



Subject: German

Lead Teacher: L Payne

Year: 11

## 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 & 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 Ich liebe Wien (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>How do you travel to work, on holiday ?</li> <li>Where shall we stay overnight ?</li> <li>Where is...?</li> <li>How do I get to ....? (understanding directions)</li> <li>What's the matter/problem?</li> </ul>	<ul style="list-style-type: none"> <li>Revision of question words</li> <li>Main and subordinate clauses</li> <li>Comparatives and superlatives</li> <li>Imperatives</li> <li>The subjunctive</li> <li>Adjective endings</li> <li>Seit + present tens</li> </ul>	<ul style="list-style-type: none"> <li>Speaking – general conversation on all topics covered at GCSE. Roleplays and describing a photograph (examined in oral)</li> <li>Writing – short piece of writing (90 words). Longer piece of writing (150 words).</li> <li>Translation into English and German</li> <li>Listening for key content, recognising vocabulary in class and past AQA papers( used for assessment purposes)</li> <li>Reading longer texts in German including a literary extract. Texts in text book and also past papers used for ass. Purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair work</li> <li>Practical activities</li> <li>Problem-solving tasks</li> <li>Watching short video clips</li> <li>Dictionary skills</li> <li>Vocabulary learning</li> <li>Translations into both languages</li> <li>Creative tasks</li> <li>Speaking-roleplays, general conversation and describing a photo</li> <li>Listening tasks from recording and teacher+ past papers</li> </ul>
	Theme 2 Im Urlaub und zu Hause (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>Where do you go on holiday ?</li> <li>How do you travel ?</li> <li>What's the weather like ?</li> <li>Where do you stay ?</li> </ul>	<ul style="list-style-type: none"> <li>Nach,in, an saying to in German</li> <li>Werden in present tense</li> </ul>		
Spring Term	Theme 2 Im Urlaub und zu Hause (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>What's your favourite type of holiday?</li> <li>What was your holiday like? (questions in past tense ?)</li> <li>What are your holiday plans for next year?</li> <li>What are the advantages and disadvantages of your town?</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions with the genitive</li> <li>The pluperfect tense.</li> <li>Infinitive constructions with zu</li> <li>Wenn clauses</li> <li>Joining a sentence with wo...</li> </ul>	<ul style="list-style-type: none"> <li>As above plus:</li> <li>reading a longer text in German</li> </ul>	<p><b>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</b></p> <p><b>Principle 1:</b> Begin a lesson with a short review of previous learning. <b>Principle 2:</b> Present new material in small steps with student practice after each step. <b>Principle 3:</b> Ask a large number of questions and check the responses of all students <b>Principle 4:</b> Provide models. <b>Principle 5:</b> Guide student practice. <b>Principle 6:</b> Check for student understanding. <b>Principle 7:</b> Obtain a high success rate. <b>Principle 8:</b> Provide scaffolds for difficult tasks. <b>Principle 9:</b> Require and monitor</p>
	Theme 3 Rund um die Arbeit (Current and Future Study and Employment)	<ul style="list-style-type: none"> <li>What do you want to do later as a career?</li> <li>What are important qualities for getting a job?</li> <li>Do you have any experience with ....?</li> <li>Why are languages important at work?</li> </ul>	<ul style="list-style-type: none"> <li>Masculine and feminine forms of jobs</li> <li>Sequencers</li> <li>Weil with 2 verbs</li> <li>The imperfect tense</li> </ul>		
Summer Term	Theme 2 Eine wunderbare Welt (Local, National, International and Global Areas of Interests)	<ul style="list-style-type: none"> <li>Have you ever been to a festival ?</li> <li>Would you like to go to one ?</li> <li>What do you do to help the environment ?</li> <li>How could we be greener ?</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions with the accusative</li> <li>Large numbers and dates</li> <li>Using adjectives with etwas,viel,wenig,alles,nichts</li> <li>The passive</li> </ul>		
	Revision for examination.				

				independent practice <b>Principle 10:</b> Engage students in weekly and monthly review.
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Equipment needed for lessons	How will learning and progress be assessed?
<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 mock examination in November</li> <li>• Peer and self- assessment</li> <li>• Homework tasks (often vocabulary learning)</li> <li>• Retrieval practice activities</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Quizlet for vocabulary learning</li> <li>• Follow the faculty's Twitter and Instagram pages for tips and interesting activities</li> <li>• Enter languages competitions which arise during the term eg Christmas card competition.</li> <li>• Use active learn for additional listening practice</li> </ul>	<ul style="list-style-type: none"> <li>• Test child on vocabulary</li> <li>• Encourage them to watch video clips in German.</li> <li>• Consider a trip to a German speaking country.</li> </ul>

Inclusion	Inclusion within Y11 German
<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>