



**Intent for the Year 9 *German* Curriculum 2021-2022**

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

*The Spanish curriculum allows students to gain a greater understanding of German culture and that of German speaking countries. We will Encourage and inspire students to understand and equip them with the knowledge and skills to communicate in the foundations of the German language and develop a desire and curiosity to express themselves in both written and spoken form. We will foster tolerance and curiosity by introducing them to cultural influences as well as language and will develop an understanding of the similarities and differences between their home culture and Germany/German speaking countries.*

**Implementation:** *Students will receive 2 hours per week of German during which time they develop the knowledge and skills covered in year 8. The focus will be on developing confidence in using three time frames, working with modal verbs and more complex structures. Year 9 will allow students to make greater steps towards independence of expression, fully justify and develop ideas across a range of topics and use language to interpret authentic materials eg songs,, news articles etc*

**Curriculum adaptations as a result of the pandemic:** *Students in year 9 have had much disruption to learning and the focus will be on ensuring that 4 time frames and a sound knowledge of adjective descriptions are embedded. High levels of retrieval practice from prior learning will enable students to see and apply patterns as well as supporting new language acquisition.*

<b>Term</b>	<b>Enquiry/Topic/Unit:</b> <i>What is going to be taught?</i>	<b>Key Outcomes:</b> <i>What will students have achieved by completing this scheme of learning?</i>	<b>Character Education:</b> <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	<b>Assessment:</b> <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	<b>Vocabulary:</b> <i>What are the key words for this topic/unit that students must know?</i>	<b>Home-Learning:</b> <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
<b>1a</b>	<b>Meine Umgebung</b> – talking about where we live across a range of tenses, comparing and contrasting opinions of places using comparatives and superlatives.	<b>Students will have further opportunities to revisit the key tenses, whilst also developing a more in depth knowledge of the German case system enabling them to make</b>	<b>Students will reflect on prior learning. They will demonstrate confidence in using familiar language from year 7 &amp; 8 and show resilience when presented with a wider range of structures.</b>	<b>Students will complete a listening exercise to monitor understanding. This will be submitted and assessed for formative feedback by the teacher.</b>	<b>Students will be issued with a core language booklet at the beginning of year 9 with an overview of all vocabulary taught, grammar to be included and the phonics</b>	<b>Students will be set a home learning task of up to 45 minutes at least twice per half term.. This will vary in task type but will be designed to consolidate class work through retrieval</b>



		more detailed and interesting descriptions.			associated with key sounds. This may be supplemented with sentence builders to support class work and retrieval practice.	practice, to provide feedback for the class teacher and to evaluate progress. Tasks could include: Memrise Language Gym Reading comprehension Learning Vocabulary Translation to or from German Gap fills SMHW quiz
<b>1b</b>	<b>Meine Umwelt</b> – talking about the advantages and disadvantages of where we live and the environment around us. Students will be taught how to use their knowledge of word order and apply inference when dealing with authentic materials (Anne Frank, authentic newspaper articles)	Students will consolidate their learning on using 4 time frames; present, past, future and conditional. They will extend their knowledge of German word order rules in complex sentences to enable them to write more fluently. Students will also develop key analytical skills when dealing with authentic materials in German.	Students need to show confidence and resilience when using a wider range of texts, including authentic materials in German.	Students will complete a reading task and a short writing task aiming to demonstrate understanding of key vocabulary and grammar and how to apply them when producing independent work. This will be summative and will provide teachers with data to inform teaching in subsequent terms.		
<b>2a</b>	<b>Meine Freizeit und Gesundheit</b> – students will express more complex opinions of freetime activities and aspects of fitness and health such as exercise and diet.	Students will continue to use opinions and judgements and contrast and extend ideas with more complex word order rules in German. They will begin to use irregular forms of high frequency modal verbs and infinitive constructions.	Students will be curious as to the cultural differences surrounding food, routines and traditions.	Students will complete a formative writing piece which will allow for feedback on new grammar taught and applied.		
<b>2b</b>	<b>Jugendstress</b> - Students will discuss the advantages and	Students will build on term 2a with use of four time frames and modal verbs to	Students will show compassion and empathy	Students will complete a reading task and a short writing task aiming to		



	<p>disadvantages of different lifestyle choices young people may make, including the use of social media and mobile phones, smoking and drinking alcohol.</p>	<p><b>give advice on healthy living and express advantages and disadvantages of different lifestyle choices. They may use the imperfect to talk about repeated actions in the past. Students will apply their knowledge of word order in order to decipher authentic texts and translations.</b></p>	<p><b>when dealing with social issues affecting others.</b></p>	<p><b>demonstrate understanding of key vocabulary and grammar and how to apply them when producing independent work. This will be summative and will provide teachers with data to inform teaching in subsequent terms.</b></p>		
3a	<p><b>Meine Schule und meine Ausbildung</b> – students will be able to compare and contrast education systems and express more complex opinions about the differences in schooling in the UK and German speaking countries, including the pros and cons of wearing a uniform, the timetable and subjects on offer.</p>	<p><b>Students will be able to use the conditional tense in a variety of forms to express more complex preferences and opinions. They will further develop their speaking skills in order to express agreement and disagreement of others' views.</b></p>	<p><b>Students will build confidence in their ability to recognise key features of authentic texts. They will be respectful of each other's ideas and be reflective on their assessment feedback and next steps for their knowledge/skills.</b></p>	<p><b>Students will complete a summative written piece allowing them to demonstrate their progress in line with the PLC skills for year 9. They will also complete a short translation exercise.</b></p>		



<b>3b</b>	<p><b>Meine Zukunftspläne</b> – students will discuss their post 16 education plans and hopes for the future regarding work and family.</p>	<p><b>Students will continue to develop their knowledge of the future and conditional tenses in order to express a range of ideas in the future.</b></p>	<p><b>Students will show respect for others choices and future plans.</b></p>	<p><b>Students will complete a reading task and a short writing task aiming to demonstrate understanding of key vocabulary and grammar and how to apply them when producing independent work. This will be summative and will provide teachers with data to inform teaching in subsequent terms.</b></p>		
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**Impact:** Students should be able to understand that taking risks is part of learning a language – developing resilience to continue doing this will be key for their progress into and beyond year 8. They will have a solid understanding of the concepts of verb changes and masc/fem/neuter nouns, adjectives and the case system. The introduction of ambitious phrases and recycling of high-frequency vocabulary combined with recycling of grammar will allow students to recall, repeat and reuse vocabulary structures in a variety of contexts leading over time to mastery (homework and in lessons). Students will begin to develop confidence in adapting language to express their own ideas and therefore develop a stronger connection to the subject matter. Grammar and vocabulary are frequently repeated to enable students to see cross context use and to help embed them.