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| Golden Threads | Enrichment | Review and Evaluation |
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| | Topics & Substantive Knowledge | Disciplinary Knowledge | Assessment | Misconceptions | Key Vocabulary | Knowledge Tracking |
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| Term 1 | <p>Mein Leben als Teenager My life as a teenager</p> <p>Expectations – books/homework/revision etc.</p> <p>Retrieval practice of “ich mag / hasse” + infinitive.</p> <p>Retrieval practice of present tense verb endings for verbs linked to social media.</p> <p>Popular media in Germany - tiktok. Comparing use in ---Germany and England.</p> <ul style="list-style-type: none"> percentage of ages numbers adverbs of frequency -comparisons. <p>Safety on the Internet. Using “Man” as a pronoun. Expressing opinions using “dass”.</p> <p>Safety online: “Vorteile und Nachteile” (advantages/disadvantages) - Embedding use of “dass” and “man” + verb and grammatical construction.</p> <p>Technology nowadays and before. Imperfect tense of key verbs in texts.</p> | <p>Pupils know how to organise notes in exercise books.</p> <p>Students able to conjugate present tense endings confidently.</p> <p>Pupils have cultural knowledge of German young people’s ICT usage.</p> <p>Pupils able to use “dass” with correct word order when giving opinions.</p> <p>Pupils can use “dass” and justify opinions to discuss safety on the internet.</p> <p>Pupils are prepared for the assessment and know how/what to focus on. Students can make comparisons using 2 different tenses.</p> | <p>Knowledge Quiz – Media. Penultimate week of term.</p> | <p>Word order will stay the same but it doesn’t – German and English word order differs when certain words trigger the movement of the verb.</p> <p>The meaning of “man” and the difference in usage of it’s equivalent in English.</p> | <p>Conjugate</p> <p>Comparative</p> <p>Pronouns</p> <p>Imperfect tense</p> <p>Sub-ordinating conjunction</p> | <p>Intensifiers and adjectives.</p> <p>Numbers</p> <p>Adverbs</p> <p>Opinions</p> <p>Word order</p> <p>Justifying opinions.</p> <p>Reading Skills.</p> |



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| Term 2 | <p>Mein Leben als Teenager 2 My life as a teenager 2</p> <p>THEME OVERVIEW</p> <ul style="list-style-type: none"> TV types of programmes and cinema films. Opinions + justification developed. Practise writing skills. <p>Retrieval of “denn”, “weil”, “da” and “obwohl”.</p> <p>Reflexive verbs as alternative way to express likes.</p> <p>Introduce types of music and question words including:</p> <ul style="list-style-type: none"> Time – Manner - Place rule Question words - ustifying music choices. <p>Develop knowledge of music in Germany and use of “sich interessieren” as a reflexive verb.</p> <p>Arranging to go out. Making suggestions using “willst du” and “wollen wir”. Including:</p> <ul style="list-style-type: none"> Modal Verbs Time phrases Inversion revision. <p>Christmas Markets. Speed reading challenge and building up season -specific phrases using “Willst du/wollen wir” as retrieval practice.</p> <p>Erzgebirge research opportunity.</p> | <p>Pupils know and give opinions about types of TV programmes. Pupils able to give simple justification for opinions using one or more linking words.</p> <p>Students are able to justify statements/opinions made.</p> <p>Pupils are able to express their likes regarding music and TV.</p> <p>Pupils can ask a variety of questions to find out information.</p> <p>Pupils are able to answer with short, appropriate answers.</p> <p>Cultural expansion - Students able to appreciate various music/artists and give their opinions.</p> <p>Pupils are able to answer a variety of questions using different skills. They can identify from website details about music charts in Germany.</p> <p>Spotting cognates within authentic texts. Suggestions for going out.</p> <p>Extend reading ability and processes for understanding texts</p> | <p>Role-play speaking on TV/ music. Penultimate week of term.</p> | <p>Word order of sub-ordinating conjunctions.</p> <p>Translation of reflexive verbs into source language.</p> <p>Difference in Christmas culture between countries</p> | <p>Sub-ordinating conjunction.</p> <p>Inversion.</p> <p>Reflexive verbs</p> <p>Difference between opinions and justifications.</p> | <p>Sub-ordinating conjunctions</p> <p>Opinion words</p> <p>Time – Manner – Place word order from last year.</p> <p>Asking questions (and including with modal verbs)</p> <p>Identifying cognates in a text</p> <p>Use of “wollen”</p> <p>Adjectives</p> <p>Conjugation of verbs in forming questions.</p> <p>Inversion</p> |



