

## German Knowledge Sequencing - KS3

By the end of Key Stage Three, we want all students to **know** and be able to **do** the following things in German: recall a wide range of vocabulary and apply it in different contexts; understand and apply grammar with accuracy; use a range of time frames and tenses (past, present and future); extract the key information from a range of spoken and written texts; communicate clearly both orally and in writing.

**Prior Knowledge** In KS3, students will build on the following **prior learning** (which may be in English, German or another language): Vocabulary knowledge; oracy; English language and grammar skills; foreign language learning skills from KS2; cultural knowledge from primary school or personal experience.

**Future Knowledge** The KS3 Curriculum in German will prepare students for the following **future learning**: Developing listening, reading, writing and speaking skills at GCSE level; expanding vocabulary over a wider range of subject areas; using more complex grammar structures and a wider range of tenses; communicating with a higher level of fluency.

	Term	Key Knowledge	Assessment Focus (under review & subject to change)
Year 7	1	In the topic area of 'Hello!', vocabulary and structures for: greetings, classroom language, introducing oneself, asking how someone is, ages and birthdays, countries, languages Grammar: gender of nouns, singular present tense verb endings, singular of verb <i>sein</i> , singular of verb <i>haben</i> Knowledge: knowledge of German-speaking towns and countries, identifying differences between English & German pronunciation, German alphabet, vocabulary revision strategies	Reading aloud; assessment of phonics
	2	In the topic area of 'My family', vocabulary and structures for: describing family, pets, colours, describing appearance & personality, talking about relationships Grammar: singular & plural, negatives with <i>kein</i> , possessive adjectives, using the 3 <sup>rd</sup> person of verbs, using pronouns to refer back to nouns, revisit <i>haben</i> and <i>sein</i> , introduction to conditional Knowledge: identifying language patterns & the relationship between words, dictionary skills to work out plurals, pronunciation of different German sounds	Writing, 40-60 word task
	3	In the topic area of 'Free time', vocabulary and structures for: describing free time activities, giving and justifying opinions, time & frequency expressions Grammar: revisit present tense verbs and expand to include plurals and irregulars, word order rules (verb 2 <sup>nd</sup> idea), adverbs <i>gern/lieber/am liebsten</i> , compound nouns Knowledge: pronunciation of cognates & near cognates, interviewing others, use of intonation, recall of term 1 vocabulary to have a conversation	Listening, reading, translation and grammar assessment
	4 & 5	In the topic area of 'School', vocabulary and structures for: school subjects, revisiting opinions and reasons & expanding range, expanding range of adjectives and adding intensifiers, question words, describing school bag, talking about the school day with times, describing and giving opinions on school uniform Grammar: definite and indefinite articles, revisiting verb 2 <sup>nd</sup> , accusative case, revisiting all forms of <i>haben</i> , starting to use accusative indefinite adjective endings Knowledge: telling the time with digital and analogue clocks, expanding sentences using basic conjunctions, pronunciation of letters with umlauts	ASSESSMENT WEEK: Dictation, reading, translation & vocab assessment
	6	In the topic area of 'Where you live', vocabulary and structures for: compass points, describing weather, talking about where you live, numbers to 100, rooms in the house, describing a bedroom Grammar: revisiting verb 2 <sup>nd</sup> , identifying verbs and adjectives, recall – present tense verbs, introduction to the dative case with prepositions Knowledge: pronouncing consonant clusters correctly, understanding the gist of an authentic weather report, improving listening skills	Speaking assessment – general conversation in pairs
