

Curriculum Mapping: German Year 7-9

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 -	Unit title/Theme Chapter 1: Meine Welt und ich (My world and I)	Unit title/Theme Finish Chapter 1: Meine Welt und ich Start Chapter 2: Familie und Tiere (Family and pets)	Unit title/Theme Finish Chapter 2: Familie und Tiere Start Chapter 3: Freizeit (Free time)	Unit title/Theme Finish Chapter 3: Freizeit Start Chapter 4: Kapitel 4 - Schule ist Klasse (School)	Unit title/Theme Finish Chapter 4: Kapitel 4 - Schule ist Klasse (School)	Unit title/Theme Chapter 5 Gute Reise (Town and holiday plans)
	Concepts/Tier 3 vocabulary Definite article Indefinite article Possessive adjectives Accusative case Nominative case Irregular verbs Regular verbs	Concepts/Tier 3 vocabulary Pronouns Modal verbs Infinitive verbs Regular verbs Adjectival agreement Full paradigm of haben	Concepts/Tier 3 vocabulary Full paradigm of spielen Using gern and nicht gern Qualifiers Irregular verbs fahren, lesen, sehen Opinions	Concepts/Tier 3 vocabulary The wir and Sie/sie forms Talking about the future using the present tense + future time phrase Word order with weil Word order after time expressions	Concepts/Tier 3 vocabulary Understand telling the time digital and written Using sein (his) and ihr (her) Prepositions of position in, an, auf, neben plus dative Modal verbs	Concepts/ Tier 3 vocabulary Using es gibt Using kein Möchten with the infinitive Man kann with the infinitive Using werden to form the future tense
	Justification: In this unit students are introduced to greetings and short dialogues, with an emphasis placed on phonics and key sounds. Foundations such as numbers and the alphabet are also taught. Additionally, pupils learn how to say we they live and can describe their character. Chapter 1 thus provides students with a robust foundation to learning German.	Justification: There is a focus on key grammar concepts, such as modal verbs and adjectival agreements. This allows students to write and speak with accuracy. Family members and pets are introduced, allowing students to successfully build on knowledge from Autumn term 1 because they are now able to give more detailed descriptions about themselves and others.	Justification: Students are taught colours and birthdays, as well as how to give descriptions of hair and eyes. This directly builds on work from Autumn term 2. Sports and leisure activities are then introduced in the second part of this term, as well as key opinion phrases. This broadens students' vocabulary and improves writing and speaking skills. Free time activities are revisited at KS4.	Justification: 'Weil' (because) is taught this term, which triggers a word order change. This is a more complex grammar concept and builds on the opinions introduced during Spring term 1. How often you do things is taught alongside technology-based vocabulary (use of mobiles and computers). Media and technology is a topic revisited at KS4.	Justification: Students are taught how to describe teachers and use possessive adjectives. This builds on the grammar taught in previous terms. Chapter 4 gradually increases in difficulty, for example with more challenging modal verbs being introduced when teaching school rules. Revisiting modal verbs from Chapter 1 secures understanding. School topic is revisited at KS4.	Justification Students learn how to successfully describe their town. This requires the phrase 'es gibt' (there is), which is a key phrase needed in the next academic year. Holiday-related vocabulary is also introduced towards the end of this module. This provides a useful starting point for students, as holiday plans are then taught in greater depth and more complexity at the beginning of Year 8, as well as at KS4.
	Assessment: Vocabulary test	Assessment: Listening (Chapter 1)	Assessment: Reading (Chapter 2)	Assessment: Speaking and Listening (Chapter 3)	Assessment: Writing (Chapter 4)	Assessment Reading (Chapter 5)
	Wider reading/Cultural capital <ul style="list-style-type: none"> • Weihnachten, Nikolaus (German Christmas traditions) • European Day of Languages • Oktoberfest • Nicos Weg (short, slow clips in German, designed for young people learning the language) • MFL Christmas card competition • Differences between German and English school systems discussed 					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 8 -	Unit title/Theme Chapter 1: Ich liebe Ferien (I love holidays)	Unit title/Theme Finish Chapter 1: Ich liebe Ferien Start Chapter 2: Bist du ein Medienfan? (Film and media)	Unit title/Theme Finish Chapter 2: Bist du ein Medienfan? (Film and media) Start Kapitel 3: Bleib gesund (Healthy living)	Unit title/Theme Finish Chapter 3: Bleib gesund (Healthy living) Start Chapter 4: Klassenreisen machen Spaß (daily routine and festivals)	Unit title/Theme Finish Chapter 4: Klassenreisen machen Spaß	Unit title/Theme Chapter 5: Wir gehen aus (Clothing and going out)	
	Concepts/Tier 3 vocabulary Imperfect tense using 'war', 'hatte' and 'es gab' Using the perfect tense with 'haben' Using the perfect tense with 'sein' Inversion Time - Manner- Place	Concepts/Tier 3 vocabulary Combining past and present tense Film preferences Intensifiers (qualifiers) Formulation questions in the perfect tense 'sehen' (stem changing verbs) Reading preferences	Concepts/Tier 3 vocabulary Modal verb 'wollen' Using gern, nicht gern, lieber, am liebsten (like, don't like, prefer, best at all) Prepositions with dative case Modal verbs sollen, dürfen, können Verb 'essen' (stem changing) 'Du' form of the imperative	Concepts/Tier 3 vocabulary Kein/keine/keinen (no) Using the verb 'nehmen' Using the perfect tense with essen, nehmen, geben and trinken Using the modal verb 'müssen'	Concepts/Tier 3 vocabulary Reflexive verbs Separable verbs Using imperatives in 'ihr' and 'Sie' forms 'tragen' - stem changing verb Using adjectives with endings (nominative and accusative case)	Concepts/Tier 3 vocabulary Using 'wenn' clauses Future tense sentence structure Asking questions with a variety of verbs Using past, present and future tenses	