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| Term 3 | <p>Die Mode</p> <p>Fashion</p> <p>Describe what you wear [like wearing].</p> <ul style="list-style-type: none"> Focus on “tragen” as a verb. Add detail with attributive adjective endings in accusative case. School uniform Present continuous tense Translations Accusative adjective endings. Possessive adjectives - more forms – accusative/3rd person singular for “tragen”. <p>Complete the Mode-Quiz and consolidate the grammar and vocabulary so far this term.</p> <p>Style of clothing and what will you wear in the near future.</p> <p>Fashion show for an event. Dirndl und Lederhosen reading and research.</p> <p>Feedback from translation assessment.</p> <p>Karneval - pupils find out the differences between UK and German carnival. Traditions and customs.</p> | <p>Pupils can use more ambitious adjectives to describe their own styles. Other people’s attire described with correct form of “tragen”.</p> <p>Spoken and writing work reflects accurate use of “tragen” and accusative endings.</p> <p>Pupils able to use future intent or future tense timeframe to describe ideas for outfits.</p> <p>Able to present ideas for a fashion show.</p> <p>Pupils have deeper cultural knowledge of traditional costume and understand its importance.</p> | <p>Translation Assessment.</p> <p>Penultimate week of term.</p> | <p>How a verb is conjugated in German differs to how it is conjugated in English.</p> | <p>Translate</p> <p>Conjugate</p> <p>Cases</p> <p>Accusative Case</p> | <p>Sub-ordinating conjunctions</p> <p>Opinion words</p> <p>Asking questions (and including with modal verbs)</p> <p>Adjectives</p> <p>Conjugation of verbs</p> <p>Work on cases</p> |



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| Term 4 | <p>Die Kleidung Clothes</p> <p>Students to express where they buy their clothes using 3 verbs “einkaufen”/”kaufen”/”verkaufen”.</p> <ul style="list-style-type: none"> • Pupils able to use “gern” to express preferences • separable verb – “einkaufen” <p>Understanding others in listening and reading of transcript. Understanding what people have bought.</p> <ul style="list-style-type: none"> • Use of “sowohl als auch” / “weder noch”. <p>Shopping in a department store. Key vocabulary for shopping and be able to navigate way around KaDeWe (German department store).</p> <ul style="list-style-type: none"> • Comparisons and justifying opinions with variety of subordinating conjunctions. • Modal verb “müssen” in past tense. <p>What did you wear to a party? Die Berlinale film festival and its history/planning what to wear to a festival.</p> <ul style="list-style-type: none"> • “werden” to describe next year’s party plans. <p>Easter traditions in 3 German speaking countries. Dress your bunny.</p> | <p>Pupils able to use separable verb in present tense.</p> <p>Be able to buy clothes and try on clothes in German shops.</p> <p>Pupils know the importance of KaDeWe for Berlin and tourism.</p> <p>Pupils can use past time frame to compare with uniform. Aware of umlaut use with müssen across the two time frames.</p> <p>Pupils know standard shop phrases that can be adapted for any shop anywhere in any street.</p> <p>Students to develop understanding of cultural traditions in Germany.</p> | <p>Knowledge Quiz – “Die Kleidung” in penultimate week of term.</p> | <p>Verbs in German are able to separate and be in different parts of the sentence.</p> | <p>Separable verb</p> <p>Modal Verbs</p> <p>Conjugation</p> | <p>“gern” / “nicht gern”</p> <p>Past Tense</p> <p>Future tense</p> <p>Numbers</p> <p>Conjugation of verbs with pronouns</p> |



