THE SWEYNE PARK SCHOOL

CURRICULUM INTENT: **German**

Learning the language and culture of other countries is vital to young people in today's global community. Communicating effectively in another language is a lifelong skill for education, employment, and leisure. Pupils increase in confidence, independence and creativity, whilst developing literacy skills in their own language. They come to appreciate the differences and similarities between people of different countries and thereby learn to value cultural diversity.

Our curriculum is designed to ensure we are developing independent learners who can manipulate the language that has been taught and make meaning of it. Throughout our curriculum we aim to ensure that new knowledge is both retained and accessible to the long-term memory by, where appropriate, focusing on chunks of language rather than single words. We have carefully considered the grammar and key phrases that pupils should be able to manipulate at the end of each key stage and have mapped how we will get to this end stage in our schemes of work. Throughout Key Stages 3, 4 and 5 we see the importance of regularly re-capping key themes so have mapped out in our curriculum opportunities for the recycling of key language and grammar points.

Key Stage 3

All pupils start French in Year 7 and follow a three-year KS3 course. Pupils who have shown an aptitude to learning French start to learn German in Year 8. Pupils learn to talk about themselves and other people through topic-based modules which focus on the skills of Listening, Reading, Speaking and Writing. Grammar underpins their learning. In KS3 pupils are introduced to the learning strategies that help them to pronounce, memorise and translate individual words and phrases confidently. They begin to write and understand longer passages of text that include opinion, justification and more sophisticated vocabulary. Assessments are planned for the end of each topic and aim to check understanding but also aim to be motivating and achievable for all pupils.

Key Stage 4

Pupils are offered the chance to study one or two languages at GCSE. French pupils follow the AQA course and German pupils study the Pearson course. Pupils' language skills in KS4 continue to be developed in the four key areas tested at GCSE – Speaking, Listening, Reading and Writing. Pupils are encouraged to use language creatively and to acquire a useful level of competence in real-life situations. Language and cultural awareness are promoted as well as a deeper understanding of grammar. Pupils are tested in at least two skills at the end of each module.

Key Stage 5

KS5 pupils in French and German follow the AQA A Level course that is divided into topics focusing on the politics and culture of the target language country that they are studying. A Level pupils also carry out an independent research project on a topic of their own choosing.

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CURRICULUM MAP: **German**

Year	Knowledge (Topics / contexts) What pupils will '**know**'.	Skills acquired What pupils will be able to '**do**'.	Grammar concepts developed What pupils will '**understand**'.	Detailed Feedback/ Assessment Opportunities
8	**Term 1a** Phonics and classroom language, Numbers 1-12 Some personal information **Term 1b** Pets, family, colours, birthdays + ordinal numbers, German Christmas **Term 2a** Sports / other leisure activities + how often we do them, technology **Term 2b** School, days of the week + time, personal description, school facilities + rules, **Term 3a** Revision and exams **Term 3b** In town: shops, shopping, snacks + drinks, holiday plans	• Decoding German sounds, • Recognising and using German cognates • Memorisation techniques • Reading techniques • Practising speaking skills, eg asking + answering questions • Using transferable language • Structuring a piece of German writing • Dictionary skills • Making extended sentences • Recycling language • Identifying and explaining • language patterns • Listening skills	• Using present tense • Using regular + irregular verbs in their various forms with pronouns • Using modal verbs (eg 'can') • Adjective Agreement with nouns • Giving opinions • German word order • Talking about future in the present tense • Using connectives + word order • Using possessives eg his / her • Using es gibt + ein/ kein • Saying what you would like eg ich möchte • Using 'werden' to form the future tense	**Term 1a** **KPI 8.1 Reading Challenge:** translation German into English **KPI 8.2 Writing Challenge:** translation into German (Detailed feedback with WWW and NS) **Term 1b** **KPI 8.3 Vocabulary Challenge**: vocab. test **KPI 8.4 Listening Challenge:** extracting information from spoken sources about family and pets Extended piece of written homework on opinions on family and pets (Detailed feedback WWW and NS) **Term 2a** **KPI 8.5 Speaking Challenge:** Answering questions about yourself (Detailed Feedback in an assessment grid with WWW and NS) **Term 2b** **KPI 8.6, 8.7, 8.8: Reading, Listening and Writing Exams**