	Year 8	Term	Key Knowledge
1		In the topic area of 'Food & drink', vocabulary and structures for: giving opinions on food & drink, using time expressions to discuss meals, ordering food and drinks in a restaurant or shop, giving a variety of quantities Grammar: revisiting <i>kein</i> , introduction to modal verbs ( <i>man soll</i> ), accusative case after <i>ich möchte</i> Knowledge: using time phrases with the correct word order, revisiting numbers and working out higher ones for quantities, working out grammar rules	Listening, reading, translation and grammar assessment.
2		In the topic area of 'My town', vocabulary and structures for: places in the town, what there is to see & do, giving directions, buying tickets and souvenirs, revisiting a variety of role play situations Grammar: <i>es gibt</i> plus accusative case, revisiting <i>kein</i> , expanding modal verbs to <i>man kann</i> , using the imperative (formal & informal) Knowledge: understanding the difference between formal & informal forms of address, improving pronunciation and conversation skills	Speaking – role play.
3 & 4		In the topic area of 'Holidays', vocabulary and structures for: describing accommodation, transport Grammar: revisiting dative case with prepositions, wider range of modal verbs ( <i>wollen /können</i> ) with a range of pronouns, future tense, time-manner-place word order, introduction to the perfect tense Knowledge: using correct word order in extended sentences, learning about Vienna, improving listening skills, recognising and using three tenses	Writing 90 words
5		In the topic area of 'Daily routine of a celebrity', vocabulary and structures for: talking about daily routine with time phrases, jobs around the house Grammar: separable verbs, reflexive verbs, revisit telling time, imperfect tense of <i>sein</i> , revisit perfect tense extending to reflexive & separable verbs, revisit opinions and expand to more complex structures Knowledge: using correct word in extended sentences in a variety of tenses, formulating questions, identifying word families	ASSESSMENT WEEK: Listening, reading, translation and grammar assessment
6		In the topic area of 'Festivals & Traditions', vocabulary and structures for: national holidays & celebrations in German-speaking countries Grammar: ordinal numbers, revisiting and expanding modal verbs, questions using interrogative adjectives, revisiting perfect & imperfect tenses, giving opinions Knowledge: practising phonics – umlauted vowels, understanding more complex written and spoken texts	Speaking – reading aloud 50 words
Year 9	Term	Key Knowledge	
	1	In the topic area of 'Media', vocabulary and structures for: different types of media, genres of TV programmes, books, music and films, German music Grammar: revisit and extend range of opinions & comparisons, revisit frequency phrases, revisit possessive adjectives, <i>diese/welche</i> , comparatives, word order after conjunctions, revisit past tenses Knowledge: adapting texts, dealing with unfamiliar words, extending sentences with a variety of conjunctions, working out the meaning of false friends and cognates, reviewing German popular songs, describing the plot of a film	Listening, reading, translation and grammar assessment
	2 & 3	In the topic area of 'Hobbies', vocabulary and structures for: a variety of sports and other free time activities, weather, giving opinions and comparisons Grammar: revisit and extend present tense regular & irregular verbs, revising future tense, word order in subordinate clauses and extended sentences, extending use of conjunctions, adjective endings Knowledge: writing and speaking in three tenses, reading authentic texts for gist and detail, extending sentences	Reading aloud speaking assessment 60 words

