

## 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
	Торіс	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 reenforce 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 od 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 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



	-To be able to talk about	- to be able to give	-To relate their ambitions	Grammar	-To be able to talk about	Grammar
	what their role model has	extended opinons.	to post school	- use direct object	what is important to them	- use of the comparative
	done	- to be able to express	-A range of job titles	pronouns	-To be able to compare	- use of <i>ils</i> in the present
	-To be able to talk about	future ambitions	-A range of places of work	- use the imperfect tense	themselves now to the	tense to describe what
	what they will do	-use the future tense to	-A range of reasons for	- use comparatives	past	people are doing
	-To talk about over	describe what things will	different jobs	<ul> <li>Use the present and</li> </ul>	-To be able to discuss	- use negative
	coming misfortune	be like.	-A range of activities	imperfect correctly	how we can make a	expressions
			undertaken in different	<ul> <li>use the perfect and</li> </ul>	difference	- use the superlative
			roles	imperfect correctly		- use the conditional
	Grammar	Grammar				tense + infinitive
	How to ask questions	- the use of pour +			Grammar	- use of <i>il faut</i> structures
	and understand personal	infinitive	-		- Verbs in the imperfect	
	details and opinions	- modal verbs devoir,	Grammar		tense as well as being	
	Revise and add opinion	pouroir and vouloir	-To develop vocabulary		able to use als (when) in	
	adjectives.	- a range of conjunctions	on personality, opinions		the past.	
	To understand	to extend opinions. - the future tense	and reasons why. -Develop knowledge of		- Pupils will also explore the use of comparatives	
	personality traits Use of reflexive verbs.	- the conditional ce sera	subordinating		and superlatives.	
	To be able to describe	and il y aura	conjunctions such as		- Have a knowledge of	
	what makes a good	- to formulate questions	because, and although to		and use conditional for	
	friend	in the perfect tense	form longer sentences.		desires "would"- modal	
	To be able to use the	- translate questions in	-Using umzu		verb	
	imperfect tense	three tenses	structures		-To understand and be	
			-Use relevant vocabulary		able to use modal verbs	
			in the present and		in the present and	
			conditional mood to		imperfect tenses.	
			describe future desires.		-Have a knowledge of and	
			- Introduce future		use conditional for	
			indicator with would like		desires "would like"-	
			to.		modal verb	
			-Future tense using		-To revisit <i>umzu</i>	
			warden		clauses	
			-Revisit subordinating		-Revisit the past, present	
			conjunctions		and future tenses	
What is the	Pupils will complete	Pupils will complete	Pupils will complete	Pupils will complete	Pupils will complete	Pupils will complete
assessment	listening and reading	listening and reading	listening and reading	listening and reading	listening and reading	listening and reading
intent and how	assessments. Written	assessments. Written	assessments. Written	assessments. Written	assessments. Written	assessments. Written
will you assess?	and spoken work will be	and spoken work will be	and spoken work will be	and spoken work will be	and spoken work will be	and spoken work will be
	and a state of the second	manitared throughout the	manitared throughout the	manitared throughout the	manitared throughout the	وموافق وماتهن ومسواف الموسوفة ورمون
	monitored throughout the	monitored throughout the	monitored throughout the	monitored throughout the	monitored throughout the unit.	monitored throughout the



What should	Students know:	Students know:	Students know:	Students know:	Students know:	Students know:
the end point	-A Range of adjectives to	- to be able talk about	- to be able to talk about	- To describe a group of	-To be able to talk about	- how to give opinions on
look like?	describe personality	what you can do to earn	what part-time jobs they	musicians	their childhood	different meals
	-A range of adjectives to	money	have/would like	- to describe their music	To be able to state when	- how to use the
	describe physical	- A range of chores they	- to be able to state how	tastes	they were allowed to do	comparative to compare
	appearance	have to do to earn money	much pocket money they	- say what they used to	certain activities	meals
	-To be able to describe	-To be able to talk about	get and what they spend	be like	-To be able to discuss the	- how to use negative
	relationships with family	what they spend their	it on	- to describe their primary	difference between	expressions to contribute
	-To be able to describe	money on	-To be able to describe	schools	primary and secondary	to discussions
	what makes a role model	- A range of job titles	ambitions	- to compare their	school	- use the superlative
	- To be able to describe	- to be able to explain	-To be able to describe	primary and their	-To be able to talk about	-use il faut structure to
	what makes a role model	why they want to do	why they would/wouldn't	secondary schools	when you are allowed to	talk about the
	-To be able to talk about	different jobs	do different activities	- describe how things	do things	environment.
	what their role model has	- to be able to give	-To relate their ambitions	used to be	-To be able to talk about	- how to use the
	done	extended opinons.	to post school	- contrast the past and	what is important to them	conditional tense+
	-To be able to talk about	- to be able to express	A range of job titles	the present	-To be able to compare	infinitives to talk about
	what they will do	future ambitions	(male and female titles)		themselves now to the	how they would like to
	-To talk about over	-use the future tense to	-A range of places of work	Students know how to:	past	change the world
	coming misfortune	describe what things will	-A range of reasons for	- To describe a group of	-To be able to discuss	
		be like.	different jobs	musicians	how we can make a	Students know how to:
			-A range of activities	- to describe their music	difference	
	Students know how to:	Students know how to:	undertaken in different	tastes using direct object		- to be able to talk about
	-Describe their	- Say what they can do to	roles	pronouns		eating habits and give
	personalities	earn money		- say what they used to	Students know how to:	opinions on different
	-Describe their physical	- say what the must do to		be like using the	-Use the imperfect tense	foods
	appearance	earn money	Students know how to:	imperfect tense	to describe their	- to talk about animals
	-Explain why they do or	Say what they do with	-To use the conditional	- to describe their primary	childhood	and how we can protect
	don't get on with others	their money	würden to describe what	schools	-Be able to use modal	them
	and explain why	- say what jobs people do	they would do.	- to compare their	verbs to describe what	- to be able to talk about
	-Describe what makes a	- talk about what job they	-Justify why they	primary and their	they were allowed to do	plastic and the
	good role model using a	want to do and why	would/wouldn't do	secondary schools using	in the past.	environment
	range of connectives	- say what they will do at	certain activities	comparatives	-Describe when they were	-to be able to talk about
	-Describe what makes a	16. 	-Be able to compare	- describe how things	able to complete	what they would like to
	good role model	- talk about what they will	themselves to their role	used to be	different activities	do to change the world
	-To use the past tense to	do in the future	models using	- contrast the past and	-Describe the differences	
	describe what their role	- talk about what things	comparatives	the present using the	between primary and	
	model has done	will be like in the future.	-Talk about future plans	present, perfect and	secondary school	
	-To be able to use the		Describe what jobs	imperfect tenses.	-Describe when you are	
	future tense to describe		others do		legally allowed to	
	what their role model will		-Describe where people		complete different	
	do in the future		work		activities in England and	
			-Describe different		Germany	
			activities in different jobs.			



			-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.

