

GERMAN GCSE Curriculum: Year 11

Year 11.		HT1	HT2	HT3	HT4	HT5	HT6
GERMAN	Topic	<i>Willkommen bei mir!</i> (Identity and culture); Revision of themes 1 , 2 and 3 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.	<i>Ich liebe Wien</i> (Local, national, international and global areas of interest) Theme 2	<i>Im Urlaub und zu Hause</i> (Local, national, international and global areas of interest) (Theme 1 ID and culture.)	<i>Rund um die Arbeit</i> (Current and future study and employment) Theme 1 identity and culture.	<i>Eine wunderbare Welt</i> (Local, national, international and global areas of interest) Theme 2 local, national international and global places of interest	Revision and Assessment, Skills work, Exam-style practice
	Why this and why now?	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	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..	Enables students to talk about a variety of personal topics of interest to them. Allows scope to develop and apply knowledge of 3 tenses	Enables students to be able to discuss the various options available to them post 16. Pupils will have the opportunity to discuss the world of work and work experience as well as future careers and university. Students will build on their knowledge of tenses and extend prior knowledge of reflexive verbs in the perfect tense.	In this unit, students will be describing international festivals and events. They will also look at debating the advantages and disadvantages of large events. They will also be looking at social issues which can affect young people including poverty, homelessness, environmental issues.	Revision, practice papers, exams.
	What is the essential knowledge that	Key verbs using present, past and future Key vocabulary themed approach on family,	Continuing development of vocab about school life.	Development of present, perfect and future tenses.	Asking questions. Reinforcement of adjectives which take the accusative.	Key verbs using present, past and future	Practice of Listening, Reading and Writing papers.

<p>needs to be remembered?</p>	<p>relationships, media, technology, towns and area, opinions tie frame an indicators as well as knowledge of people and places and locations.</p>	<p>Re-visiting present, perfect and future tenses. Pupils will also be introduced to the genitive case and the pluperfect.</p>	<p>We will also revisit and reinforce word order following conjunctions. The use of weil will be extended to include two verbs in a sentence. Students will be introduced to the imperfect forms of modal verbs (wollen/sollen/können)</p>	<p>Adjectival nouns. Comparative and superlative adjectives. The passive (present and perfect)</p>	<p>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.</p>	
<p>What is the assessment intent and how will you assess?</p>	<p>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 End of unit assessment listen, reading translation into German, and a photo card.</p>	<p>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.</p>	<p>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.</p>	<p>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.) Speaking Exams will take place during this Half Term.</p>	<p>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.</p>	<p>Practice papers as well as resources provided on ActiveLearn as well as additional exam boards will be used to prepare pupils for the final GCSE exams.</p>
<p>What should the end point look like?</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>	

	<p>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.</p>	<p>express opinions about school life.</p>		<p>key imperfect tense verbs 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</p>	<p>others in a German speaking country.</p>	
<p>How does it cover the NC?</p>	<p>Covers A0 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.</p>	<p>Covers A0 1, 2, 3 and 4. aspects of the GCSE theme 1 and 3 identity and culture/ Current study and future employment.</p>	<p>Covers all A0 skills 1, 3 and 4 and aspects of theme'1 and 2 identity and culture/ local, national international global areas of interest.</p>	<p>Covers A0 1, 2 3 and 4 and aspects of themes 1 and 2 identity and culture/ local, national international global areas of interest.</p>	<p>Covers the 4 A0 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.</p>	