4	In the topic area of 'Ballon' film study, vocabulary and structures for: describing characters and plot, film terminology, opinions & justification, adjectives Grammar: revisit all tenses including irregular verbs, revisit and extend range of opinions & comparisons Knowledge: study and analyse a critically acclaimed German film for enjoyment, learning about the background of the Berlin Wall and what life was like in the former East Germany	ASSESSMENT WEEK: Listening, reading, grammar and translation assessment				
5	In the topic area of 'Healthy lifestyle', vocabulary and structures for: body parts, illnesses, exercise, food & drink, healthy & unhealthy lifestyles, frequency phrases Grammar: extending range of possessive adjectives, forming the imperative, revisit formation of plurals, using <i>seit</i> plus dative/present tense, <i>um...zu...</i> clauses Knowledge: explaining problems & giving advice in different role play situations	General conversation speaking assessment				
6	In the topic area of 'Environment', revisit talking about my region, vocabulary and structures for: advantages & disadvantages of different types of transport, environmental issues and solutions Grammar: revisit word order after a variety of conjunctions, cases after prepositions, revise key verbs in three tenses, compound nouns, comparative and superlative adjectives Knowledge: discussing environmental issues, justifying opinions	Writing assessment				
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:25%; background-color: #e1f5fe;">Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</th> <th style="width:25%; background-color: #e1f5fe;">Links to British Values</th> <th style="width:25%; background-color: #e1f5fe;">Links to Careers</th> <th style="width:25%; background-color: #e1f5fe;">Links to Other Personal Development</th> </tr> </table>			Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development			
<p>Students are introduced to key grammatical terminology throughout the Key Stage 3 course and are provided with Work Booklets which include vocabulary lists and knowledge organisers.</p> <p>Class teachers apply the school literacy and marking policy to help support students. The MFL department also has subject specific guidance on literacy in booklets.</p> <p>Students are encouraged to improve their German reading skills with regular practice on <a href="http://www.languagenut.com">www.languagenut.com</a> which has a wide range of texts for Key Stages 3 &amp; 4.</p> <p>News websites: <a href="http://www.dw.com">www.dw.com</a> <a href="http://www.tagesschau.de">www.tagesschau.de</a></p> <p>We suggest that students read the German versions of books they are familiar with to develop vocabulary. The library has several books available to read about German culture and history.</p> <p>Some suggested books:</p> <ul style="list-style-type: none"> <li>• Das Tagebuch der Anne Frank – Anne Frank</li> <li>• Harry Potter und der Stein der Weisen – J.K. Rowling</li> <li>• Die Tribute von Panem – Suzanne Collins</li> <li>• Pu der Bär – A.A. Milne</li> <li>• Grimm's Fairy Tales – Brothers Grimm</li> <li>• Fall of the Berlin Wall – Pat Levy</li> <li>• Germany – DK Eyewitness</li> </ul>	<p>Mutual Respect:</p> <ul style="list-style-type: none"> <li>• Respect each other in the classroom and behave well, allowing everyone to learn effectively</li> <li>• Collaborate well with each other, promoting a positive working atmosphere</li> <li>• Support each other and not criticise those who are volunteering answers and opinions</li> <li>• Be respectful with peer assessing work</li> </ul> <p>Democracy:</p> <ul style="list-style-type: none"> <li>• Make decisions collaboratively when working in pairs or groups</li> <li>• All students have the right to voice their opinion and everyone will listen respectfully</li> <li>• Voicing opinions and justifying them is a key element of learning the language at every Key Stage</li> </ul> <p>Tolerance:</p> <ul style="list-style-type: none"> <li>• One of MFL's main aims is to promote the view that diversity is something to be embraced and celebrated</li> <li>• Study of cultures in a variety of German-speaking countries promotes diversity, respect and tolerance</li> <li>• Trips abroad immerse students in different cultures, thus promoting tolerance</li> <li>• 'Customs and festivals' is a key topic in German and students learn about different traditions, customs, festivals and beliefs across all three Key Stages</li> </ul> <p>Rule of Law:</p> <ul style="list-style-type: none"> <li>• Rules are in place in the classroom to ensure the safety of everyone</li> <li>• Rules