



Subject: German **Lead Teacher:** L Payne

Year: 9

Curriculum organisation

We have successfully followed the AQA GCSE course in the German department for many years and teachers are experienced in the course content and examination expectations. Students can achieve grades 4-9 in the higher tier and most students are expected to be awarded the higher grades. Lessons are taught within mixed ability groups for 2 lessons a week.

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 3: Auf in die Schule (Current and Future Study and Employment)	- What is your favourite subject and why? - What do you think of your uniform? - What is your day at school like? - What are the rules at school? - How did you find primary school? - How do you find secondary school? - Are you under a lot of pressure? - What happened on your last class trip?	- Present tense revision - Accusative adjective endings - Imperfect tense revision - Perfect tense revision - Giving reasons with 'denn' and 'weil' - Asking questions with inversion - Review of questions words - Modal verbs review - The preposition 'in' + dative - Future tense revision	- Speaking – asking and answering questions about relationships and activities - As above for writing. - Introduction to photocard which makes up part of speaking GCSE. - Roleplays on different topics covered. - Listening for key content, recognising vocabulary - Independent listening and reading using ActiveLearn - Reading longer texts containing some unfamiliar language - Recognising and using a variety of tenses together	- Whole class discussion - Pair work - Practical activities - Problem-solving tasks - Understanding short video clips - Dictionary skills - Vocabulary learning - Translations both from and into French - Creative tasks - Speaking in pairs, groups. - Listening tasks from recording and teacher - Learning about some francophone cultural icons
Spring Term	Theme 1: Zeit für Freizeit (Identity and Culture) -	- What do you think about music? - Do you like to read? - Do you prefer watching films at home or at the cinema? - Are you sporty? - What will you do at the weekend? - What have you celebrated recently? - Why is it important to do sport? - What plans do you have for your next birthday?	- Revision of nouns and articles - Word order - Using 'gern, lieber, am liebsten' - Plural nouns - Conditional tense - Using several tenses	- Revision of nouns and articles - Using 'gern, lieber, am liebsten' - Plural nouns - Conditional tense - Using several tenses	The M.F.L Faculty follows the Principles of Instruction by Rosenshine. Principle 1: Begin a lesson with a short review of previous learning. Principle 2: Present new material in small steps with student practice after each step. Principle 3: Ask a large number of questions and check the responses of all students. Principle 4: Provide models. Principle 5: Guide student practice. Principle 6: Check for student understanding. Principle 7: Obtain a high success rate. Principle 8: Provide scaffolds for difficult tasks. Principle 9: Require and monitor independent practice Principle 10: Engage students in weekly and monthly review.
Summer Term	Theme 1: Menschliche Beziehungen (Identity and Culture) Relationships and family, ideal partners, describing dream weddings	- Do you have a best friend? - Do you always get on with your friends? - How do you get on with your family? - What did you do together last summer? - How would you describe yourself? - Would you like to get married in the future?	- Using adjectives (nominative and accusative cases) - Possessive adjectives - Using the preposition 'mit' - Separable verbs in the present and perfect tenses		

Equipment needed for lessons	How will learning and progress be assessed?
• School provides text books and exercise books as well as additional revision booklets and resources • A German-English dictionary would provide useful support • Internet access to the online subscription of 'Stimmt' text book (password is provided by school). • Students may also wish to purchase Revision Guides (eg, Letts, CGP etc)	• End of unit tests (2 skills tested each time out of the 4: Speaking, Reading, Writing, Listening) • Formal assessment week (May) • Peer and self- assessment • Homework tasks (including fortnightly vocabulary learning) • Retrieval practice activities • Online activities

Extension & Enrichment opportunities	What can you do to support your child?
• Bi-annual trip to Berlin in Year 10/11, visiting museums, the zoo and shopping • Various competitions open to linguists, eg Christmas Card competition (Routes into languages), Oxford university essay competitions etc. • Revise old vocab and grammar regularly, eg with conjugation apps • Take every opportunity to find, learn and use new vocabulary regularly • Follow the faculty's Twitter and Instagram pages for tips and interesting activities • Quizlet, Memrise or Duolingo for vocab • For listening: Lyrics training, German films on Netflix (etc), • Linguascope (intermediate) – fun • Exam practice: Bitesize http://www.bbc.co.uk/education/subjects/zhsvr82 • Slow German news • Practice speaking with German assistants • CGP revision guides, especially if they come with listening tracks	• Test child on vocabulary • Encourage them to do some of the extension activities listed. • Increase exposure to German-speaking culture – music, film, visits.

Inclusion	Inclusion within Y9 German
• 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 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.	• 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.