



## GERMAN CURRICULUM MAP: German

### **Intent:**

In the Modern Foreign Languages Faculty, we will inspire our students to be passionate learners of foreign languages. Through the teaching of vocabulary and grammar, we will teach them not only how the foreign language works, but also give them a greater understanding of their own home language. By giving them an insight into the culture of the Target Language countries in lessons, and outside of the classroom when possible, we hope to encourage their inquisitive minds to not only learn about other countries and their languages, but also to enjoy the exposure to new ideas and traditions, fostering a stance of openness and curiosity towards the world. Finally, we will seek to equip them with the courage, flexibility and interpersonal skills that will help them thrive in the 21st century.

### Key stage 3

<b>YEAR 7</b>	<b>Coursebook: Echt 1</b> <b>Unit 1 Hallo!</b> <b>Unit 2 Das ist meine Welt!</b> <b>Unit 3 Meine Freizeit</b>		
<b>Key Knowledge</b>	<b>German Topics:</b> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Numbers and the alphabet</li> <li>• Saying where you live</li> <li>• Talking about age and birthday</li> <li>• Talking about family and pets</li> <li>• Describing someone’s personality</li> <li>• Describing physical attributes</li> <li>• Learning about sports</li> <li>• Talking about hobbies</li> <li>• Talking about music</li> <li>• Talking about online life</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• Finding out about Gender and articles</li> <li>• Using the verbs “sein”(to be) and “haben” (to have)</li> <li>• Using the present tense of regular and irregular verbs</li> <li>• Identifying personal pronouns</li> <li>• Using the accusative case (direct object)</li> <li>• Using possessive pronouns</li> <li>• Forming plurals</li> <li>• Recognise adjective endings</li> <li>• Using simple conjunctions</li> <li>• Applying the “verb-second” rule</li> <li>• Using simple qualifiers</li> <li>• Strategies to recognise different tenses</li> </ul>	<b>Culture:</b> <ul style="list-style-type: none"> <li>• Germany and its people</li> <li>• German Past times and hobbies</li> <li>• Famous German speaking people</li> <li>• Some food facts</li> <li>• Some German speaking literature</li> <li>• Some Sports personalities</li> <li>• Art and writers</li> </ul>
<b>Key Subject Skills</b>	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>		

<b>Personal development:</b> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>
<b>Connections with careers</b>	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>
<b>Home support</b>	<p>Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.</p>

<b>YEAR 8</b>	<b>Coursebook: Echt 1</b> <ul style="list-style-type: none"> <li>Unit 4 in der Schule</li> <li>Unit 5 Mahlzeit!</li> <li>Unit 6 Die Welt des Lesens</li> </ul>		
<b>Key Knowledge</b>	<b>German Topics:</b> <ul style="list-style-type: none"> <li>• Talking about school</li> <li>• Talking about time</li> <li>• Giving opinions about school subjects</li> <li>• Talking about teachers</li> <li>• Talking about the school day</li> <li>• Talking about after school activities</li> <li>• Talking about food and drink</li> <li>• Buying food</li> <li>• Ordering food and drink</li> <li>• Reading restaurant reviews</li> <li>• Talking about healthy eating</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• Using subordinate clauses with “weil”</li> <li>• Using impersonal expressions</li> <li>• Consolidating the present tense</li> <li>• Using “man” with modal verbs</li> <li>• Revising verb as second idea rule</li> <li>• Using “mir” and “dir”</li> <li>• Using “möchte “ and “hätte”</li> <li>• Using the impersonal pronoun</li> <li>• Introduction into the perfect tense</li> <li>• Using imperfect “war” and “hatte”</li> </ul>	<b>Culture:</b> <ul style="list-style-type: none"> <li>• The German school system</li> <li>• Food in German</li> <li>• Shopping habits</li> <li>• More famous writers</li> <li>• Fairy tales</li> <li>• Das Leben der Anna Frank</li> </ul>