are followed to ensure all students are able to learn and achieve to their full potential</li> <li>• Understand consequences if rules are ignored</li> </ul> <p>Individual Liberty:</p> <ul style="list-style-type: none"> <li>• Students have the choice of which language(s) they want to study at GCSE and beyond</li> <li>• Freedom of speech is promoted and respected in lessons</li> <li>• Students are encouraged to voice their opinion in all topics studied in German</li> </ul>	<p>The German curriculum links to all careers as it provides students with opportunities to develop skills which prepare them for their future working life. These include:</p> <ul style="list-style-type: none"> <li>• Communication skills – speaking is a key element in every lesson and students are encouraged to speak and write in a wide variety of situations</li> <li>• Developing confidence and encouraging resilience – students develop resilience in coping with the challenge that the language offers and develop confidence to communicate with increasing fluency</li> <li>• Problem solving and teamwork – students work collaboratively to solve grammar problems and compete to complete challenges</li> <li>• Promoting creativity – students write creatively about each of the topics studied</li> </ul> <p>When opportunities arise, students are offered the chance to learn more about careers involving languages. This includes taking part in webinars hosted by GCHQ and the British Council.</p> <p>Potential careers involving languages are signposted around the department and referred to regularly as part of careers week or apprenticeships week etc. These include:</p> <ul style="list-style-type: none"> <li>• GCHQ Language Analyst</li> <li>• Translator/ Interpreter</li> <li>• Engineer</li> <li>• Marketing manager</li> <li>• Journalist</li> <li>• Travel advisor</li> <li>• Teacher</li> <li>• Travel blogger</li> <li>• Diplomat</li> <li>• First responder</li> <li>• Screenwriter</li> <li>• Chemist</li> </ul>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>• Cultural knowledge of German-speaking countries is developed at all stages of the curriculum</li> <li>• The importance of different festivals and traditions in German-speaking societies</li> <li>• Developing 'cultural capital' to ensure that students know that the world is their oyster and they should go and explore it!</li> <li>• Trips to experience the culture in Germany</li> <li>• Environmental issues studied in German at Key Stage 3 &amp; 4</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Positive relationships are promoted in the classroom, including a variety of pair and group tasks</li> <li>• The topics of family and teenage problems are explored at Key Stage 3</li> <li>• The topics of relationships, marriage and different types of family is discussed at Key Stage 4 and 5</li> </ul> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Managing study and revision time effectively</li> <li>• Recognising new challenges and the importance of resilience</li> <li>• The topic of health is covered across all three Key Stages in German, including healthy eating, exercise and substances</li> </ul>			
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:25%; background-color: #e1f5fe;">Extra-Curricular and Co-Curricular Opportunities</th> <th colspan="3" style="width:75%; background-color: #e1f5fe;">Links with other subjects in the curriculum</th> </tr> </table>			Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum		
Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum					
<ul style="list-style-type: none"> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a> available for extra-curricular learning</li> <li>• Variety of clubs on offer, including Duolingo Club and Language Culture Club</li> <li>• Youthbridge German Awards</li> <li>• NLC competition from GCHQ</li> <li>• European Day of Languages</li> </ul>	<p>French – skills developed in either language are beneficial in learning the other. These include: communication, grammatical knowledge, revision skills.</p> <p>English – alphabet, grammar, vocabulary, sentence structure, communication, descriptive writing</p> <p>Geography – geography and culture of German-speaking countries</p> <p>History – history of festivals and traditions in German-speaking countries, family trees</p> <p>Maths – numbers, dates, telling the time</p> <p>PE – talking about sports &amp; healthy/unhealthy lifestyles</p> <p>Food tech – discussing healthy/unhealthy foods and traditional dishes from German-speaking countries</p> <p>PSHE – SMSC themes</p> <p>Science – food groups &amp; healthy lifestyles</p>					

