

# German Curriculum Overview – Grammar and vocabulary revision from years 7 and 8 and developing in preparation for year 9, Theme one; identity and culture, some theme 2.

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 9	<b>Topic</b>	KS3 Grammar revision based on the start of Foundation GCSE book to bridge the gap between years 7 and 8 and 9, laying the foundation for year KS4 study	GCSE THEME 1: IDENTITY AND CULTURE: Me, my family and friends	GCSE THEME 1: IDENTITY AND CULTURE: Technology in everyday life	GCSE THEME 1: IDENTITY AND CULTURE: Free-time activities	GCSE THEME 2: local, national, international and global areas of interest	GCSE THEME 1: IDENTITY AND CULTURE: Customs and festivals	
	<b>Key concepts/ideas</b>	<ul style="list-style-type: none"> <li>Revising, consolidating and developing basic grammar knowledge</li> <li>Revisiting and extending vocabulary</li> <li>Developing independence using reference materials – (dictionaries and verb tables)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about yourself, your family and pets, family relationships, marriage and partnership</li> </ul>	<ul style="list-style-type: none"> <li>Talking about social networks,</li> <li>Talking about social media,</li> <li>Talking about mobile phones</li> <li>Talking about mobile technology</li> </ul>	<ul style="list-style-type: none"> <li>Talking about music, cinema and TV</li> <li>Talking about what you eat and drink at home and out</li> <li>Talking about sports</li> </ul>	<ul style="list-style-type: none"> <li>Healthy/unhealthy living</li> <li>Talking about lifestyles</li> <li>Talking about helping the environment at home</li> <li>Talking about local environmental problems</li> <li>Talking about the weather on holiday</li> <li>Talking about accommodation</li> <li>Talking about German-speaking countries</li> <li>Talking about city breaks</li> </ul>	<ul style="list-style-type: none"> <li>Talking about celebrations and festivals and traditions in German speaking countries.</li> </ul>	
	<b>Key skills</b>	<ul style="list-style-type: none"> <li>Numbers and dates</li> <li>Nouns – the gender of nouns</li> <li>Singular and plural nouns</li> <li>Articles and the case system (for recognition only)</li> <li>Verbs – familiar regular verbs</li> <li>Irregular verbs and introduce the verb tables</li> </ul>	<ul style="list-style-type: none"> <li>Using haben and sein in the present tense (to have and to be)</li> <li>Regular/irregular verbs</li> <li>The accusative case</li> <li>Comparative forms of adjectives</li> <li>Wollen (to want to)</li> </ul>	<ul style="list-style-type: none"> <li>Using the present to refer to the future</li> <li>Using direct and indirect object pronouns</li> <li>Using the perfect tense</li> <li>Using the imperfect tense</li> <li>Word order rules – coordinating conjunctions, using weil and wenn</li> <li>The perfect tense with sein</li> <li>Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Revising separable verbs in the present tense and learning how to use them in the perfect tense</li> <li>Saying what you like/would like to do</li> <li>Saying what you like/prefer/like best</li> <li>Using separable and reflexive verbs in the future tense</li> <li>Word order – verb as second idea, modal verbs</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Using modal verbs, using als when talking about the past</li> <li>Using more subordinating conjunctions</li> <li>Using the imperative</li> <li>Using weather expressions</li> <li>Recognising the imperfect tense of irregular verbs</li> <li>Using comparative and superlative adverbs</li> <li>Choosing dative or accusative after prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Talking about quantities, weights and containers</li> <li>using adjectives as nouns,</li> <li>revising the perfect tense,</li> <li>Question words,</li> <li>imperfect tense of modal verbs</li> </ul>	
	<b>Key terms/vocab</b>							
	<b>Independent learning / wider reading</b>	Students practise using reference materials to develop independent learning skills so that they can become more confident in their ability to apply grammar rules.	Practise of exam style questions for the speaking test – preparing answers to the mark scheme and opportunities to self and peer assess. Photo cards and general conversation.	Students consider the importance of safe use of the internet and social media. The opportunity to use technology for language learning. Consider advantages and disadvantages of technology.	Students find out more about German TV channels and cultural similarities and differences in, meal times and sporting activities in German speaking countries. Practise and develop writing skills.	Students consider healthy/unhealthy lifestyles, the importance of the environment and can research holiday destinations in German speaking countries.	Students research festivals in German speaking countries. Also consider cross curricular possibilities with a view to their options choices for GCSE. For example in art – research art from German speaking countries, music research famous composers. History – research linked to history GCSE and A level schemes of work. Drama – research works by Brecht. Literature – authors from German speaking countries. The Romantic period of literature. Science – research Einstein’s theories, the invention of X-ray.	
	<b>Assessment</b>	Grammar assessment	Speaking – photo card and general conversation.	Reading and listening assessments.	Writing and reading.	Listening and writing assessments.	Reading assessment – Speaking assessment.	
	<b>Careers links</b>	Independent learners. Resilience when researching and applying knowledge.	Developing confidence in speaking – an employability skill.	Awareness of safe use of internet at school and in the wider world.	Ability to order food in another language. Writing independently.	Looking at careers related to healthy living, environment, tourism.	Background research of careers related to their own interests (such as art)	

