

KESTEVEN AND SLEAFORD HIGH SCHOOL

German Scheme of Learning Year 7 – Module 3A

Intent – Rationale

to enable pupils to communicate with speakers of the language about a topic within their everyday experience with increasing grammatical accuracy and through exposure to authentic materials

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?	
<ul style="list-style-type: none"> • Use regular and irregular verbs with different subject pronouns • Word order rules (verb as the 2nd idea) with adverb phrases • Giving and justifying opinions using different structures • Use of the accusative case to describe objects 	<ul style="list-style-type: none"> • More work on modal verbs • Continuation of work on formal and informal language • Evaluation of written work to ensure accuracy 	
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?	
<ul style="list-style-type: none"> • French – Food and drink • DT – Food, drink, healthy eating • PSHE – healthy eating 	<ul style="list-style-type: none"> • SP2/3/4 • SO1 • C1/4 	<ul style="list-style-type: none"> • BV3/4/5 • GB4a/b/c/d/f/h/i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?	
<ul style="list-style-type: none"> • Using a dictionary to find new vocabulary • Using different strategies to work out meaning of new words • Reading authentic materials about healthy eating • Reading authentic menus 	<ul style="list-style-type: none"> • Singular and plural units of quantity • Patterns in numbers 	

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p>vocabulary to describe different foods and drinks what a verb is and where to place it in a sentence how to make nouns negative and plural</p> <p style="text-align: center;"><u>Apply</u></p> <p>knowledge of some vocabulary to work out the meaning of new vocabulary knowledge about the accusative case to new vocabulary knowledge of time phrases to add adverbs of frequency</p> <p style="text-align: center;"><u>Extend</u></p> <p>knowledge of grammar to include modal verbs knowledge about subject pronouns to consider formality of language production of longer sentences using a variety of conjunctions</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Adverb / adverb of frequency • 1st / 2nd / 3rd person singular and plural • Conjunction • Direct object • Formal and informal language • Modal verb • Impersonal subject pronoun • Negation 	<ul style="list-style-type: none"> • Spoken dialogue about food preferences • Spoken dialogue about eating habits • Writing about food at different times in the day • Translation of sentences about food into German • Spoken dialogue at a snack bar / restaurant • Spoken dialogue at a market place • Spoken interview about food preferences • Spoken description of healthy eating

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Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Was isst du gern?	Giving opinions about different foods and drinks	Using time phrases and the correct word order in main clauses	
Ein Eis, bitte!	Writing sentences about food in different restaurants	Role-playing ordering food at a snack bar / restaurant	
500 Gramm Käse, bitte!	Creating a dialogue at a market place with correct quantities	Singular and plural units of quantity and container	

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Ich esse kein Fleisch	Making accusative nouns negative	Using a modal verb to indicate what should happen	