## German Knowledge Sequencing - KS4

By the end of Key Stage 4 we want all students to **know** and **do** the following: Develop listening, speaking, reading and writing skills across a wide variety of themes and topics; further develop knowledge from previous key stages to produce more complex and developed spoken and written structures; increase fluency and confidence in communicating effectively in their spoken German; learn new grammar concepts and further consolidate previously learned ones; develop vocabulary knowledge and comprehension skills to be able to use and understand German in a variety of contexts.

Prior Knowledge	In KS4 students will build on the following <b>prior learning</b> : Recalling a wide range of vocabulary and apply it in different contexts; understanding and applying grammar with accuracy; using a range of time frames and tenses (past, present and future); extracting the key information from a range of spoken and written texts; communicate clearly both orally and in writing.
Future Knowledge	The KS4 Curriculum in German will prepare students for the following <b>future learning</b> : Essay writing and analysis of film and literature in KS5; communicating accurately and fluently both in writing and verbally; complex listening and reading comprehension; higher level grammar structures.

		Term	Key Knowledge	Assessment Focus
Year 10	NEW GCSE	1	In the topic area of 'Identity & relationships with others', vocabulary and structures for: describing myself and others, relationships with family & friends Grammar: Genders & plurals, present tense – weak & strong verbs, haben & sein, separable verbs, reflexive verbs, verbs with zu+ infinitive Knowledge: How to approach dictation, using a variety of verb types with correct word order to describe relationships, 50 word writing tasks	General assessment – reading, listening, writing, vocab, grammar
		2	In the topic area of 'Free time activities', vocabulary and structures for: free time activities including films, sport, music, opinions & justifications, advantages & disadvantages Grammar: Future tense with werden, ich möchte, wissen – present tense, modal verbs, weil + wenn, gern + lieber, nicht + nie, question words, dies-, bei/am + infinitive nouns Knowledge: Tackling the photo card and surprise questions, translating with precision, reading aloud	Speaking assessment – reading aloud with follow up questions
		3	In the topic area of 'Healthy living', vocabulary and structures for: describing current and previous eating habits & lifestyle, sport, health and happiness and lifestyle choices Grammar: Perfect tense with haben/sein, articles and cases (Nom/Acc), ein/kein, nicht/kein, possessive adjectives, seit+ present tense, imperfect tense of sein, sondern Knowledge: approaching the 90 word writing task, participating in role plays, giving complex opinions with a range of conjunctions	MOCK EXAMS – Listening, Reading and Writing
		4	In the topic area of 'Education & work', vocabulary and structures for: subjects & opinions, school life, school routine and rules, work, jobs and future plans Grammar: Imperfect of haben/sein, perfect tense, imperfect tense, relative clauses – nom/acc, du/ihr/Sie, verb second, coordinating & subordinating conjunctions, direct/indirect object pronouns Knowledge: understanding the German school system, phonics – reading aloud with accuracy, how to approach the 150 word writing task	Reading and translation into English
		5	In the topic area of 'Customs, festivals & celebrations', vocabulary and structures for: describing celebrations and traditions and what they mean to you, traditions in German-speaking countries Grammar: Revisit modal verbs, revisit coordinating & subordinating conjunctions, word order – TMP, revisit nicht/nie, conditional clauses, genitive for possession Knowledge: giving complex opinions, describing past events in detail, how events are celebrated around the world	Listening and dictation
		6	In the topic area of 'Travel & tourism', vocabulary and structures for: types of holidays, describing usual, past & future holidays, activities on holidays in three tenses, booking accommodation Grammar: Es gibt/es gab, revisit perfect, imperfect & future, verbal nouns, revisit dies-, indefinite pronouns (jemand/niemand), revisit relative pronouns, indirect object pronouns, avoiding passive Knowledge: translating into German with accuracy, using complex phrases to describe places of interest	Writing – gap fill, translation, 50 & 90 word tasks
Year 11	NEW GCSE	Term	Key Knowledge	
		1	In the topic area of 'Environment & where people live', vocabulary and structures for: talking about where you live, describing the area you live in and where people come from, talking about environmental problems and what we can do for the environment, discussing saving the planet Grammar: present tense of <i>wissen</i> , using it/them/what with prepositions, revising adjective endings, the imperative, using the accusative/dative/genitive cases after prepositions, revisit modal verbs, indefinite adjectives, using <i>ohne/statt ... zu...</i> Knowledge: how to approach the reading aloud and photo card sections of the speaking exam, how to improve dictation and translation skills	Writing assessment - 90/150 word & translation
		2	In the topic area of 'Media and technology', vocabulary and structures for: talking about media and technology, giving opinions on social media, discussing different forms of media, describing media in the past, present and future, talking about television, discussing future technology Grammar: revisit reflexive and separable verbs in the present and perfect tenses, using <i>als</i> and <i>so...wie</i> , revising dative reflexive pronouns, using superlative adjectives, revising past, present and future tenses, revising nouns and gender, prepositions followed by dative and accusative cases Knowledge: becoming more familiar with the GCSE speaking mark scheme, how to approach the role play	MOCK EXAMS – Listening, Reading, Writing past papers