	Justification: 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 skills in a foreign language and the topic of holidays is also revisited at GCSE. Pupils thus have a good foundation at KS3.	Justification: An emphasis is placed in writing skills this term, in line with the assessment. Students are taught to discuss film preferences and screen time, allowing them to give more complex opinions with intensifiers. The topic of film and media is then further built upon at GCSE.	Justification: Pupils learn about typical German foods and are taught how to speak about healthy lifestyles. This module aims to improve fluency and build confidence with speaking skills, a vital skill for GCSE. Revisiting modal verbs from Year 7 serves as useful retrieval practice, allowing students to build on previous grammar knowledge and apply it to new concepts.	Justification: Daily routine phrases are introduced in this term, as well as how to tell the time. 'Kein' is also taught, which allows pupils to build negative sentences and thus improve writing skills. Additionally, knowledge of modal verbs is further built upon this term.	Justification: There is a focus on stem changing verbs and adjective endings this term, both of which students need a good understanding of at KS4. Students are also taught how to give directions and learn now to describe a festival. Festivals are revisited in Year 9.	Justification: The future tense is a focal point this term. This tense is important because it allows students to express future plans and needs to be used accurately at GCSE. This also forms a starting point for students, as future tense is revisited at Year 9. Discussing clothes and style this term also allows students to learn vocabulary which is revisited in Year 10.	
	Assessment: Vocabulary test	Assessment: Writing (Chapter 1)	Assessment: Reading (Chapter 2)	Assessment: Listening (Chapter 3)	Assessment: Writing and Speaking (Chapter 4)	Assessment: Reading (Chapter 5)	
	Wider reading/Cultural capital						
<ul style="list-style-type: none"> • Black History Month – discussion of prominent black figures in German speaking countries. • Pen pal exchange • Oktoberfest • European Day of Languages • Easter Baking competition • Traditional German dishes introduced 							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 -	Unit title/Theme Chapter 1: Vorbilder (role models)	Unit title/Theme Finish Chapter 1: Vorbilder Start Chapter 2: Musik (music)	Unit title/Theme Finish Chapter 2: Musik Start Chapter 3: Meine Ambitionen (My ambitions)	Unit title/Theme Finish Chapter 3 Start Chapter 4: Die Kindheit (Childhood)	Unit title/Theme Finish Chapter 4: Die Kindheit	Unit title/Theme Chapter 5: Rechte und Pflichten (rights and obligations)
	Concepts/Tier 3 vocabulary Revise present tense and 'weil' Using perfect tense Using imperative Perfect tense	Concepts/Tier 3 vocabulary Future tense Subject and direct object pronouns Opinions and justifications using weil 'Seit' + present tense Comparatives	Concepts/Tier 3 vocabulary Imperfect of sein Separable verbs in perfect tense Conditional tense using "möchte"	Concepts/Tier 3 vocabulary Um Zu (in order to) 'Seit' + present tense Verb second idea Prepositions In + auf Accusative and dative 'Als' with past tense Adjective endings	Concepts/Tier 3 vocabulary Indefinite article Imperfect tense of modal verbs Comparatives Superlatives Imperfect tense (regular and irregular verbs)	Concepts Tier 3 vocabulary Past/ present/ future tense revision Wenn Dürfen Revision of weil Mir / dir
	Justification: <i>Students are taught to write about who their role models are and why. Forming justifications adds complexity to students' writing in German and are required at KS4. Emphasis is also placed on writing skills because students complete a writing assessment on Chapter 1.</i>	Justification: Pupils learn how to express their likes and dislikes of different types of music. They also describe and compare different bands. Forming comparatives is an important linguistic skill and allows pupils to form complex opinions. Moreover, the topic of music is revisited at GCSE, therefore providing students with a foundation in this topic.	Justification: There is a focus on grammar during this half term, particularly on imperfect tense and separable verbs. Both concepts are revisited at KS4 and it is therefore important that pupils can use these accurately. Students are also taught the conditional tense to further build upon their speaking and writing skills.	Justification: During this term students are taught various jobs, as well as reasons for doing them, using the 'um...zu' structure. The topics of jobs is covered again at KS4. 'Seit' (for) and present tense is also revisited from Autumn term 2. This secures student understanding, allowing them to apply a familiar grammar concept to a new topic.	Justification: In this half term students are taught how to talk about what they used to do during childhood, using modal verbs in the imperfect tense. Student also build on their knowledge of the comparative, by comparing differences between primary school and secondary school.	Justification: 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 reading, listening, speaking and writing based tasks are also imbedded as these are the four core skills assessed at KS4.
	Assessment: Vocabulary test	Assessment: Writing (Chapter 1)	Assessment: Reading (Chapter 2)	Assessment: Listening (Chapter 3)	Assessment: Writing and Speaking (Chapter 4)	Assessment: Reading (Chapter 5)
Wider reading/Cultural capital Black History Month – discussion of prominent black figures in German speaking countries. Pen pal exchange Prominent German festivals outlined Authentic songs, introduction to famous artists in the German speaking world. Easter Baking competition						