	<ul style="list-style-type: none"> <li>Practising reading simple literary texts and fairy tales</li> </ul>		
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<ul style="list-style-type: none"> <li>RSE</li> <li>Online safety</li> <li>Enrichment</li> </ul>			
<b>Connections with careers</b>	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>		
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<b>YEAR 9</b>	<b>Coursebook: Echt 2</b>		
	Unit 1 Im Urlaub Unit 2 Mein Zuhause Unit 3 Das Alltagsleben	Unit 4 Meine Klamotten Unit 5 Virtuelle und reale Welt Unit 6 Willkommen in Berlin	
<b>Key Knowledge</b>	<b>German Topics</b> <ul style="list-style-type: none"> <li>Where and how you go on holiday</li> <li>Talking about a past holiday</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Using the Infinitive</li> <li>The Perfect tense with “haben”</li> </ul>	<b>Culture</b> <ul style="list-style-type: none"> <li>German holiday destinations</li> <li>German Christmas markets</li> </ul>

	<ul style="list-style-type: none"> <li>• The weather</li> <li>• Talking about my town and giving directions</li> <li>• Talking about my house and bedroom</li> <li>• Daily routines and chores</li> <li>• Talking about your future house</li> <li>• Daily life in the German speaking world</li> <li>• Making plans and excuses</li> <li>• Talking about healthy living</li> <li>• Talking about clothes and fashion</li> <li>• Talking about shopping</li> <li>• Talking about special occasions</li> </ul>	<ul style="list-style-type: none"> <li>• The Perfect tense with “sein”</li> <li>• The Imperfect tense</li> <li>• The separable verbs</li> <li>• “es gibt” with the accusative</li> <li>• Using tenses together</li> <li>• Prepositions with the dative</li> <li>• The future tense with “werden”</li> <li>• Reflexive verbs in the present tense</li> <li>• Modal verbs</li> <li>• Subordinate clauses with “weil” und “wenn”</li> <li>• Using verbs with a vowel change in present tense</li> <li>• Using possessive adjectives in the accusative case</li> <li>• Using accusative adjective endings</li> <li>• Subordinate clauses with “weil” und “da”</li> <li>• Using the time, manner, place -rule</li> </ul>	<ul style="list-style-type: none"> <li>• Modern Furniture and Bauhaus</li> <li>• German export articles</li> <li>• Football in Germany</li> <li>• Traditional clothing in German speaking countries</li> <li>• German youth parliament</li> <li>• German TV and Film</li> <li>• Berlin</li> </ul>
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		<p><b>Chapter 3:</b> My world, your world, Family and friends, celebrations</p>	<ul style="list-style-type: none"> <li>-Inviting people out and buying tickets</li> <li>- Expressing opinions about TV and films</li> <li>-Describing future-plans at the weekend</li> </ul>	<ul style="list-style-type: none"> <li>-Using the perfect and imperfect tenses together</li> <li>-The future tense</li> <li>-The "time-manner- place" rule</li> <li>-Using sequencers</li> </ul>	<ul style="list-style-type: none"> <li>-Expressing advantages and disadvantages</li> <li>-Practising the role-play section of the exam</li> <li>-Pronunciation ("eu" sound)</li> </ul>
		<p><b>Chapter 4:</b> Health and fitness, Lifestyle and wellbeing</p>	<ul style="list-style-type: none"> <li>-Describing festivals and Events</li> <li>-Describing families</li> <li>-Saying how you get on with people and why</li> <li>-Discussing equality and Identity</li> <li>-Describing past family Events</li> <li>-Discussing a Party</li> </ul>	<ul style="list-style-type: none"> <li>- Possessive adjectives</li> <li>- Relative pronouns</li> <li>- Possessive articles and relative pronouns in the dative</li> <li>-Recognising feminine Nouns</li> <li>-Using "in" plus accusative or dative</li> </ul>	<ul style="list-style-type: none"> <li>-Practise giving opinions and justifications</li> <li>- Writing practise using three time frames</li> <li>-Using two time frames together</li> </ul>
			<ul style="list-style-type: none"> <li>-Learning about sports</li> <li>-Talking about food and drink in Germany</li> <li>-Talking about accidents and illnesses</li> <li>-talking about good and bad habits</li> <li>-Talking about well-being</li> <li>-Talking about what is important to you</li> </ul>	<ul style="list-style-type: none"> <li>-Comparative and superlative adjectives and adverbs</li> <li>-Using "um...zu"</li> <li>-Modalverbs in the imperfect tense</li> <li>-Using "seit"</li> <li>-Infinitive constructions with "zu"</li> <li>-Revising present, past and future tenses</li> <li>- Using "wenn"</li> <li>- Set phrases with "zu"</li> </ul>	<ul style="list-style-type: none"> <li>-Practising role-plays</li> <li>-Asking Questions in different tenses</li> <li>-Writing about lifestyle and well-being</li> </ul>