		3	In the topic area of 'Celebrity culture', vocabulary and structures for: describing role models, talking about German celebrities from the past and present, discussing films, talking about celebrities, giving opinions on the positive and negative aspects of fame Grammar: consolidate modal verbs, adjective endings after definite and indefinite articles in nominative, accusative and dative cases, revisit perfect and future tenses, different ways to use <i>werden</i> , adjectival nouns after <i>viel</i> , <i>etwas</i> , <i>nichts</i> and <i>alles</i> , imperfect tense of modal verbs, dative reflexive pronouns Knowledge: developing arguments and justifying reasons	MOCK EXAM – Speaking past paper
		4	Revision of all topics and grammar in preparation for Speaking, Listening, Reading and Writing exams. Intense practice of roleplay and photo cards and general conversation questions for speaking exam.	MOCK EXAMS – Listening, Reading, Writing past papers
5	Preparation for Speaking, Listening, Reading and Writing exams: Intense practice of roleplay and photo cards and general conversation questions for speaking exam; vocabulary revision and practice for listening and reading exams; revision of grammar and structures for writing exam; tips and practice for success in all 4 exams.	Practice questions from Exampro – all skills and topics		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key grammatical terminology throughout the Key Stage 4 course and are provided with Work Booklets which include vocabulary lists and knowledge organisers.</p> <p>Class teachers apply the school literacy and marking policy to help support students. The MFL department also has subject specific guidance on literacy in booklets.</p> <p>Students are encouraged to improve their German reading skills with regular practice on <a href="http://www.languagenut.com">www.languagenut.com</a> which has a wide range of texts for Key Stages 3 &amp; 4.</p> <p>News websites: <a href="http://www.dw.com">www.dw.com</a> <a href="http://www.tagesschau.de">www.tagesschau.de</a></p> <p>We suggest that students read the German versions of books they are familiar with to develop vocabulary. The library has several books available to read about German culture and history.</p> <p>Some suggested books:</p> <ul style="list-style-type: none"> <li>• Das Tagebuch der Anne Frank – Anne Frank</li> <li>• Harry Potter und der Stein der Weisen – J.K. Rowling</li> <li>• Die Tribute von Panem – Suzanne Collins</li> <li>• Pu der Bär – A.A. 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These include:</p> <ul style="list-style-type: none"> <li>• Communication skills – speaking is a key element in every lesson and students are encourage to speak and write in a wide variety of situations</li> <li>• Developing confidence and encouraging resilience – students develop resilience in coping with the challenge that the language offers and develop confidence to communicate with increasing fluency</li> <li>• Problem solving and teamwork – students work collaboratively to solve grammar problems and compete to complete challenges</li> <li>• Promoting creativity – students write creatively about each of the topics studied</li> </ul> <p>When opportunities arise, students are offered the chance to learn more about careers involving languages. This includes taking part in webinars hosted by GCHQ and the British Council.</p> <p>Potential careers involving languages are signposted around the department and referred to regularly as part of careers week or apprenticeships week etc. These include:</p> <ul style="list-style-type: none"> <li>• GCHQ Language Analyst</li> <li>• Translator/ Interpreter</li> <li>• Engineer</li> <li>• Marketing manager</li> <li>• Journalist</li> <li>• Travel advisor</li> <li>• Teacher</li> <li>• Travel blogger</li> <li>• Diplomat</li> <li>• First responder</li> <li>• Screenwriter</li> <li>• Chemist</li> </ul>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>• Cultural knowledge of German-speaking countries is developed at all stages of the curriculum</li> <li>• The importance of different festivals and traditions in German-speaking societies</li> <li>• Developing ‘cultural capital’ to ensure that students know that the world is their oyster and they should go and explore it!</li> <li>• Trips to experience the culture in Germany</li> <li>• Environmental issues studied in German at Key Stage 3 &amp; 4</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Positive relationships are promoted in the classroom, including a variety of pair and group tasks</li> <li>• The topics of family and teenage problems are explored at Key Stage 3</li> <li>• The topics of relationships, marriage and different types of family is discussed at Key Stage 4 and 5</li> </ul> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Managing study and revision time effectively</li> <li>• Recognising new challenges and the importance of resilience</li> <li>• The topic of health is covered across all three Key Stages in German, including healthy eating, exercise and substances</li> </ul>
Extra-Curricular and Co-Curricular Opportunities		Links with other subjects in the curriculum	
<ul style="list-style-type: none"> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a> available for extra-curricular learning</li> <li>• Weekly contact with the German FLA</li> <li>• Variety of clubs on offer, including Duolingo Club and Language Culture Club, KS4 German revision club and personalised intervention sessions</li> <li>• Y11 trip to Berlin with History department</li> <li>• NLC competition from GCHQ</li> <li>• European Day of Languages</li> </ul>	<p>French – skills developed in either language are beneficial in learning the other. These include: communication, grammatical knowledge, revision skills.</p> <p>English – alphabet, grammar, vocabulary, sentence structure, communication, descriptive writing</p> <p>Geography – geography and culture of German-speaking countries, global and social issues topics including environment and poverty</p> <p>History – history of festivals and traditions in German-speaking countries, visit to Berlin to visit sites of historical interest</p> <p>Maths – numbers, dates, telling the time</p> <p>PE – talking about sports &amp; healthy/unhealthy lifestyles</p> <p>Food tech – discussing healthy/unhealthy foods and traditional dishes from German-speaking countries</p> <p>PSHE – SMSC themes</p> <p>Science – food groups &amp; healthy lifestyles</p>		

