

## Curriculum Mapping: German Year 10-11

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<i>Unit title/Theme</i>  Start Chapter 1 : Auf in die Schule! (School subjects, teachers and school rules)	<i>Unit title/Theme</i>  Finish Chapter 1 Start Chapter 2: Zeit für Freizeit (Free time - TV, film, music interests)	<i>Unit title/Theme</i>  Finish Chapter 2 Start Chapter 3: Menschliche Beziehungen (Family and friends)	<i>Unit title/Theme</i>  Finish Chapter 3 Start Chapter 4: Willkommen bei mir! (Home, technology, healthy living)	<i>Unit title/Theme</i>  Finish Chapter 4 Start Chapter 5: Ich liebe Wien! (My town and local area, modes of transport)	<i>Unit title/Theme</i>  Finish Chapter 5
	<b>Concepts/Tier 3 vocabulary</b>  Present tense Imperfect of 'es gibt' Perfect tense using haben and sein Giving opinions with reasons Using 'denn' and 'weil' Asking questions Using 'kein' Comparatives	<b>Concepts/Tier 3 vocabulary</b>  Modal verbs Using perfect and present tense together Inversion and time phrases Nouns and articles (definite and indefinite) in the nominative and accusative The negative article Possessive adjectives Word order	<b>Concepts/Tier 3 vocabulary</b>  Adverbs of frequency and place Using gern, lieber, am liebsten Using plural nouns Conditional tense Auxiliaries – regular and irregular verbs Using the dative with mit	<b>Concepts/Tier 3 vocabulary</b>  Separable verbs in the present and perfect tense Modal verbs in the imperfect tense Future tense using werden + infinitive Als/ wenn/ weil and subordinating conjunctions Giving opinions in the past tense	<b>Concepts/Tier 3 vocabulary</b>  Using subject and object pronouns Using relative pronouns Expressing complex opinions with 'dass' Comparative and superlative adjectives Using the demonstrative article 'dieser'	<b>Concepts Tier 3 vocabulary</b>  Zu + dative case Imperatives (du, Sie, ihr forms) Using wenn clauses with the subjunctive Nominative and accusative adjective endings (definite and demonstrative articles) Using seit + present tense Dative pronouns
	<b>Justification:</b>  Students build on knowledge from KS3 by discussing school subjects, uniform, school rules and school trips and exchanges. Present and past tense are also taught to provide students with a solid foundation to the GCSE course. Students also compare school systems in Germany and England to accurately use the comparative.	<b>Justification:</b>  There is a focus on key grammar concepts, such as modal verbs and inversion. This consolidates key word order rules in German, allowing students to write and speak with accuracy. Film/TV and music vocabulary is also introduced, allowing students to successfully build on knowledge from KS3. Speaking is also a focus this term. Students will be sitting a speaking exam in Year 11.	<b>Justification:</b>  Students are taught how to use 'gern', 'lieber' and 'am liebsten' because this allows them to give complex opinions about various hobbies. Students are also taught family members during this half-term, which directly builds upon knowledge acquired at KS3. Conditional tense is also taught, as this tense should be used accurately in speaking and writing exams.	<b>Justification:</b>  Subordinating conjunctions are introduced this term, which trigger a word order change. This is a more complex grammar concept and builds on the opinions introduced last term. Higher candidates will be required to manipulate this in their exams. There is also a focus on listening and reading activities, in line with exam requirements at the end of Year 11.	<b>Justification:</b>  Students are taught to describe their town this term. This builds on vocabulary taught in previous years. Chapter 5 also gradually increases in difficulty, for example with superlatives being introduced. Moreover, revisiting comparatives from Chapter 1 secures understanding.	<b>Justification:</b>  Students develop knowledge of modes of transport. This vocabulary is then revisited with more complexity during Chapter 8 in Year 11, when discussing how to reduce our carbon footprint. This also provides a useful starting point for Chapter 6, where holiday plans are then taught.
