

German Curriculum: Year 9

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
Topic	My world and leisure.	My world and leisure continued	School my routine and daily life	School, my routine and daily life, and revision through lockdown.	Around the town and local area at home and in a German speaking country.	In der Stadt essen und trinkenIn the town, food and drink Musik und Kultur- Music and culture.
Why this and why now?	Ensure consolidation post lock down with personal details, questions and key verbs that can be used in everyday speech and written work when communicating with German people.. Re-writing how to use a range of opinions such as favourite and adjectives to give reasons why.	An opportunity to continue to build on the German foundations of leisure but using more complex structures such as the perfect and imperfect tense describe how things were, as well as use the imperfect was with opinions to extend answers further. Leisure is a theme that is always discussed amongst young people and adults and link with daily life	Students have finished describing their interest and leisure. This theme links into the topic with school life, things students do in school including subjects and daily routines and offers to opportunity to include and build on adjectives and the perfect tense.	Students have had 10 weeks of online learning there is the need to do a mid-year review to assess and help fill the knowledge gaps due to ONLINE learning so the topics of daily life, school and activities as these all link into a bigger topic area of personal identity, culture and daily life. The first 2 weeks are to finish the theme of school life and then the 4 weeks of students returning to the classroom to revisit the theme to check for knowledge gaps and ensure students have the knowledge of the tenses.	The final term moves to more transactional language skills and communication skills so that relate to life at home and in Germany these include describing what there is in your local area, and what you can do in your town, also to ask for and give directions. In addition, students will learn how to buy tickets for travel in Germany, which gives the opportunity to use the future/conditional 3 rd tense within the NC mapping at KS3.	Students now have an awareness of different verbs and opinions and can reinforce this by learning about places in their area and German speaking towns. They can also discover German culture of a city, as well as continue to know how to use transactional skills to order items in towns such as shopping and market food and drink, The final stage is to learn about German music and relate it to the culture of German speaking countries. This is relevant for students who wish to travel to different countries so they have an insight how to communicate with others around the world as well as gain a deeper insight to cultural elements of foreign countries.
What is the essential knowledge that needs to be remembered?	How to ask questions and understand personal details and opinions Revise numbers to 31 Revise and add opinion adjectives. Re-visit leisure activities as well as add new vocabulary on leisure.	How to use the perfect tense with haben and sein in the first, second and third person.	To develop vocabulary on school subjects. Use a wide range of opinions and reasons why. develop knowledge of subordinating conjunctions such as because, and although to form longer sentences.	Checking on the gaps in knowledge of: Opinions Key verbs present and past tense. Vocabulary related to myself, school life and daily life in present tense.	Knowing the places in town and their different genders. Knowing how to use the pronoun you as a general term in German. Knowing how to give directions formally/informally depending on who you are talking to	To know the higher numbers up to and above 1000 for transactional values and costs. Know how to ask for items and order them with questions. Know and remember food and drink items.

		Key verbs to have and to be as well as verbs related to leisure		Use relevant vocabulary in the present and perfect tense to describe activities done throughout a school day or what has been done.	Introduce future indicator with would like to.		Have a knowledge of and use conditional for desires “would like” - modal verb
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.	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 test December for writing	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. Online learning too place so use of TEAMS incusing quizzes such as quizlet and blooet as well as use of FORMS.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions Students will use checklists to demonstrate they can remember and say/write in the languages. Written piece used for end of unit assessments covering leisure and life at school.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions. Start of term written assessment that covers themes from across the year so far as a point to demonstrate written knowledge of up to 3 tenses with opinions and justifications.	Formative RAG at the end of each lesson to check their understanding of content as well as opportunities for assessment for learning during sessions AFL techniques in class-quizzes, written work listening work. And written work or communicative spoken work as well as cultural project work	
What should the end point look like?	Students show an understanding across the skills of different vocab, verbs, adjectives, sentence phrases and on the topic.	Students show an understanding across the skills of different vocab, verbs, adjectives, sentence phrases and on the topic.	Students show an understanding across the skills of different vocab, verbs, adjectives, sentence phrases and on the topic.	Students show an understanding across the skills of different vocab, verbs, adjectives, sentence phrases and on the topic.	Students show an understanding across the skills of different vocab, verbs, adjectives, sentence phrases and on the topic.	Students show an understanding across the skills of different vocab, verbs, adjectives, sentence phrases and on the topic.	
How does it cover the NC?	Students are expected to cover the 4 skills speaking. Reading, listening and writing. Enables students to start to develop their speaking of words/ short sentence coherently and confidently, with increasingly accurate pronunciation and intonation. Write using familiar vocab they have learnt about themselves in present tense. Understand and respond to spoken and written language from a variety of authentic sources	Students are expected to cover the 4 skills speaking. Reading, listening and writing Enables students to start to develop their speaking of words/ short sentence coherently and confidently, with increasingly accurate pronunciation and intonation. Write using familiar vocab they have learnt about themselves in present tense. Understand and respond to spoken and written language from a variety of authentic sources. Sow knowledge of 2 tenses.	Students are expected to cover the 4 skills speaking. Reading, listening and writing. During lock down it has been necessary to focus on vocab development, understanding of short phrases and short written passages in reading and listening skills with some writing done independently as part of online learning.	Students are expected to cover the 4 skills speaking. Reading, listening and writing Enable students to peak with increasing confidence, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Students show understanding of listening and reading passages through short phrase sand sentences.	Students are expected to cover the 4 skills speaking. Reading, listening and writing. understand and respond to spoken and written language from a variety of authentic sources. ways of communicating what they want to say, including through transactional skills and continually improving the accuracy of their pronunciation and intonation Understand what other people are saying to you	Students are expected to cover the 4 skills speaking. Reading, listening and writing. understand and respond to spoken and written language from a variety of authentic sources, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Gain a further insight to cultural elements of German speaking countries.	