

German and French 2023-2024

Year 9		Term 1 German	Term 1 French	Term 2 German	Term 2 French	Term 3 German	Term 3 French
	Topic	My relationships with others and role models	Future projects	Ambitions and careers	Childhood	Childhood and rights and Responsibilities	The best of worlds
	Why this and why now?	Revisit a familiar topic to revise family and relationships. Pupils will learn to develop their grammatical skills to allow them to give in-depth, complex descriptions of relationships. Pupils will also explore the personality traits that make positive role models.	Pupils have been working in the present and perfect tenses in previous years. This unit will revisit and reinforce these tense but will also build in as a main focus the future tense. The future tense is the main focus of Year 9.	With a solid knowledge of personality traits, pupils will be given the opportunity within this model to explore the use of modal verbs and the conditional mood to describe their ambitions. This unit also coincides with the GCSE option process and links in with the GREAT lives focus on future career ambitions.	An opportunity to continue to build on the French 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	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. The unit will also enable pupils to think more about their roles as global citizens.	The unit will also enable pupils to think more about their roles as global citizens. They will use their knowledge of different tenses to explore environmental issues and be able to talk about changes they will make to help the environment.
	What is the essential knowledge that needs to be remembered?	Knowledge -A Range of adjectives to describe personality -A range of adjectives to describe physical appearance -To be able to describe relationships with family -To be able to describe what makes a role model - To be able to describe what makes a role model	Knowledge - to be able to talk about what you can do to earn money - A range of chores they have to do to earn money -To be able to talk about what they spend their money on - A range of job titles - to be able to explain why they want to do different jobs	Knowledge - to be able to talk about what part-time jobs they have/would like - to be able to state how much pocket money they get and what they spend it on -To be able to describe ambitions -To be able to describe why they would/wouldn't do different activities	Knowledge - to be able to describe music tastes - to describe what they used to be like - able to describe their primary schools - able to compare primary and secondary schools - be able to talk about how things used to be -contrast the past and the present	Knowledge -To be able to talk about their childhood To be able to state when they were allowed to do certain activities -To be able to discuss the difference between primary and secondary school -To be able to talk about when you are allowed to do things	Knowledge - to be able to talk about eating habits and give opinions on different foods - to talk about animals and how we can protect them - to be able to talk about plastic and the environment -to be able to talk about what they would like to do to change the world

[illegible]

	<p>What should the end point look like?</p>	<p>Students know:</p> <ul style="list-style-type: none"> -A Range of adjectives to describe personality -A range of adjectives to describe physical appearance -To be able to describe relationships with family -To be able to describe what makes a role model - To be able to describe what makes a role model -To be able to talk about what their role model has done -To be able to talk about what they will do -To talk about over coming misfortune <p>Students know how to:</p> <ul style="list-style-type: none"> -Describe their personalities -Describe their physical appearance -Explain why they do or don't get on with others and explain why -Describe what makes a good role model using a range of connectives -Describe what makes a good role model -To use the past tense to describe what their role model has done -To be able to use the future tense to describe what their role model will do in the future 	<p>Students know:</p> <ul style="list-style-type: none"> - to be able talk about what you can do to earn money - A range of chores they have to do to earn money -To be able to talk about what they spend their money on - A range of job titles - to be able to explain why they want to do different jobs - to be able to give extended opinons. - to be able to express future ambitions -use the future tense to describe what things will be like. <p>Students know how to:</p> <ul style="list-style-type: none"> - Say what they can do to earn money - say what the must do to earn money Say what they do with their money - say what jobs people do - talk about what job they want to do and why - say what they will do at 16. - talk about what they will do in the future - talk about what things will be like in the future. 	<p>Students know:</p> <ul style="list-style-type: none"> - to be able to talk about what part-time jobs they have/would like - to be able to state how much pocket money they get and what they spend it on -To be able to describe ambitions -To be able to describe why they would/wouldn't do different activities -To relate their ambitions to post school A range of job titles (male and female titles) -A range of places of work -A range of reasons for different jobs -A range of activities undertaken in different roles <p>Students know how to:</p> <ul style="list-style-type: none"> -To use the conditional <i>würden</i> to describe what they would do. -Justify why they would/wouldn't do certain activities -Be able to compare themselves to their role models using comparatives -Talk about future plans Describe what jobs others do -Describe where people work -Describe different activities in different jobs. 	<p>Students know:</p> <ul style="list-style-type: none"> - To describe a group of musicians - to describe their music tastes - say what they used to be like - to describe their primary schools - to compare their primary and their secondary schools - describe how things used to be - contrast the past and the present <p>Students know how to:</p> <ul style="list-style-type: none"> - To describe a group of musicians - to describe their music tastes using direct object pronouns - say what they used to be like using the imperfect tense - to describe their primary schools - to compare their primary and their secondary schools using comparatives - describe how things used to be - contrast the past and the present using the present, perfect and imperfect tenses. 	<p>Students know:</p> <ul style="list-style-type: none"> -To be able to talk about their childhood To be able to state when they were allowed to do certain activities -To be able to discuss the difference between primary and secondary school -To be able to talk about when you are allowed to do things -To be able to talk about what is important to them -To be able to compare themselves now to the past -To be able to discuss how we can make a difference <p>Students know how to:</p> <ul style="list-style-type: none"> -Use the imperfect tense to describe their childhood -Be able to use modal verbs to describe what they were allowed to do in the past. -Describe when they were able to complete different activities -Describe the differences between primary and secondary school -Describe when you are legally allowed to complete different activities in England and Germany 	<p>Students know:</p> <ul style="list-style-type: none"> - how to give opinions on different meals - how to use the comparative to compare meals - how to use negative expressions to contribute to discussions - use the superlative -use <i>il faut</i> structure to talk about the environment. - how to use the conditional tense+ infinitives to talk about how they would like to change the world <p>Students know how to:</p> <ul style="list-style-type: none"> - to be able to talk about eating habits and give opinions on different foods - to talk about animals and how we can protect them - to be able to talk about plastic and the environment -to be able to talk about what they would like to do to change the world
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				-Describe what they want to do in the future and why		-Be able to describe what is important to them as global citizens -Compare their beliefs now to the past -Describe what they could do to help improve global issues	
	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 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 3 tenses.	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.

