

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## German Scheme of Learning Year 8 – Module 5

### Intent – Rationale

to enable students to use a variety of structures to describe familial relationships

<p><b>Sequencing – what prior learning does this topic build upon?</b></p> <ul style="list-style-type: none"> <li>• Use of the accusative case after transitive verbs</li> <li>• Future tense, perfect and imperfect tenses</li> <li>• Adverbs of frequency</li> <li>• Giving and justifying opinions</li> <li>• Familiar vocabulary from Year 7 Module 0 &amp; 1A</li> </ul>	<p><b>Sequencing – what subsequent learning does this topic feed into?</b></p> <ul style="list-style-type: none"> <li>• Separable and reflexive verbs in the present and perfect tenses</li> <li>• Describing the day at home</li> </ul>	
<p><b>What are the links with other subjects in the curriculum?</b></p> <ul style="list-style-type: none"> <li>• English – descriptive writing</li> <li>• French – describing my family</li> <li>• PSHE – discussing relationships</li> </ul>	<p><b>What are the links to SMSC, British Values and Careers?</b></p> <ul style="list-style-type: none"> <li>• SP2</li> <li>• SO1</li> <li>• C1</li> </ul>	<ul style="list-style-type: none"> <li>• BV3/4</li> <li>• GB4a/b/f</li> </ul>
<p><b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b></p>	<p><b>What are the opportunities for developing mathematical skills?</b></p>	
<ul style="list-style-type: none"> <li>• Working out the meaning of new words from the context</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and plural references</li> </ul>	

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<b><u>Know</u></b>	
word order rules in main and subordinate clauses the auxiliary verbs <i>haben, sein &amp; werden</i> vocabulary for describing family members, relationships with family and recent events undertaken as part of a family	
<b><u>Apply</u></b>	
knowledge about language patterns to new nouns knowledge about sentence structure to new verbs with future and perfect tenses knowledge about logical justification of opinions to describing personalities	
<b><u>Extend</u></b>	
accurate use of the perfect tense with both auxiliary verbs word order knowledge to include subordinate clauses	
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"> <li>• Adjective ending</li> <li>• Main and subordinate clause</li> <li>• Regular and irregular verbs</li> <li>• Adverbs of frequency</li> <li>• The perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Written description of a family member’s appearance and personality</li> <li>• Written description of relationships with different family members and the chores each person does</li> <li>• Writing about recent activities undertaken as part of a family</li> <li>• Short listening and reading tasks for assimilation of vocabulary and grammatical structures</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Wie siehst du aus?	Recall of vocabulary from Year 7 Module 0 Working out the meaning of new vocabulary from a picture Use of basic adjectives to describe a person's appearance	Explaining why adjective endings are added to colours for eyes and hair	
Wie bist du?	Recall of vocabulary from Year 7 Module 1A Recall of adverbs of frequency from Year 7 Module 2A	Developing answers beyond basic sentences Word order rules after subordinating conjunctions	
Zu Hause	Describing relationships with family Describing chores each person does at home	Describing relationships with friends Working out the meaning of a new modal verb Describing an ideal / worst home life	

## KESTEVEN AND SLEAFORD HIGH SCHOOL

Warum bist du in Köln?	Recall of the perfect tense rules learnt in Year 8 Module 4B Use of both auxiliaries to build the perfect tense	Noticing some separable verbs in the perfect tense and their rules for formation	