Year	Knowledge (Topics / contexts) What pupils will '**know**'.	Skills acquired What pupils will be able to '**do**'.	Grammar concepts developed What pupils will '**understand**'.	Detailed Feedback/ Assessment Opportunities
				Writing Exam will have detailed FB with WWW and NS **Term 3a** **KPI 8.9 Reading out loud** **KPI 8.10 Reading Challenge** **Term 3b** Extended piece of written homework describing your town (Detailed feedback WWW and NS)
9	**Term 1a** Holiday: holiday activities, transport, weather. problems **Term 1b** Media: preferences, types of films/ programmes, screen time, media reviews, speaking different languages **Term 2a** revision and exams **Term 2b** health: German food and drink, healthy lifestyle, comparisons	• Asking + answering questions • writing paragraphs using past tenses • asking questions in the perfect tense • reading longer paragraphs • listening + understanding different tenses • developing note-taking skills • using language creatively in a new context • using persuasive language • asking questions using a variety of verbs • using past, present and future tenses	• using imperfect tense • using perfect tense • combining present + past tenses • using modal verbs • using prepositions + dative case • using irregular verbs • using imperative forms • using reflexive + separable verbs for different people in the present + past tense • using adjectives to describe nouns • using 'wenn' clauses	**Term 1a** **KPI 9.1 Speaking Challenge** about a past holiday (Detailed Feedback in an assessment grid with WWW and NS) **Term 1b** **KPI 9.3 Vocabulary Challenge:** vocabulary test on the media topic Extended piece of written homework giving opinion about film/ programmes (Detailed feedback WWW and NS) **Term 2a** **KPI 9.4, 9.5, 9.6: Listening, Reading + Writing Exams**

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	Term 3a school trips: rules, daily routine, directions, festivals **Term 3b** Set 1: Revision and Challenge; Clothes + future tense <u>Sets 2 + 3</u> Berlin: Geography – position of Berlin and sights of Berlin History of the division of Germany Was kann man in Berlin machen? Berliner Kultur	• Wo ist Berlin? • Berlin liegt in N,O,S,W, • Places in town / Berlin • Wirtschaftswunder • Krieg • Mauer etc • Activities in Berlin • Artists in Berlin • Particular focus on Käthe Kollwitz (her links with Berlin and WWI and WWII) • The Hip Hop Scene in Berlin	• using future tense with 'werden' • Preposiitions + accusative • Adjective endings • Directions - *Imperatives* • Perfect tense + word order • Present tense • Man kann .... + infinitive • Wenn clauses • Word order • Kunst + Musik • expressions relating to the topic	<u>Writing Exam will have detailed FB with WWW and NS</u> **Term 2b** **KPI 9.10 Reading Challenge:** food topic <u>(Detailed feedback with WWW and NS)</u> **Term 3a** Extended piece of written homework talking about youth hostel rules <u>(Detailed feedback WWW and NS)</u> **Term 3b** **Reading + Writing Challenge:** Set 1 only on some of the topics covered during the year <u>(Detailed feedback with WWW and NS)</u>

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	LBGTQ+ in Berlin Berliner Mauer Kunst Transport in Berlin Study of film Ballon (Michael Bully Herbig 2018)	• Christopher Street Day in Berlin • Berlin Wall art • WS 'Berlin Stadtrundfahrt' • Historical links to divided Germany • Focus on main characters • Central themes of the film	• Lesbische / Schwule/ Rechte • Gender neutral language • Die Berliner Mauer • Imperative • Wie komme ich am besten? • Buying tickets • Zum / zur • Film Review vocabulary	
10	**Term 1a** School: school subjects, clothes, school day, school rules **Term 1b** free time: discussing leisure activities, reading habits, music, film + TV **Term 2a** **Revision and exams**	• giving opinions with reasons using 'weil' and 'denn' • asking + answering questions • expressing preferences • describing photos • understanding literary texts • practising listening skills • practise speaking • composing texts of varying lengths	• using verbs in present tense • using past tenses (imperfect + perfect tenses) • using numerous modal verbs • using adverbs of frequency + place • using nouns + articles • using the future tense • exploring preferences	**Term 1a** **KPI 10.1a Listening Challenge:** school topic. Conversation questions completed on the topic of school. Detailed feedback with WWW and steps to improve given every 3 answers **Term 1b** **KPI 10.1b Reading Challenge:** school, free time + translation

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	Term 2b human relationships: describing photos, what makes a good friend; describing relationships; weekend activities **Term 3a** house, home, town: house + home; food + drink, meeting exchange partner, describing your home + a typical day **Term 3b** **Speaking Exam :** Role-Play, Picture Card, Discussion	• practising translation: from German into English + English into German • using various tenses together • giving opinions in the past tense • expressing complex opinions using 'dass'	• using plural nouns • using the conditional tense • using possessive adjectives • using dative case with 'mit' • using preposition 'in' and 'an' • using pronouns to talk about other people • using irregular verbs in present tense • applying the correct register eg 'Sie' or 'du' • prepositions with dative + accusative case • using reflexive + separable verbs, incl. in the past tense • using modal verbs in the imperfect tense • using 'wenn' clauses	Conversation questions completed on the topic of free time. Detailed feedback with WWW and steps to improve given every 3 answers **Term 2a** **KPI 10.2 Writing Challenge:** picture card and 80-90 word exam-type question on the topic of school (Detailed feedback with WWW and NS) **KPI 10.3 Listening Challenge** on the free time topic **Term 2b** **KPI 10.4, 10.5, 10.6: Listening, Reading + Writing Exams** Writing Exam will have detailed FB with WWW and NS Conversation questions completed on the topic of human relationships. Detailed feedback with WW and steps to improve given every 3 answers **Term 3a** **KPI 10.7 Speaking Exams:** role-play, picture card, discussion Speaking Exam will have detailed FB with WWW and NS Conversation questions completed on the topic of house and home. Detailed feedback with WW and steps to improve given every 3 answers

