



Subject: German

Lead Teacher: T.Fuji

Year: 7

## Curriculum organisation

Students are taught in mixed groups of 30 for two 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	How will your child be learning?
Autumn Term	Hallo!	<ul style="list-style-type: none"> <li>What's your name ?</li> <li>How do you spell that ?</li> <li>Where do you live ?</li> <li>When is your birthday ?</li> </ul>	<ul style="list-style-type: none"> <li>Verbs with ich du er and sie</li> <li>Introduction of genders the definite article der,die das</li> <li>Nouns and capital letters</li> <li>Using the indefinite article (ein,eine)</li> </ul>	<ul style="list-style-type: none"> <li>Speaking – learning to have a simple conversation in basic German about yourself</li> <li>As above for writing</li> <li>Listening for key content, recognising vocabulary.</li> <li>Reading short German texts.</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</li> <li>Creative tasks</li> <li>Speaking</li> <li>Listening tasks from recording and teacher</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.</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 independent practice</p> <p><b>Principle 10:</b> Engage students in weekly and monthly review.</p>
	Familie und Freunde	<ul style="list-style-type: none"> <li>What's your family like?</li> <li>What do they look like?</li> <li>Do you have any brothers and sisters?</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives 'my' and 'your'</li> <li>Plural adjective endings</li> <li>Accusative case of indefinite article einen,eine ein</li> <li>Not a=kein(e)</li> </ul>		
Spring Term	Familie und Freunde	<ul style="list-style-type: none"> <li>What are they like? (personality)</li> <li>Do you have any pets?</li> </ul>	<ul style="list-style-type: none"> <li>How to use qualifiers</li> <li>Plurals of nouns</li> </ul>		
	Die Schule	<ul style="list-style-type: none"> <li>What's your favourite subject ?</li> <li>What time is it ?</li> <li>When does....start/finish ?</li> <li>What do you eat and drink at break ?</li> </ul>	<ul style="list-style-type: none"> <li>Question words</li> <li>Using und and aber</li> <li>Telling the time</li> <li>Cognates.</li> </ul>		
Summer Term	Die Schule	<ul style="list-style-type: none"> <li>What do you wear for school ?</li> <li>What's your dream school like ?</li> </ul>	<ul style="list-style-type: none"> <li>Verb endings of ich/du/er/sie</li> <li>Plural of sein -sind</li> <li>Plurals of clothes</li> </ul>	<ul style="list-style-type: none"> <li>As above plus:</li> <li>reading a longer text in German</li> </ul>	
	Freizeit	<ul style="list-style-type: none"> <li>Are you sporty ?</li> <li>What do you play/do ?</li> <li>How often ?</li> </ul>	<ul style="list-style-type: none"> <li>Present tense ( reg + irreg verbs)</li> <li>ich/du/er/sie forms- introduction of wir</li> <li>Expressing likes/dislikes with gern/nicht gern</li> <li>Pronouns his-sein, her-ihr</li> </ul>		
	Mein Zuhause	<ul style="list-style-type: none"> <li>Where do you live ?</li> <li>What's your house like ?</li> <li>What's your bedroom like ?</li> </ul>	<ul style="list-style-type: none"> <li>Compound nouns</li> <li>Using there is/are + accusative</li> </ul>		

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 Websites (<a href="http://www.linguascope.com">www.linguascope.com</a>; <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (2 skills tested each time out of the 4.ie 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>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Potential Trip to Berlin in year 9/10 together with history department</li> <li>• Curriculum Enrichment week- showing of a German film das Wunder von Bern and related cultural activities. Looking at Germany in the 1950s.</li> <li>• Quizlet for vocabulary learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test child on vocabulary</li> <li>• Encourage them to watch video clips/a film in German with subtitles</li> <li>• Consider a trip to a German speaking country where they can practise.</li> </ul>

Inclusion	Inclusion within Y7 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>

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