



Subject: German

Lead Teacher: L Payne

Year: 10

## Curriculum organisation

Students are taught in mixed groups varying sizes due to options for three hours per week. They are not grouped by ability.

## Overview of Topics &amp; Key Information

## How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Theme 2 Willkommen bei mir (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>Where do you live?</li> <li>What's your house like?</li> <li>Can you describe your bedroom?</li> <li>What food do you like/dislike?</li> <li>What do you eat for breakfast/lunch/dinner?</li> <li>How do you stay fit? Is your diet healthy?</li> <li>What's your daily routine like?</li> <li>What do you do on social media/your computer? How do you prefer to communicate?</li> <li>What are the advantages and disadvantages of technology?</li> </ul>	<ul style="list-style-type: none"> <li>Irregular verbs in present tense</li> <li>Using separable verbs and reflexive verbs</li> <li>Prepositions with accusative and dative</li> <li>Giving opinions in the past tense</li> <li>Using a range of pronouns</li> <li>Using wenn clauses</li> <li>Expressing complex opinions with dass</li> </ul>	<ul style="list-style-type: none"> <li>Speaking – asking and answering questions about school uniform, subjects likes and dislikes</li> <li>Introduction to photocard which makes up part of speaking GCSE.</li> <li>Roleplays on different topics covered.</li> <li>As above for writing. In the Spring term- writing a book/film review</li> <li>Listening for key content, recognising vocabulary on the topic of school</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair work</li> <li>Practical activities eg card sorts</li> <li>Problem-solving tasks</li> <li>Watching short video clips</li> <li>Dictionary skills</li> <li>Vocabulary learning</li> <li>Translations both from and into German</li> <li>Creative tasks</li> <li>Speaking in pairs, groups.</li> <li>Listening tasks from recording and teacher</li> <li>Film/ book reviews</li> <li>Roleplay cards and photocards.</li> </ul> <p><b>The M.F.L Faculty follows the Instructions by Rosenshine.</b></p> <p><b>Principle 1:</b> Begin a lesson with a short review of previous learning.</p> <p><b>Principle 2.</b> Present new material in small steps with student practice after each step.</p> <p><b>Principle 3.</b> Ask a large number of questions and check the responses of all students.</p> <p><b>Principle 4.</b> Provide models.</p> <p><b>Principle 5.</b> Guide student practice.</p> <p><b>Principle 6.</b> Check for student understanding.</p> <p><b>Principle 7.</b> Obtain a high success rate.</p> <p><b>Principle 8.</b> Provide scaffolds for difficult tasks.</p> <p><b>Principle 9.</b> Require and monitor</p>
	Theme 2: Chapter 5: Ich liebe Wien (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>What form of transport do you prefer ?</li> <li>How do you travel on holiday ? What are the advantages/disadvantage of train travel/flying ?</li> <li>What are the advantages/disadvantages of staying in a hotel/campsite ?</li> <li>What sort of accommodation do you prefer on holiday ? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Using clauses and subordinate clauses with 2 verbs</li> <li>Comparative and superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Reading German texts on the theme of house and home</li> <li>Some authentic material, including a literary text and an online chat</li> <li>Reading longer texts in German, including literary texts</li> </ul>	
Spring Term	Theme 2: Ich liebe Wien (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>Ordering in a restaurant.</li> <li>Buying train tickets</li> <li>Asking directions</li> <li>Buying souvenirs</li> <li>Asking about a problem</li> </ul>	<ul style="list-style-type: none"> <li>Using the demonstrative article dieser/diese/dieses</li> <li>Using imperatives</li> <li>Using wenn clauses with subjunctive</li> <li>Nominative and accusative adjective endings</li> <li>Using seit + present tense</li> </ul>		

<b>Summer Term</b>	<b>Theme 2: Im Urlaub und zu Hause (Local, National, International and Global Areas of Interests)</b>	<ul style="list-style-type: none"> <li>● Do you like going on holiday</li> <li>● Where do you go on holiday?</li> <li>● What's the weather like in.....?</li> <li>● What was the weather like in...?</li> <li>● Was the weather problematic?</li> <li>● What sort of holiday do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>● Using nach and in + country</li> <li>● Using werden in present tense</li> <li>● Using prepositions with genitive.</li> </ul>		independent practice <b>Principle 10.</b> Engage students in weekly and monthly review.

<b>Equipment needed for lessons</b>	<b>How will learning and progress be assessed?</b>
<ul style="list-style-type: none"> <li>● Standard school stationery</li> <li>● Exercise book / vocabulary book</li> <li>● Possibly a dictionary</li> <li>● Access to online textbook through ActiveLearn (password will be provided by school)</li> </ul>	<ul style="list-style-type: none"> <li>● End of unit tests (2 skills tested each time out of the 4: Speaking, Reading, Writing, Listening)</li> <li>● Formal assessment week (May)</li> <li>● Peer and self- assessment</li> <li>● Homework tasks (often vocabulary learning)</li> <li>● Retrieval practice activities</li> </ul>

<b>Extension &amp; Enrichment opportunities</b>	<b>What can you do to support your child?</b>
<ul style="list-style-type: none"> <li>● Potential Trip to Berlin in year 9/10 together with history department ( every 2 years)</li> <li>● Quizlet for vocabulary learning</li> <li>● Various competitions open to linguists, eg Christmas Card competition (Routes into languages),</li> <li>● Follow languages faculty on Instagram or twitter</li> </ul>	<ul style="list-style-type: none"> <li>● Test child on vocabulary</li> <li>● Encourage them to watch video clips in German.</li> </ul>

<b>Inclusion</b>	<b>Inclusion within Y10 German</b>
<ul style="list-style-type: none"> <li>● Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>● Work is enlarged to the necessary size for visually impaired students.</li> <li>● Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>● Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>● Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>● Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>● Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>● Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>● Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Environment:</b> Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments.</li> <li>● <b>Resources:</b> Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport.</li> <li>● <b>Displays:</b> They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution.</li> <li>● <b>Multi-sensory approaches:</b> Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning.</li> <li>● <b>Assessments:</b> Teachers are live-speakers when students sit listening assessments and examinations.</li> <li>● <b>Reviewing progress:</b> Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**