



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 & 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)	- Where do you live? - What's your house like? - Can you describe your bedroom? - What food do you like/dislike? - What do you eat for breakfast/lunch/dinner? - How do you stay fit? Is your diet healthy? - What's your daily routine like? - What do you do on social media/your computer? How do you prefer to communicate? - What are the advantages and disadvantages of technology?	- Irregular verbs in present tense - Using separable verbs and reflexive verbs - Prepositions with accusative and dative - Giving opinions in the past tense - Using a range of pronouns - Using wenn clauses - Expressing complex opinions with dass	- Speaking – asking and answering questions about school uniform, subjects likes and dislikes - Introduction to photocard which makes up part of speaking GCSE. - Roleplays on different topics covered. - As above for writing. In the Spring term- writing a book/film review - Listening for key content, recognising vocabulary on the topic of school - Reading German texts on the theme of house and home - Some authentic material, including a literary text and an online chat - Reading longer texts in German, including literary texts	- Whole class discussion - Pair work - Practical activities eg card sorts - Problem-solving tasks - Watching short video clips - Dictionary skills - Vocabulary learning - Translations both from and into German - Creative tasks - Speaking in pairs, groups. - Listening tasks from recording and teacher - Film/ book reviews - Roleplay cards and photocards.
	Theme 2: Chapter 5: Ich liebe Wien (Local, National, International and Global Areas of Interests)	- What form of transport do you prefer? - How do you travel on holiday? - What are the advantages/disadvantage of train travel/flying? - What are the advantages/disadvantages of staying in a hotel/campsite? - What sort of accommodation do you prefer on holiday? Why?	- Using clauses and subordinate clauses with 2 verbs - Comparative and superlative adjectives		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
Spring Term	Theme 2: Ich liebe Wien (Local, National, International and Global Areas of Interests)	- Ordering in a restaurant. - Buying train tickets - Asking directions - Buying souvenirs - Asking about a problem	- Using the demonstrative article dieser/diese/dieses - Using imperatives - Using wenn clauses with subjunctive - Nominative and accusative adjective endings - Using seit + present tense		

Summer Term	Theme 2: Im Urlaub und zu Hause (Local, National, International and Global Areas of Interests)	● Do you like going on holiday ● Where do you go on holiday? ● What's the weather like in.....? ● What was the weather like in....? ● Was the weather problematic? ● What sort of holiday do you prefer? Why?	● Using nach and in + country ● Using werden in present tense ● Using prepositions with genitive.		independent practice Principle 10. Engage students in weekly and monthly review.

Equipment needed for lessons	How will learning and progress be assessed?
● Standard school stationery ● Exercise book / vocabulary book ● Possibly a dictionary ● Access to online textbook through ActiveLearn (password will be provided by school)	● 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 (often vocabulary learning) ● Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
● Potential Trip to Berlin in year 9/10 together with history department (every 2 years) ● Quizlet for vocabulary learning ● Various competitions open to linguists, eg Christmas Card competition (Routes into languages), ● Follow languages faculty on Instagram or twitter	● Test child on vocabulary ● Encourage them to watch video clips in German.

Inclusion	Inclusion within Y10 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.