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11	**Term 1a** Travelling: making hotel bookings, modes of transport, buying tickets; accommodation + problems; directions; in a restaurant, souvenir shopping; describing problems **Term 1b** Revision + Mock GCSE Exams in all skills **Term 2a** Holiday: types of holiday; destinations; weather; past experiences; plans; where people live; advantages/ disadvantages of there you live **Term 2b** Work: jobs + places of work; talking about jobs/ work experience; job descriptions; personal profile; dream job; why to learn other languages; using German beyond school **Term 3a** Festivals + Events/ Environment: International events; involvement in a sporting event + their advantages/ disadvantages; discussing pro + cons	• Asking for + understanding directions • Listening skills – recognise key vocabulary • Reading skills – identifying detailed information from written sources • Writing skills – writing longer texts using a variety of tenses and grammatical concepts • Speaking skills – being able to describe a picture, dealing with a role-play, being able to have a conversation on numerous topics • Answering questions about jobs + work experience • Recognising sequencers • Further develop understanding of word order with 'weil' • Forming questions • Coping with numbers + dates • Developing awareness of adjectival nouns • Understanding texts by becoming aware of the passive	• Using clauses + subordinate clauses with two verbs • Comparative + superlative adjectives + adverbs • Using demonstrative article 'dieser' • Using imperatives • using 'wenn' clauses with the subjunctive • nominative + accusative adjective endings • using 'seit' + present tense • saying where you are going using appropriate prepositions • Using 'werden' + present tense • Using prepositions with the genitive • Using the pluperfect tense • Using infinitive constructions with 'zu' • Using 'es gibt' with ein und kein • Saying what you could/ should/ would do • Using masculine + feminine nouns	**Term 1a** **KPI 11.3 Writing assessment** on the 'Bringing the World Together' topic: Describe a photo, write 80-90 words **Term 1b** **KPI 11.4,, 11.6, 11.7: Mock GCSE Exams** in: Listening, Reading, Writing, **Term 2a** **KPI 11.5 Speaking Mock Exam** Role play, picture card and discussion GCSE Exams in all 4 skills

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	of global music event; how to be environmentally friendly; what the country can do to be environmentally friendly; **Term 3b** Revision + GCSE Exams		• Using conjunctions + intensifiers • Using 'um….zu' • Using 'etwas' + adjective • Using prepositions with the accusative • Using subordinate clauses	
12	**Theme 1: Aspects of German-speaking society** **Unit 1 – Familie im Wandel** Discuss relationships and possible problems within a family Understand the changing roles and expectations for partnership in recent history Discuss a variety of possible forms of family life	• Read a literary extract • Discuss advantages and disadvantages • Discuss issues relating to the family	• Use the present tense ; including modal verbs • Use the perfect tense • Understand correct word formation	Continuous assessment throughout the year
	Unit 2 – Die digitale Welt Discuss how you use the internet Talk about the benefits and dangers of social networks Discuss digital society and its future developments	• Understand compound Words • Interpret and explain figures and statistics • Talk about possible developments and predictions	• Use the correct word order (inversion, Time-Manner-Place) • Use prepositions with Cases • Use the future tense and the present tense with a future expression of time	
	Unit 3 – Jugendkultur: Mode, Musik und Fernsehen Discuss fashion and the importance of image	• Respond to a poem • Express your opinion • Use connective	• Use pronouns • Use cases with verbs • Use the imperative	

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	Talk about different types of music Talk about different types of television programmes			
	Theme 2: Artistic culture in the German-speaking world **Unit 4 – Feste und Traditionen** Describe and explain the roots and origins of festivals in Germany Discuss the social and economic importance of festivals and traditions in Germany Explore the diversity of festivals and traditions in German-speaking countries	• Translate into German • Answer questions in German • Summarise a reading passage	• Use the passive with Werden • Use the imperfect tense • Use separable and inseparable verbs • Use reflexive verbs	
	Unit 5 – Kunst und Architektur Discuss the influence and role of art and architecture today Discuss how contemporary architecture and art shape our everyday life Discuss developments in art and architecture from past to present and into the future	• Give a presentation or a talk • Express reactions and emotions • Improve your answers	• Use correct word order in subordinate clauses • Use comparatives and superlatives • Use the pluperfect tense	
	Unit 6 – Das Berliner Kulturleben damals und heute Discuss the influence of political events on Berlin and debate an historic tour through the city	• Speak persuasively • Listen for detail • Translate from German into English	• Use adjectival endings • Use infinitive constructions with and without zu	

