active learn.)	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. Informal spoken role-play assessment and photo card assessment in class in pairs with teacher input.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. End of year scheduled exam for YEAR 10- Where possible assess listening, reading and writing in end of year mock exams covering themes we have already studied.
	What should the end point look like?	Know and remember key vocab and structures to describe school life including present and perfect tenses. Express a wider range of opinions and reason why,	Know and remember key vocab and structures to describe school life including present and perfect tenses. Express a wider range of opinions and reason why, Know how to communicate in writing about school life, opinions, school area, rules and school system using modals, present tense and past tense and	Know and remember structures and vocab related to free time and leisure task as well as knowing how to ask questions and organise a leisure activity with friends or family.	Know how to understand social issues such as relationships, marriage in a German context and discuss with young people using specific structures. Remember how to use the future tense for plans in the context of personal plans and/or marriage and relationships. Know how to compare now with the past using key imperfect tense verbs	Students will have been given the chance to communicate and develop spoken communicative skills in real life scenarios relevant to German life as well as learn about culture of German speaking countries. think critically and responsibly about the social circumstances that they find themselves or	Students will have been given the chance to communicate and develop spoken communicative skills in real life scenarios relevant to German life as well as learn about culture of German speaking countries. think critically and responsibly about the social circumstances that they find themselves or others in a German speaking country

			express opinions about school life.		and read about a young persons experience Increase knowledge understanding and application of tenses through imperfect and future as well as revisiting present tense and perfect	others in a German speaking country.	Students will have been given the opportunity to develop their reading and listening skills based on the topics studied so far this year.
	How does it cover the NC?	Covers all AO 1, 2 3 and 4 of the GCSE and aspects of theme'1 and 3 identity and culture/ Current study and future employment.	Covers AO 1, 2, 3 and 4. aspects of the GCSE theme 1 and 3 identity and culture/ Current study and future employment.	Covers all AO skills 1, 3 and 4 and aspects of theme'1 and 2 identity and culture/ local, national international global areas of interest.	Covers AO 1, 2 3 and 4 and aspects of themes 1 and 2 identity and culture/ local, national international global areas of interest.	Covers the 4 AO 1, 2 3 and 4 of the GCSE and aspects of theme 1 and 2 identity and culture/ local, national international global areas of interest.	Covers AO 1, 2 3 and 4 in the GCSE and aspects of theme' 1 and 2 identity and culture/ local, national international global areas of interest as well as theme 3 education and future plans.