	<b>Assessment:</b> Listening and reading assessment (exam-style questions) Vocabulary test	<b>Assessment:</b> Writing assessment (90 word essay) Vocabulary test	<b>Assessment:</b> Translation assessment (into German and into English) Vocabulary test	<b>Assessment:</b> PPE exams (listening, reading and writing exam)	<b>Assessment:</b> Listening and reading assessment Vocabulary test	<b>Assessment:</b> Speaking assessment Vocabulary test
<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>• 4-day trip to Berlin</li> <li>• Comparisons between German and English school system</li> <li>• European Day of Languages</li> <li>• Weihnachten, Nikolaus (German Christmas traditions)</li> </ul>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11</b>	<i>Unit title/Theme</i>  Start Chapter 6: Im Urlaub und zu Hause (holidays)	<i>Unit title/Theme</i>  Finish Chapter 6 Start Chapter 7: Rund um die Arbeit (future study and employment)	<i>Unit title/Theme</i>  Finish Chapter 7 Start Chapter 8: Eine wunderbare Welt (global events and environment)	<i>Unit title/Theme</i>  Finish Chapter 8	<i>Unit title/Theme</i>  Revision of all eight GCSE topics.	<i>Unit title/Theme</i>  NA
	<b>Concepts/Tier 3 vocabulary</b>  Using 'nach', 'in' and 'an' to say where you are going Prepositions with the genitive Using 'werden' in the present tense Pluperfect tense Infinitive constructions with 'zu'	<b>Concepts/Tier 3 vocabulary</b>  Using 'um...zu' and 'ohne ...zu' 'Wenn' clauses Prepositions with accusative and dative 'Seit' + the present tense Using 'es gibt', 'es gab' Using 'wo'	<b>Concepts/Tier 3 vocabulary</b>  Using 'man könnte' and 'man sollte' Using 'ich würde' Conjunctions and intensifiers Sequencers Using 'weil' with two verbs Imperfect tense of 'wollen'	<b>Concepts/Tier 3 vocabulary</b>  Using a variety of tenses Using 'etwas', 'nichts', 'viel', 'wenig', 'alles' Adjectival nouns Comparative and superlative adjectives Comparative adverbs Subordinate clauses	<b>Concepts/Tier 3 vocabulary</b>  Present tense Imperfect tense Perfect tense Conditional tense Complex opinions 'Wenn' clauses Modal verbs Word order	<b>Concepts Tier 3 vocabulary</b>  NA
	<b>Justification:</b>  Students learn to say what they did on holiday using past tense (perfect and imperfect). They also describe which mode of transport they used and what the weather was like. Past tense is a key tense for successful communication at GCSE. Pupils were given a good foundation of holiday vocabulary during Year 8 and therefore build on this knowledge in Year 11.	<b>Justification:</b>  With the upcoming PPE exams this term, an emphasis is placed on the four core language skills (speaking, reading, listening and writing). Students are also taught to discuss various jobs and reasons for doing jobs. This is taught alongside 'um...zu' (in order to), thus allowing pupils to give more complex opinions.	<b>Justification:</b>  Environmental issues are discussed and introduced this term, as well as how to be greener at school. To express these ideas, the conditional tense is used thus improving knowledge of difficult structures and improving speaking and writing skills. Additionally, knowledge of modal verbs is further built upon this term by using the phrases 'man könnte' (one could) and 'man sollte' (one should).	<b>Justification:</b>  Due to speaking exams approaching next term, material taught this term aims to improve fluency and build confidence with speaking skills. Complex grammar is also taught, such as subordinating clauses and comparative adverbs. Such complex structures are important for students to use in their speaking exam, as well as in their writing exam.	<b>Justification:</b>  During the final half term, emphasis is placed on consolidating students' knowledge of the past, present and future tense. This is because accurately using these three tenses forms the foundations for success at GCSE. A variety of past papers questions with reading, listening, speaking and writing based tasks are also imbedded as these are the four core skills assessed at KS4.	<b>Justification:</b>  NA
	<b>Assessment:</b> Listening and reading assessment (exam-style questions) Vocabulary test	<b>Assessment:</b> Full PPE (speaking, reading, listening and writing exams)	<b>Assessment:</b> Translation assessment (into German and into English) Vocabulary test	<b>Assessment:</b> Writing assessment (150 word essay)	<b>Assessment:</b> Reading and listening past paper	<b>Assessment:</b> NA
	<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>Prominent German festivals and events discussed</li> <li>European Day of Languages</li> <li>Weihnachten, Nikolaus (German Christmas traditions)</li> <li>Oktoberfest</li> </ul>					