

YEAR 10 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	Travel and Tourism Talking about the weather on holiday Describing holiday accommodation Talking about travel websites Describing a past holiday	Using weather expressions Dates and other time expressions Consolidation of the past tenses Using impersonal verbs Subordinating conjunctions Sequencing words, expressions and phrases Using paraphrase Using adjectives to improve your work	Students will have weekly sessions with the German FLA, in which they will revisit the sounds studied and practised in KS3. Phonics should be practised once a week in class as part of whole class teaching and revision. Phonics will also be practised in dictation activities.	Introduction of new vocabulary and revisiting previous vocabulary seen in KS3. Cognates Text exploitation to extend vocabulary Language relevant to booking rooms and making complaints etc. in holiday situations. Sprachenut vocabulary practice
TERM 1.2	Travel and Tourism Talking about German speaking countries Talking about city breaks Describing holiday preferences Talking about holiday destinations Describing holidaying in German speaking countries	Using comparative and superlative adjectives Revision of prepositions (single and dual case) Using relative pronouns and <i>was</i> Using the social and cultural context to understand meaning Using alternatives to <i>weil</i>	Common sounds from KS3 will be further revisited and practised regularly. Sprachenut is also available to students for further practice	
TERM 2.1	Home, town, neighbourhood and region Describing rooms and what is in them Describing homes Describing homes and what is in them Talking about where you live Talking about different areas Talking about the facilities in town	Revision of definite and indefinite articles <i>es gibt</i> + accusative Prepositions and cases (dual case + dative) Plurals and negatives using <i>kein</i> Prepositions and cases (dative) Future tense Adjective endings after definite and indefinite articles Verb as 2 nd idea Using grammatical markers Describing something when you don't know the word <i>können</i> + infinitive (Present tense) Breaking down long words to understand them Understanding the rubrics of questions in German Making questions		Vocabulary describing house and home. Adjectives to describe house and town Places in town Revisiting transferable verbs from Holidays/Freetime topics. Sprachenut vocabulary practice

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TERM 2.2	<p>The environment Talking about local environmental problems Talking about global environmental problems</p> <p>Charity and voluntary work Talking about charity work abroad Talking about experiences volunteering abroad</p>	<p>Modals with negatives Revision of modal verbs Using the imperative Spotting near-cognates in listening Revision of modal verbs Using the imperative Revision of impersonal verbs Revision of the conditional tense (imperfect subjunctive of modals and auxiliaries and <i>würde</i> + infinitive) + <i>wenn</i> Pluperfect tense (revision of imperfect/ perfect tenses) Using grammatical categories</p> <p>Ignoring unimportant words Revision of word order rules (main and subordinate clauses) Revision of prepositions (single and dual case) <i>dieser, jeder</i> in all cases Using cognates and near-cognates</p>	Continued phonics practice once a week in lesson.	<p>Text exploitation to extend vocabulary Subject specific vocabulary relating to the environment and charity work, such as deforestation, and voluntary work.</p> <p>Languagenut vocabulary practice</p>
TERM 3.1	<p>Poverty and homelessness Talking about homelessness Describing a day in the life of a homeless person Talking about living on the streets Describing poverty and possible solutions</p>	<p>Revision of cases (weak masculine nouns) Revision of possessive adjectives Revision of reflexive pronouns Recognising suffixes Looking for words inside other words Revision of adjective endings</p>	<p>Students will practise the sounds of these new words through listening activities, dictation activities, and using Languagenut.</p> <p>They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation.</p>	<p>Text exploitation to extend vocabulary Subject specific vocabulary relating to the poverty and homelessness.</p> <p>Languagenut vocabulary practice</p>

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TERM 3.2	Healthy/unhealthy living Talking about lifestyles in the past Talking about health issues	Revision of modal verbs in the present tense Imperfect tense Modal verbs in the imperfect tense <i>a/s</i> + imperfect (revision) Using the layout to help understanding Reading authentic texts Revision of infinitive phrases Modals with negatives	Students will practise the sounds of these new words through listening activities, dictation activities, and using <i>Languagenut</i> . They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation..	Revisiting food items Revisiting vocabulary relating to Sport and Fitness. Subject specific vocabulary relating to illnesses, such as obesity and anorexia. <i>Languagenut</i> vocabulary practice

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with a mock examination in all 4 modalities during term 2.1, as well as summative assessments prior to reporting to parents. Vocabulary tests will also take place every other week, using the AQA prescribed vocabulary list. Torture tenses exercises will be completed on alternate weeks to the vocab tests. Pre- and Post-topic tests will take place at the beginning and end of each module of work respectively.

Homework tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

PHONICS: The phonics clusters encountered during the KS3 course are revisited in KS4 using a variety of methods including reading aloud, group speaking activities and weekly speaking sessions with the German Foreign Languages Assistant.