# German Knowledge Sequencing – KS5

By the end of Key Stage 5 we want all students to **know** and **do** the following: Write and speak with a high level of fluency and grammatical accuracy across a wide variety of topics and themes; analyse texts closely and summarise them succinctly; complete independent research for their speaking exam on a topic of their choice from a German-speaking country; understand and respond to all types of written and spoken texts; write detailed analysis of a film and a novel in the German language.

**Prior Knowledge** | In KS5 students of German will build on the following prior learning: Develop listening, speaking, reading and writing skills across a wide variety of themes and topics; further develop knowledge from previous key stages to produce more complex and developed spoken and written structures; increase fluency and confidence in communicating effectively in their spoken German; learn new grammar concepts and further consolidate previously learned ones; develop vocabulary knowledge and comprehension skills to be able to use and understand German in a variety of contexts.

**Future Knowledge** | The Key Stage 5 German curriculum will effectively prepare students for the following future learning: Further study at university and beyond; how to be a skilled linguist with the ability to pursue learning of other new languages; independent research skills in preparation for undergraduate study; communication skills essential for all aspects of life after school.

	Term	Key Knowledge - please note that sequencing may alter slightly depending on which of the SJSF schools and teachers are teaching the group	Assessment Focus
Year 12	1	In the context of 'Cultural life in Berlin, past & present', vocabulary and structures for: discussing the influence of political events on Berlin; an historic tour through the city; the role of culture in Berlin today; aspects & challenges of life in a multicultural city Grammar: the case system, adjectival endings, infinitive constructions, imperfect subjunctive (conditional & conditional past) In the context of 'The changing state of the family', vocabulary and structures for: discussing relationships & possible problems within the family; understanding changing roles & expectations within a partnership; discussing a variety of possible forms of family life Grammar: present tense (including impersonal verbs), modal verbs (+lassen), perfect tense, word formation (genders, plurals, adjectival nouns), possessive adjectives, negatives	Induction assessments
	2	Within the study of the film 'Good Bye, Lenin!': film study & analysis; character and theme analysis; historical background; essay writing skills & practice In the context of 'The digital world', vocabulary and structures for: discussing how you use the internet; benefits and dangers of social networks; digital society & its future developments Grammar: correct word order (inversion, time-manner-place), prepositions with cases, future time expressions with present & future tenses, compound words	Formal assessments; adapted Paper 1 & 2 style assessments to cover material studied so far
	3	Continue study of the film 'Good Bye, Lenin!' In the context of 'Youth Culture: fashion & trends, music & television', vocabulary and structures for: discussing fashion & the importance of image; significance of different types of music for young people; the role of different types of TV programmes Grammar: pronouns (order), cases with verbs, adverbs & qualifiers, imperative	Film essay
	4	In the context of 'Art & architecture', vocabulary and structures for: discussing the influence & role of art & architecture today; how contemporary architecture & art shape our everyday life; developments in art & architecture, past, present & future Grammar: word order (subordinate clauses), relative pronouns & clauses, comparatives & superlatives, pluperfect tense In the context of 'Festivals & Traditions', vocabulary and structures for: explaining the roots & origins, the economic & social significance and the diversity of festivals & traditions in Germany Grammar: passive voice, imperfect tense, separable & inseparable verbs, reflexive verbs & pronouns	Paper 3 – photo card
	5	Completion of Y12 topics as necessary In the context of 'Revision & Exam Skills': improving exam skills for Paper 1, 2 and 3	Formal assessments – Paper 1
	6	In the context of 'Immigration', vocabulary and structures for: explaining the reasons why people migrate; advantages & disadvantages of immigration for immigrants and the destination country; issues affecting a country's immigration policy Grammar: weak masculine nouns, complex adjectival phrases, adjective endings In the context of 'German reunification & its consequences', vocabulary and structures for: discussing developments & events leading up to reunification in Germany; discussing & contrasting the desired & actual outcomes of reunification; comparing the identity & culture of the old and new federal states Grammar: pluperfect subjunctive in conditional clauses, revisit cases, conditional sentences with imperfect & pluperfect subjunctive	Formal assessments – Paper 2
Year 13	Term	Key Knowledge	
	1	In the context of 'Integration', vocabulary and structures for: discussing how the German government promotes the integration of immigrants & refugees; barriers to integration; experiences of migrants & refugees in Germany Grammar: possessive & interrogative adjectives, subjunctive in indirect speech (1), revisiting word order Within the study of a text 'Russendisko', vocabulary and structures for: text study & analysis; character studies; essay writing skills & practice	Literature essay
	2	In the context of 'Racism', vocabulary and structures for: discussing the impact of racism on victims & the support available; origins of racism; how people resist racism & show moral courage to fight against it Grammar: relative & interrogative pronouns, revisit present & future tenses, subjunctive in indirect speech (2) Continue the study of a text 'Russendisko'	Paper 1 & 2 assessments
	3	In the context of 'Germany in the EU', vocabulary and structures for: discussing how the EU has evolved and Germany's role within it; advantages & disadvantages of the EU for Germany; understanding the impact of EU expansion on Germany Grammar: revisit perfect, imperfect & pluperfect tenses, da(r)+preposition to anticipate dass/infinitive construction, future perfect tense In the context of 'Politics & Youth', vocabulary and structures for: discussing the ways & extent to which young people engage in politics; priorities for youth politics in Germany; priorities for young people & the role of pressure groups Grammar: passive, modal particles, correct word order including variation for emphasis	Formal mock exams – Paper 1, 2
	4	Preparation for Individual Research Project Revision of film 'Good Bye, Lenin!' with essay writing practice Revision of text 'Russendisko' with essay writing practice	Speaking – photo card & IRP
5	Revision of Year 12 topics Revision of Year 13 topics Revision of exam skills in preparation for Paper 1, 2 and 3	Final A-level exams	

