



<b>Golden Threads</b>	<b>Enrichment</b>	<b>Review and Evaluation</b>
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p><b>In der Deutschstunde</b> <b>In the German Lesson</b></p> <p>Overview provided.</p> <p>Learn to introduce themselves and key greetings.</p> <p>Communicate key information about themselves and their life.</p> <ul style="list-style-type: none"> <li>• Name.</li> <li>• Numbers and months for birthday/age.</li> <li>• Express how they are.</li> </ul> <p>Learn that nouns have genders in German and what the articles are (der/die/das).</p> <p>Learn German phonics and letter combinations.</p> <p>Learn pronunciation and intonation of words in conjunction with learning phonics</p> <p>Learn how to write new letters accurately. E.g “ß”.</p> <p>Learn key question words</p> <p>Learn what a cognate is and compare with near cognates and false cognates</p> <p>Learn that all nouns require capital letters in German no matter where the noun is in the sentence.</p> <p>Learn to use a bilingual dictionary</p>	<p>Pupils use greetings spontaneously in lessons and are confident with pronunciation of new words.</p> <p>Students are able to ask questions and recognise different formality registers</p> <p>Students are able to pick out words within unfamiliar texts and work out gist.</p> <p>Develop reading skills by reading aloud and independently, focusing on phonics covered. Practise sounding out words.</p> <p>Students know how their own dictionaries work and can use it as an independent reference tool.</p> <p>Use authentic reading texts so that pupil’s cultural knowledge of German-speaking countries is increased.</p>	<p>Swedish test – students demonstrate their linguistic skills by applying techniques to an unknown language. Weeks 1/2</p> <p>Knowledge Quiz on what has been learned so far. Use Knowledge Organiser to help learn vocabulary. Week 5/6</p>	<p>Remind students that all nouns will need capital letters, even if the word is not at the start of a sentence.</p> <p>Do not capitalise “ich” in German mid-sentence just because we do so in English with the pronoun “I”.</p>	<p>Key English grammatical terms such as “pronoun”, “conjugate”, “verb” and “adjective” reinforced.</p>	<p>Phonics from greetings and subsequent substantive knowledge.</p> <p>Cognates from learning to ask questions.</p> <p>Cognates and phonics for new vocabulary learned.</p>



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<b>Term 2</b>	<p><b>In der Deutschstunde 2</b> <b>In the German Lesson 2</b></p> <p>Retrieval Practice on last term’s work.</p> <p>Extend vocabulary knowledge on topic of school.</p> <p>Forming questions</p> <p>Learn colours</p> <p>Learn how to form the plural of some nouns</p> <p>How to ask questions developed – use of (in) formal “you”</p> <p>Extend number of pronouns being used</p> <p>Develop use of dictionaries for new topic-based nouns and adjectives.</p> <p>Revision techniques and assessment strategies.</p> <p>Begin research and background information on “Hundertwasser” mini-project.</p> <p>Learn about German Christmas traditions</p>	<p>Students confident on progressing to next topic when previous information reinforced.</p> <p>Cultural understanding of differences in education systems. Formal register. Pupils able to describe with predicative adjectives.</p> <p>Cultural understanding of Christmas and locations in German speaking countries.</p> <p>Items can be described using variety of adjectives. Able to work out how to form a plural of an unknown noun.</p> <p>Pupils know how to respond accurately to feedback and set their own individual targets based on feedback.</p>	<p>Reading and writing assessment. Week 5.</p>	<p>“It” in German can be said in 3 different ways depending on the gender of the noun you are referring to. It is not always “es”.</p>	<p>The meaning of “formal” and “informal”.</p> <p>Revisit grammar terms such as “pronoun”, “conjugate”, “verb” and “adjective”.</p> <p>Meaning of “gender” of a noun.</p>	<p>Phonics reflection when forming questions.</p> <p>Developing knowledge of core question words to full sentences and including (in) formal pronouns.</p> <p>Revising noun genders when learning new adjectives to describe them.</p> <p>Dictionary work revisited to extend vocabulary.</p> <p>Review/re-visit areas where students were not as confident in the assessment.</p> <p>Terminology revisited and developed.</p>



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<b>Term 3</b>	<p><b>Meine Familie und ich.</b> <b>My family and I.</b></p> <p>Overview provided.</p> <p>Project on Hundertwasser cultural topic</p> <p>Learn adjectives and cognates to describe family.</p> <p>Continue gender of nouns.</p> <p>Re-cap capital letters for nouns.</p> <p>Conjugation of verb “sein” 3rd person plural form</p> <p>Possessive adjectives.</p> <p>Practise how to use KO with new nouns.</p> <p>Consolidate this/that is + plurals + these are + plurals.</p> <p>Accusative case introduced with “haben”.</p> <p>Question formation, specifically the question “do you have pets?”.</p> <p>All other pronouns introduced (except ihr/Sie which will be covered later in curriculum).</p>	<p>Pupils have cultural awareness of Austrian architecture and role of buildings for well-being. Able to successfully use own knowledge to create a descriptive piece of writing.</p> <p>Pupils able to link adjectives and add detail with qualifiers.</p> <p>Students able to say who “is” in their family and can show understanding that masculine articles changes after “haben”.</p> <p>Pupils able to use correct form of “mein” with family person. Phonics of family members accurate.</p> <p>Pupils able to complete KQ with success / or be able to identify areas to work on.</p> <p>Pupils able to use various pronouns to add variety to work.</p>	<p>Knowledge Quiz on what has been learned so far. Use Knowledge Organiser to help learn vocabulary. (Week 4)</p>	<p>That possessive adjectives refer to the gender of the word, not animal or item being masculine/feminine.</p>	<p>Grammatical terminology such as “inversion” and “conjugate”.</p> <p>Meanings of “first person” and “second person” etc as pronouns.</p>	<p>Building on previous grammar of capitalised nouns and developing range of adjectives.</p> <p>Building knowledge of nouns and therefore re-capping gender of nouns.</p> <p>Developing previous knowledge on how to form questions on new topic.</p> <p>Consolidation of plurals and saying “this is” / “that is”.</p>