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<b>YEAR 11</b>				
<b>Key Knowledge</b>	<u>Coursebook: Es Stimmt (AQA)</u>  <b>Chapter 5:</b> Travelling and holiday	<u>Topics</u> -Describing forms of transport -Looking at different forms of accommodation - Looking at problems that could arising on holiday	<u>Grammar</u> -Using clauses and subordinate clauses with two verbs -The comparative and the Superlative -the demonstrative article	<u>Extra</u> -Practising role–plays (hotel, restaurant...) - Writing practise 90 and 150 word answers on the topic of Holidays

	<p><b>Chapter 6:</b> Holidays at home and abroad</p>	<ul style="list-style-type: none"> <li>-Asking and understanding directions</li> <li>- In a restaurant</li> <li>-Shopping for souvenirs</li> <li>-Describing problems on Outings</li> </ul> <ul style="list-style-type: none"> <li>-Talking about popular holiday destinations</li> <li>-Talking about the weather</li> <li>-Discussing different types of holidays</li> <li>-Describing past holidays</li> <li>-Discussing future holiday plans</li> <li>-Describing places where people live and assessing the advantages and disadvantages of these places</li> </ul>	<ul style="list-style-type: none"> <li>-Imperatives in German</li> <li>-Using “wenn” clauses with the subjunctive</li> <li>-Nominative and accusative adjective endings</li> <li>- “seit” and present tenses</li> </ul> <ul style="list-style-type: none"> <li>-Using “nach, in &amp; an” with Locations</li> <li>-Using “werden” in the present Tense</li> <li>-Using prepositions with the genitive</li> <li>-Using the pluperfect</li> <li>-using infinitive constructions with “zu”</li> <li>-The conditional</li> </ul>	<ul style="list-style-type: none"> <li>-Practise Photo cards</li> <li>- Listening and reading skill practise</li> </ul> <ul style="list-style-type: none"> <li>-Practising role–plays (Places to live, future plans...)</li> <li>-Writing practise 90 and 150 word answers on past and future holidays</li> <li>-Practise Photo cards</li> <li>-Listening and reading skills Practise</li> </ul>
	<p><b>Chapter 7:</b> Work and Future plans</p>	<ul style="list-style-type: none"> <li>-Describing jobs and places to work</li> <li>-Describing what you do at work</li> <li>-Understanding Job advertisements and job descriptions</li> <li>-Job applications</li> <li>-Talking about a dream job</li> <li>-Languages and jobs</li> </ul>	<ul style="list-style-type: none"> <li>-Using conjunctions and intensifiers</li> <li>-Recognising sequencers</li> <li>-Word-order practise</li> <li>- Practising all tenses</li> <li>- Using “um...Zu”</li> </ul>	<ul style="list-style-type: none"> <li>-Learning about German work Culture</li> <li>-Practising role–plays (Job interviews)</li> <li>-Writing practise 90 and 150 word answers on the topic of work</li> <li>-Practise Photo cards</li> <li>- Listening and reading skills practise</li> </ul>
	<p><b>Chapter 8:</b> A wonderful world</p>	<ul style="list-style-type: none"> <li>-Describing international and local festival and events</li> <li>-Global sporting events</li> </ul>	<ul style="list-style-type: none"> <li>-Forming Questions</li> <li>-Using prepositions with the accusative</li> </ul>	<ul style="list-style-type: none"> <li>-Strategies to coping with numbers and dates</li> </ul>

		<ul style="list-style-type: none"> <li>-Social problems affecting young people</li> <li>-Homelessness and poverty</li> <li>-The environment and environmental problems and Solutions</li> <li>-Social campaigns</li> </ul>	<ul style="list-style-type: none"> <li>-Using adjectives with “etwas” and “nichts”</li> <li>-Using subordinated clauses</li> <li>-Using all tenses</li> </ul>	<ul style="list-style-type: none"> <li>-Practising role–plays (taking part in international events, buying tickets...)</li> <li>-Writing practise 90 and 150 word answers on the topic of what school/ the individual can do to help the environment</li> <li>-Practise Photo cards</li> <li>-Listening and reading skills practise</li> </ul>
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**Key Stage 5: A levels**