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	Discuss the role of culture in Berlin today and plan a cultural weekend Discuss aspects and challenges of life in a multicultural city		• Use the imperfect subjunctive in conditional clauses	
	Film- und Literaturdossier • Discussing theme, character, technique and sociocultural context in cinema, and learn key vocabulary for analysing films. • A case study of Good Bye, Lenin!	• Writing an essay about a film or a literary text • A guide to structuring a response to an essay question on a literary text or film		SPS Internal Exams: • Paper 1 – Listening, Reading + Writing • Paper 2 – Writing • Paper 3 - Speaking
13	**Theme 3: Multiculturalism in German-speaking society** **Unit 1 – Einwanderung** Explain the main reasons why people migrate Evaluate the advantages and disadvantages of immigration for immigrants and the country of destination Examine issues affecting a country's migration policy	• Apply dictionary skills: verbs • Tall about data and trends • Use gist comprehension for complex passages	• Use weak masculine nouns • Use complex adjectival phrases • Use adjective endings	
	Unit 2 – Integration Discuss how the German government promotes the integration of migrants and refugees Discuss barriers to integration	• Plan a discussion • Talk about priorities • Speak accurately and with good pronunciation through listening	• Use possessive and interrogative adjectives • Use the subjunctive in indirect speech (1) • Use correct word order	

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	Discuss and compare the experiences of migrants and refugees in Germany	• Varying sentence structure to enhance writing and speaking		
	Unit 3 – Rassismus Discuss the impact of racism on its victims and the support available Discuss the origins of racism Discuss how people resist racism and show moral courage to fight against it	• Use a variety of negative expressions • Translate the English gerund into German • Express obligation • Strategies for checking your work	• Use relative and interrogative pronouns • Revise the present and future tenses • Use the subjunctive in indirect speech (2)	`
	Theme 4: Aspects of political life in the German-speaking world **Unit 4 – Deutschland und die Europäische Union** Discuss how the EU has evolved and Germany's role within it Discuss the advantages and disadvantages of the EU for Germany Understand the impact of EU expansion on Germany	• Vary vocabulary by using synonyms • Express doubt and uncertainty • Expand a discussion • Understanding complex sentence structures	• Use the perfect, imperfect and pluperfect tenses • Use da(r) + preposition to anticipate a dass or infinitive clause • Use the future perfect tense	
	Unit 5 – Die Politik und die Jugend Discuss the ways and the extent to which young people engage in politics Discuss priorities for youth politics in Germany Discuss the priorities of young people and the role of pressure groups	• Express criticism tactfully • Express approval and disapproval • Use language to promote a cause • Summarising a factual text	• Use the passive • Use modal particles • Use correct word order, including variations for emphasis	A2 Exams: • Paper 1 – Listening, Reading _ Writing • Paper 2 – Writing • Paper 3 - Speaking

Year	Knowledge (Topics / contexts) What pupils will '**know'**.	Skills acquired What pupils will be able to '**do'**.	Grammar concepts developed What pupils will '**understand'**.	Detailed Feedback/ Assessment Opportunities
	Unit 6 – Die Wiedervereinigung und ihre Folgen Discuss the events and developments which led to German reunification Discuss and contrast the desired and actual outcomes of reunification Discuss and compare the culture and identity of the old and new federal states A	• Recognise and use subjunctive forms • Use language for describing change • Plan an essay • Asking questions and creating a dialogue	• Use the pluperfect subjunctive in conditional sentences • Use cases • Use conditional sentences with the imperfect and pluperfect subjunctive	
	1 **Film- und Literaturdossier** • Discussing theme, character, technique and sociocultural context in cinema, and learn key vocabulary for analysing films.	• A case study of Good bye Lenin		
	2 Literaturdossier: *Zonenkinder*	• A case study of Der Besuch der alten Dame		
	3 Comprehension skills for literary texts	• Analysis of the book, eg character, plot, life in East Germanu, the Peaceful Revolution		
	4 Individual research project	• Planning, research and preparation for the individual research project		
	Film Cklub (compulsory) • 'Das Leben der Anderen' • 'Go West' • 'Die weisse Rose' • 'Lola rennt'	• To gain an insight into life in Germany in recent history		