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<b>Term 4</b>	<p><b>Meine Familie und ich 2</b> <b>My family and I 2</b></p> <p>Consolidation of phonics from September and the use of qualifiers in extended writing tasks.</p> <p>Types of houses/where you live. Different looks of German vs English houses. Questions / verb sein / pronouns / qualifiers in asking/answering where they live.</p> <p>Rooms in house. Add in adjectives. Mein meine / nominative forms for 'it'.</p> <p>Questions wie ist...? Wie sind...? and creating pupils' own questions.</p> <p>More developed opinions using "Meiner Meinung nach / wie findest du...?"</p> <p>Research of two houses - Neuschwanstein Castle and Junkerhaus in Lemgo. Inversion and accusative articles.</p> <p>Easter traditions in Germany.</p>	<p>Pupils consolidate and solidify knowledge of 1st 3 terms' work.</p> <p>Pupils able to answer questions with some detail about rooms and can ask questions with no support.</p> <p>Students consolidate learning of possessive adjectives.</p> <p>Students able to ask questions with correct form and conjugation.</p> <p>Pupils have more variety of ways to express opinions and have awareness of correct word order.</p> <p>Developed cultural awareness and consolidation of topic and grammar.</p>	<p>Transcription assessment (2nd week)</p>	<p>That word order is the same in languages – more developed grammar will require change in word order.</p> <p>That "sie" always means "she". Can also mean "they" and "it".</p>	<p>Continue development of grammatical terms such as "possessive adjective". Re-cap meaning of "inversion" and what cases are in German, along with the names of the cases.</p>	<p>Consolidation of previous grammar.</p> <p>Development of forming questions independently and question words they are able to employ.</p> <p>Revising plural by forming questions with "ist" and "sind" using singular and plural.</p> <p>Consolidation of this term's topic and grammar at end of term.</p>



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Term 5	<p><b>Meine Hobbys</b> <b>My hobbies</b></p> <p>Overview provided.</p> <p>“Spielen” as a verb with sports and instruments. Present tense fully conjugated regular verbs.</p> <p>Phonics focussed on for new words.</p> <p>Range of verbs developed “gehen”/”machen” as a verb + hobbies . Compare which activities are with “spielen” and with “gehen” or “machen”.</p> <p>Opinions and reasons - phonics used for adjectives and adding others to list.</p> <p>Full replies developed with intensifiers. Add in “Lieblings” + noun. Question words and word order. Intensifiers. Different pronouns. Develop ability to speak in short pre-prepared dialogues.</p> <p>“Gern”/”nicht gern”. Identify place in the sentence and be aware of the different ways to translate into English.</p> <p>Consolidate the verb work from this term. Book Look opportunity and review of Vocabulary learning skills.</p> <p>Preparation for writing assessment</p>	<p>Pupils developed own way to remember endings for reg verbs.</p> <p>Students develop pronunciation and intonation.</p> <p>Pupils can use pattern to work out “gehen” as well as other verbs, linking these with different activities.</p> <p>Pupils can give more detailed opinions about free-time and are able to ask for the information.</p> <p>Pupils develop conversational skills.</p> <p>Pupils can add a range of ways to say what they like and don't like doing. Able to ask the question too</p> <p>Consolidation of work for long-term memory.</p> <p>Assess retention of information.</p>	<p>Speaking assessment (week 5)</p>	<p>That all verbs are conjugated the same – there are exceptions.</p> <p>That letters will always be pronounced the same – depends where they are in the word.</p>	<p>Need to identify difference between noun and verb for use of “spielen” or “gehen”.</p> <p>Confusion on how to use “gern” and “mag” as both mean “like” but are used differently depending on whether a noun or verb is used.</p>	<p>Development of implementation of intensifiers.</p> <p>Revision of forming questions but on different topic.</p> <p>Development of pronouns and conjugation of verbs.</p> <p>Phonics revisited and honed.</p>



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Term 6	<p><b>Meine Hobbys 2</b> <b>My Hobbies 2</b></p> <p>Writing, listening and reading assessment preparation. Includes “gern” / “nicht gern” and regular verb endings with question inversion.</p> <p>the present tense of 4 irregular verbs: “fahren” / “sehen” / “lesen” / “essen”. Know which pronouns are affected by the stem change.</p> <p>Feedback</p> <p>Wenn es warm ist - link in with weather and meanings and grammar formation of “wenn”.</p> <p>Turnaround content.</p>	<p>Pupils can write sentences about hobbies using “spielen” and “gehen”. Pupils able to understand in L and R passages about previous topics.</p> <p>Pupils can now use more verbs from strong and weak lists.</p> <p>Students are able to respond to feedback and identify areas for improvement.</p> <p>Pupils know the verb goes to end of clause after certain words.</p> <p>Students prepared for the start of the next academic year.</p>	<p>Writing, listening and reading assessment (first/second week).</p>		<p>What the stem of a verb is.</p> <p>Difference between regular/irregular verbs and strong/weak verbs.</p> <p>Meaning of subordinating conjunction when learning how to use “wenn”.</p>	<p>Students developing their ability to conjugate a range of verbs, pulling on knowledge and strategies of forming regular verbs to irregular verbs.</p> <p>Development of knowledge of pronouns, meanings and conjugation of them.</p> <p>Students using previous grammar to help create longer and developed sentences.</p> <p>Knowledge of previous grammar relating to word order applied to new rule.</p>