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TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<p>My Studies</p> <ul style="list-style-type: none"> • Giving opinions about school • Describing your school • Describing the different types of school in England and in German speaking countries <p>Life at school</p> <ul style="list-style-type: none"> • Talking about school uniform and timetables • Describing a typical school day with dates and times • Discussing positive and negative experiences of school life 	<ul style="list-style-type: none"> • Revision of plurals of nouns • <i>weil</i> + word order rule • <i>seit</i> + present tense for time phrases • Common comparatives and superlatives • <i>müssen, sollen, dürfen, mögen, wollen</i> + infinitive (present tense) • Infinitive phrases • Express positive and negative opinions • Translating into German when you don't know a word • Being polite in formal and informal situations • Revision of reflexive verbs • Revision of modals (present) • Revision of possessive adjectives • Revision of adjective endings after definite and indefinite articles • Adjective endings after no article (etwas, nichts, viel, wenig alles) • Common imperfect subjunctives (auxiliaries and modals) • Comparative and superlative adjectives/adverbs • Recognising different ways of saying the time • Making use of grammatical markers and categories 	<ul style="list-style-type: none"> • Students will practise the sounds of these new words through listening activities, and using <i>Languagenut</i>. • They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. • Students will also be expected to read texts out loud to further practise pronunciation.. • German Phonics recap 	<ul style="list-style-type: none"> • Revisiting vocabulary from KS3 • Continuing to build the verb lexicon • Memrise Vocab course: • AQA vocab list • Kerboodle vocab • Reinforcing previously learnt and new vocab through listening, reading and translation activities during the course of teaching this module.
TERM 1.2	<p>Education post 16</p> <ul style="list-style-type: none"> • Talking about post-16 choices • Making choices about career or university • Talking about career choices • Describing different jobs and their requirements 	<ul style="list-style-type: none"> • Revision of the future tense • Using quantifiers and intensifiers • Adverbs (<i>vielleicht, hoffentlich</i>) and word order for emphasis • Making questions using <i>welcher</i> • Revision of common imperfect subjunctives (auxiliaries and modals) • Revision of infinitive phrases • Listening for different ways of saying the same thing • Simplifying what you say 		

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TERM 2.1	<p>Jobs, career choices and ambitions.</p> <ul style="list-style-type: none"> • Discussing future jobs and career • Talking about choosing a career • Justifying career choices • Discussing different career choices • Describing ideal jobs 	<ul style="list-style-type: none"> • Using <i>ich möchte</i> and <i>ich werde</i> • Using time phrases to improve your speaking and writing • Revision of question formation • Revision of infinitive phrases • Revision of subordinate clause word order rules • Using the genitive case (prepositions) • Avoiding the genitive (<i>von+</i> dative) • Recognising the verb in a sentence 	<ul style="list-style-type: none"> • Students will practise the sounds of these new words through listening activities, dictation activities, and using <i>Languagenut</i>. • They will continue to work on pronunciation with the FFLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation.. • German Phonics recap 	<ul style="list-style-type: none"> • Revisiting vocabulary from KS3 • Continuing to build the verb lexicon • Memrise Vocab course: • AQA vocab list • Kerboodle vocab • Reinforcing previously learnt and new vocab through listening, reading and translation activities during the course of teaching this module.
TERM 2.2	<ul style="list-style-type: none"> • Revision of course The four key skills of Listening, Reading, Speaking and Writing are practised on a rotational basis, using a variety of materials, which could include those mentioned here, but are not restricted to these. • Final set of GCSE practice exams in Listening, Reading and Writing 	<ul style="list-style-type: none"> • AQA German GCSE Reading Workbook • Zigzag GCSE German Literary texts practice • Zigzag GCSE German practice reading papers • GCSE German Stretch and Challenge • GCSE German translation practice • Teachit German GCSE Success at Writing • Teachit German GCSE Success at Speaking • End of Unit tests from the AQA textbook. • Past GCSE papers 		

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TERM 3.1	GCSE Speaking exam Final set of GCSE practice exams in Listening, Reading and Writing.	Continued revision of grammar and vocab requirements for the GCSE exam.	<ul style="list-style-type: none"> • Teachit German GCSE Success at Speaking • Linguagenut • Students will practise the sounds of these new words through listening activities, dictation activities, and using Linguagenut. • They will continue to work on pronunciation with the FFLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation.. • German Phonics recap 	<ul style="list-style-type: none"> • AQA German GCSE Reading Workbook • Zigzag GCSE German Literary texts practice • Zigzag GCSE German practice reading papers • GCSE Teachit German • GCSE Success at Speaking • Linguagenut

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