<b>YEAR 12</b> AQA German A-level Oxford Year 1	<b>Aspects of German-speaking -society</b>	<b>Artistic culture in the German-speaking-world</b>	<b>Film studies and Literature</b>
<b>Key Knowledge</b>	<p><b>1: Familie im Wandel</b></p> <ul style="list-style-type: none"> <li>Relationships and possible problems within a family</li> <li>Changing role of partnerships in recent history</li> <li>Different forms of family life</li> </ul> <p><b>2: Die digitale Welt</b></p> <ul style="list-style-type: none"> <li>The internet</li> <li>The benefits and dangers of social networks</li> <li>Digital society and its future developments</li> </ul> <p><b>3: Jugendkultur: Mode, Musik und Fernsehen</b></p> <ul style="list-style-type: none"> <li>Fashion and the importance of image</li> <li>The importance of Musik</li> <li>The Role of Television</li> </ul>	<p><b>4: Feste und Traditionen</b></p> <ul style="list-style-type: none"> <li>Looking at the roots and origins of festivals in Germany</li> <li>Changing role of partnerships in recent history</li> <li>Different forms of family life</li> </ul> <p><b>5: Kunst und Arcitecture</b></p> <ul style="list-style-type: none"> <li>Discuss the influence and role of art and architecture today</li> <li>Discuss how art and architecture shape our everyday life</li> <li>Discuss the development of art and architecture past to present</li> </ul> <p><b>6: Das Berliner Kulturleben damals und heute</b></p> <ul style="list-style-type: none"> <li>The imfluence of political, historical events on Berlin</li> <li>The role of culture in Berlin today</li> <li>Discuss aspects and challenges of a multicultural city</li> </ul>	<p>Film studies : Das Leben der Anderen                      Literature : Besuch der alten Dame                      Exam skills: Essay writing                      IRP</p>
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<b>Home support</b>	<p>At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.</p>

<b>YEAR 13</b> AQA German A-level Oxford Year 2	<b>Multiculturalism            in            German-speaking -society</b>	<b>Aspects of political life            in the            German-speaking-world</b>	<b>Film studies            and            Literature</b>
<b>Key Knowledge</b>	<p><b>1: Einwanderung</b></p> <ul style="list-style-type: none"> <li>• Looking at the reasons for migration</li> <li>• Discuss the advantages and disadvantages of immigration for immigrants and the country of destination</li> <li>• Discuss issues that effect immigration policy</li> </ul> <p><b>4: Integration</b></p> <ul style="list-style-type: none"> <li>• Discuss how the government promotes integration of migrants and refugees</li> <li>• Discuss elements that prevent integration</li> </ul>	<p><b>4: Deutschland und die EU</b></p> <ul style="list-style-type: none"> <li>• Discuss how the EU has evolved and Germany’s role within it</li> <li>• Discuss the advantages and disadvantages of the EU for Germany</li> <li>• Understand the impact of the expansion of the EU to Germany</li> </ul> <p><b>5: Die Politik und die Jugend</b></p> <ul style="list-style-type: none"> <li>• Discuss the way and the extent in which young people get involved in politics</li> <li>• Discuss priorities for youth politics in Germany</li> <li>• The role of pressure groups</li> </ul>	<p>Film studies : Das Leben der Anderen            Literature : Besuch der alten Dame            Exam skills: Essay writing            IRP</p>

	<ul style="list-style-type: none"> <li>Understand the positive and negative experiences from different refugees in Germany</li> </ul> <p><b>3: Rassismus</b></p> <ul style="list-style-type: none"> <li>The impact of racism</li> <li>Discuss the origin of racism</li> <li>Discuss the fight against racism</li> </ul>	<p><b>6: Die Wiedervereinigung und ihre Folgen</b></p> <ul style="list-style-type: none"> <li>Look at the events and developments that lead to German unification</li> <li>Discuss and contrast the desired and actual outcomes of unification</li> <li>Look at the culture and identity of old and new federal states</li> </ul>	
<p><b>Key subjects Skills</b></p>	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>		
<p><b>Personal development:</b></p> <ul style="list-style-type: none"> <li>RSE</li> <li>Online safety</li> <li>Enrichment</li> </ul>	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>		
<p><b>Connections with careers</b></p>	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>		
<p><b>Home support</b></p>	<p>At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.</p>		