



Subject: German

Lead Teacher: T.Fujii

Year: 8

Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per fortnight. 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	How will your child be learning?
Autumn Term	Unit 1: Die Ferien	<ul style="list-style-type: none"> What do you do at different times of the year? Where did you go on holiday? What did you do on holiday? 	<ul style="list-style-type: none"> Holidays vocabulary including where you live, where you stay and the weather Fruit & Vegetables, Restaurants Present tense verb endings reminder 	<ul style="list-style-type: none"> Understanding longer reading passages and recordings Understanding and using different tenses. Using more detail like frequencies and qualifiers and justifying opinions in speaking and writing. Applying grammar rules linked with the verb endings and dative and accusative case. 	<ul style="list-style-type: none"> Whole class discussion Pair work Problem-solving tasks Extended writing tasks Interactive tasks/games Creative tasks Translating Speaking (individually, in pairs or groups) Listening tasks <p>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</p> <p>Principle 1: Begin a lesson with a short review of previous learning.</p> <p>Principle 2: Present new material in small steps with student practice after each step.</p> <p>Principle 3: Ask a large number of questions and check the responses of all students.</p> <p>Principle 4: Provide models.</p> <p>Principle 5: Guide student practice.</p> <p>Principle 6: Check for student understanding.</p> <p>Principle 7: Obtain a high success rate.</p> <p>Principle 8: Provide scaffolds for difficult tasks.</p> <p>Principle 9: Require and monitor independent practice</p> <p>Principle 10: Engage students in weekly and monthly review.</p>
	Unit 1: Die Ferien	<ul style="list-style-type: none"> What did you do over the Weekend? 	<ul style="list-style-type: none"> Tenses: simple past + perfect tense Cases: the dative + the accusative case 		
Spring Term	Unit 2: Einkaufen und Essen	<ul style="list-style-type: none"> What do you buy at the Market? What do you order in a café? 			
	Unit 3: Nach der Schule	<ul style="list-style-type: none"> What can you buy in different shops? Where do you go in order to buy...? What do you do with your (pocket) money? 	<ul style="list-style-type: none"> Shopping Pocket money Types of TV programmes Spare time activities Other: um/zu (in order to) Like/prefer/best of all Word order Modal verbs (must) 	<ul style="list-style-type: none"> Talking about preferences, using the comparative and superlative forms. Using possessive pronouns. 	
Summer Term	Unit 3: Nach der Schule	<ul style="list-style-type: none"> What do you like watching? What do you like watching best/ not at all? What do your friends do after school? 	<ul style="list-style-type: none"> Perfect tense review Body-parts Illnesses Modal verb (can) 	<ul style="list-style-type: none"> Using weil when justifying 	
	Unit 4: Gesundheit	<ul style="list-style-type: none"> What was your school trip like? 	<ul style="list-style-type: none"> Where does it hurt? What is the matter with you? What do you do, when/if .. For how long have you had e.g. a sore throat? What can't you do now? What do you have to do in order to feel better? Do you eat healthily? 	<ul style="list-style-type: none"> Possessive adjectives Subordinated sentences with when/if 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (including research or project based) • Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Websites (www.linguascope.com; www.languagesonline.org.uk) • Film project during enrichment week • Speaking practice with native speakers through the PrimaA programme 	<ul style="list-style-type: none"> • Ask them to teach you what they've learnt once a week • Encourage them to speak in German and listen to German as much as possible • Help them learn their vocabulary and grammar regularly – even if you don't speak the language you can still do this!

Inclusion	Inclusion within Y8 German
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use of a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. • Resources: 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. • Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. • Multi-sensory approaches: 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. • Assessments: Teachers are live-speakers when students sit listening assessments and examinations. • Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

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