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| Term 5 | <p>Berlin und die Feste Berlin and festivals.</p> <p>Use phonics to work out pronunciation of places. Know the main sites of Berlin and the key facts and statistics. Describe and compare the city sites. Aware of the Berlin dialect.</p> <ul style="list-style-type: none"> • “Es gibt” + accusative / comparative <p>Directions around town. Use past tense to say what they did in Berlin and understand what other people did.</p> <ul style="list-style-type: none"> • Imperative formal and informal past tense. <p>Hotels and making reservations. Extension: Say what you are interested in and will visit.</p> <ul style="list-style-type: none"> • Formal requests and formal register for verbs optional: “sich interessieren für...”. <p>Understand the different areas of Berlin and the life in former East Germany.</p> <ul style="list-style-type: none"> • “Seit” + present tense <p>Feedback for assessments.</p> <p>Compare Chippenham to Berlin</p> <ul style="list-style-type: none"> • Modal verbs imperfect and present tense. <p>Own research on an area of Berlin history/on a festival in Berlin/comparing Chippenham and Berlin presented.</p> <ul style="list-style-type: none"> • Adjectives <p>Imperfect tense</p> | <p>Pupils can name key sites for Berlin and communicate this using the accusative.</p> <p>Pupils give and understand simple directions to places. Pupils able to recount a day trip and what they did using Berlin specific sites.</p> <p>Pupils able to book hotel using correct formal register.</p> <p>Pupils understand the multi-cultural aspects of Berlin and have an awareness of its different areas and history.</p> <p>Pupils able to organise self and use information in own words.</p> <p>Pupils are aware of historical events in Berlin and impact on world stage.</p> | <p>Writing and Translation. 4th week of term.</p> | <p>All German dialects and accents are the same – they are not.</p> <p>Ich bin + past participle does not translate as “I am” + past participle.</p> | <p>Past Participle</p> <p>Cases.</p> <p>Reflexive verbs.</p> <p>Conjugation.</p> <p>Accusative Case.</p> | <p>Pupils to have last term 5 and 6 overview stuck in books and KO [5].Willkommen in Berlin.</p> <p>Implementation of accusative case.</p> <p>Past Tense (Y8) and revisited since.</p> <p>Formal address.</p> <p>Grammar phrases from previous years.</p> <p>“Es gibt “ + comparatives.</p> <p>Tenses and timeframes.</p> |



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| Term 6 | <p>Die Welle The Wave</p> <p>Project on “die Welle”</p> <ul style="list-style-type: none"> • Pupils to learn how to describe characters in film Discussing film posters. • Adjectives • Imperfect tense to describe film. • 3 timeframes / opinions and coordinating /subordinating conjunctions. • Word order in opinion phrases • Historical influences. • Cultural influences. <p>Pupils to complete the questions about the film and its relevance now. Can they make links to world events currently taking place?</p> | <p>Pupils are aware of historical events in Berlin and impact on world stage.</p> <p>Pupils are aware of symbolism and how this is used by political parties/nations for positive and negative effect.</p> <p>Practising listening skills through film but also writing skills in review of film.</p> <p>Pupils can use opinions and justification to explain thoughts about key characters and events.</p> <p>Pupils can narrate the order of events in each section.</p> <p>pupils are able to summarise their views on film in German and GCSE continuers are able to produce 90 word writing using film specific vocabulary</p> | <p>Writing – 90 words on movie - end of term</p> | <p>German schools are not the same as ours – different structure and no uniforms etc.</p> <p>Word order of sentences in German different to that in English.</p> | <p>Sub-ordinating conjunction.</p> <p>Co-ordinating conjunction.</p> <p>Past tense.</p> <p>Present tense.</p> <p>Future tense.</p> <p>Auxiliary verb.</p> <p>Past Participle.</p> | <p>Adjectives</p> <p>Verb recognition</p> <p>Time frames</p> <p>Opinions</p> <p>Co-ordinating conjunctions</p> <p>Sub-ordinating conjunctions</p> <p>Past tense</p> <p>Present tense</p> <p>Future tense</p> |