



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 & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	- Whole class discussion - Pair work - Practical activities - Problem-solving tasks - Watching short video clips - Dictionary skills - Vocabulary learning - Translations - Creative tasks - Speaking - Listening tasks from recording and teacher 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.
Autumn Term	Hallo!	- What's your name ? - How do you spell that ? - Where do you live ? - When is your birthday ?	- Verbs with ich du er and sie - Introduction of genders the definite article der,die das - Nouns and capital letters - Using the indefinite article (ein,eine)	- Speaking – learning to have a simple conversation in basic German about yourself - As above for writing - Listening for key content, recognising vocabulary. - Reading short German texts.	
	Familie und Freunde	- What's your family like? - What do they look like? - Do you have any brothers and sisters?	- Possessive adjectives 'my' and 'your' - Plural adjective endings - Accusative case of indefinite article einen,eine ein - Not a=kein(e)		
Spring Term	Familie und Freunde	- What are they like? (personality) - Do you have any pets?	- How to use qualifiers - Plurals of nouns		
	Die Schule	- What's your favourite subject ? - What time is it ? - When does....start/finish ? - What do you eat and drink at break ?	- Question words - Using und and aber - Telling the time - Cognates.		
Summer Term	Die Schule	- What do you wear for school ? - What's your dream school like ?	- Verb endings of ich/du/er/sie - Plural of sein -sind - Plurals of clothes		
	Freizeit	- Are you sporty ? - What do you play/do ? - How often ?	- Present tense (reg + irreg verbs) - ich/du/er/sie forms- introduction of wir - Expressing likes/dislikes with gern/nicht gern - Pronouns his-sein, her-ihr	- As above plus: - reading a longer text in German	
	Mein Zuhause	- Where do you live ? - What's your house like ? - What's your bedroom like ?	- Compound nouns - Using there is/are + accusative		

Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • Exercise book / vocabulary book • Possibly a dictionary Websites (www.linguascope.com; www.languagesonline.org.uk)	• End of unit tests (2 skills tested each time out of the 4 ie 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 • Curriculum Enrichment week- showing of a German film das Wunder von Bern and related cultural activities. Looking at Germany in the 1950s. • Quizlet for vocabulary learning	• Test child on vocabulary • Encourage them to watch video clips/a film in German with subtitles • Consider a trip to a German speaking country where they can practise.

Inclusion	Inclusion within Y7 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.