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students’ knowledge of key grammatical terminology is developed further through Key Stage 5. They are provided with logins for <a href="http://www.kerboodle.com">www.kerboodle.com</a> where they can access the textbook and are encouraged to use the range of reading materials on offer to develop their confidence.</p> <p>All students partake in the study of a German novel at Key Stage 5. Across years 12 and 13, German students are enabled to read a variety of texts about German-speaking countries and culture and are encouraged to read and research more widely, including for their own independent research project.</p> <p>News websites: <a href="http://www.dw.com">www.dw.com</a> <a href="http://www.tagesschau.de">www.tagesschau.de</a></p> <p>We suggest that students read the German versions of books they are familiar with to develop vocabulary and then move on to reading German literature. The library has several books available to read about German culture and history as well as a range of texts in the German language.</p> <p>Some suggested books:</p> <ul style="list-style-type: none"> <li>• <b>Russendisko – Wladimir Kaminer (set text)</b></li> <li>• Das Tagebuch der Anne Frank – Anne Frank</li> <li>• Harry Potter und der Stein der Weisen – J.K. Rowling</li> <li>• Die Tribute von Panem – Suzanne Collins</li> <li>• Pu der Bär – A.A. Milne</li> <li>• Grimm’s Fairy Tales – Brothers Grimm</li> <li>• Fall of the Berlin Wall – Pat Levy</li> <li>• Germany – DK Eyewitness</li> <li>• Die verlorene Ehre der Katharina Blum – Heinrich Böll</li> <li>• Mutter Courage und ihre Kinder – Bertolt Brecht</li> <li>• Der Besuch der alten Dame - Friedrich Dürrenmatt</li> <li>• Andorra – Max Frisch</li> <li>• Gedichte – Buch der Lieder – Heinrich Heine</li> <li>• Zonenkinder – Jana Hensel</li> <li>• Die Verwandlung – Franz Kafka</li> <li>• Fundbüro – Siegfried Lenz</li> <li>• Der Vorleser - Bernhard Schlink</li> </ul>	<p>Mutual Respect:</p> <ul style="list-style-type: none"> <li>• Respect each other in the classroom and behave well, allowing everyone to learn effectively</li> <li>• Collaborate well with each other, promoting a positive working atmosphere</li> <li>• Support each other and not criticise those who are volunteering answers and opinions</li> <li>• Be respectful with peer assessing work</li> </ul> <p>Democracy:</p> <ul style="list-style-type: none"> <li>• Make decisions collaboratively when working in pairs or groups</li> <li>• All students have the right to voice their opinion and everyone will listen respectfully</li> <li>• Voicing opinions and justifying them is a key element of learning the language at every Key Stage</li> <li>• Understanding of political systems and engagement in German-speaking countries studied at A-level</li> </ul> <p>Tolerance:</p> <ul style="list-style-type: none"> <li>• One of MFL’s main aims is to promote the view that diversity is something to be embraced and celebrated</li> <li>• Study of cultures in a variety of German-speaking countries promotes diversity, respect and tolerance</li> <li>• Trips abroad immerse students in different cultures, thus promoting tolerance</li> <li>• ‘Customs and festivals’ is a key topic in German and students learn about different traditions, customs, festivals and beliefs across all three Key Stages</li> </ul> <p>Rule of Law:</p> <ul style="list-style-type: none"> <li>• Rules are in place in the classroom to ensure the safety of everyone</li> <li>• Rules are followed to ensure all students are able to learn and achieve to their full potential</li> <li>• Understand consequences if rules are ignored</li> <li>• German immigration laws studied at A level</li> </ul> <p>Individual Liberty:</p> <ul style="list-style-type: none"> <li>• Students have the choice of which language(s) they want to study at GCSE and beyond</li> <li>• Freedom of speech is promoted and respected in lessons</li> <li>• Students are encouraged to voice their opinion in all topics studied in German</li> <li>• The significance of German Reunification studied at A level</li> </ul>	<p>The German curriculum links to all careers as it provides students with opportunities to develop skills which prepare them for their future working life. These include:</p> <ul style="list-style-type: none"> <li>• Communication skills – speaking is a key element in every lesson and students are encourage to speak and write in a wide variety of situations</li> <li>• Developing confidence and encouraging resilience – students develop resilience in coping with the challenge that the language offers and develop confidence to communicate with increasing fluency</li> <li>• Problem solving and teamwork – students work collaboratively to solve grammar problems and compete to complete challenges</li> <li>• Promoting creativity – students write creatively about each of the topics studied</li> </ul> <p>When opportunities arise, students are offered the chance to learn more about careers involving languages. This includes taking part in webinars hosted by GCHQ and the British Council.</p> <p>Potential careers involving languages are signposted around the department and referred to regularly as part of careers week or apprenticeships week etc. These include:</p> <ul style="list-style-type: none"> <li>• GCHQ Language Analyst</li> <li>• Translator/ Interpreter</li> <li>• Engineer</li> <li>• Marketing manager</li> <li>• Journalist</li> <li>• Travel advisor</li> <li>• Teacher</li> <li>• Travel blogger</li> <li>• Diplomat</li> <li>• First responder</li> <li>• Screenwriter</li> <li>• Chemist</li> </ul>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>• Cultural knowledge of German-speaking countries is developed at all stages of the curriculum</li> <li>• The importance of different festivals and traditions in German-speaking societies</li> <li>• Developing ‘cultural capital’ to ensure that students know that the world is their oyster and they should go and explore it!</li> <li>• Trips to experience the culture in Germany</li> <li>• Environmental issues studied in German at Key Stage 3 &amp; 4</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Positive relationships are promoted in the classroom, including a variety of pair and group tasks</li> <li>• The topics of relationships, marriage and different types of family is discussed at Key Stage 4 and 5</li> </ul> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Managing study and revision time effectively</li> <li>• Recognising new challenges and the importance of resilience</li> <li>• The topic of health is covered across all three Key Stages in German, including healthy eating, exercise and substances</li> </ul>
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<ul style="list-style-type: none"> <li>• <a href="http://www.languagesut.com">www.languagesut.com</a> and <a href="http://www.kerboodle.com">www.kerboodle.com</a> available for extra-curricular learning</li> <li>• Weekly one-to-one session with the German FLA</li> <li>• German Prefect position available for students to take on a position of responsibility in promoting and developing German provision in school</li> <li>• Various competitions and opportunities from the British Council, GCHQ, various universities and other sources to enhance learning and challenge students further</li> <li>• European Day of Languages</li> </ul>	<p>French – skills developed in either language are beneficial in learning the other. These include: communication, grammatical knowledge, revision skills</p> <p>English – grammar, vocabulary, sentence structure, communication, descriptive writing, analysis of a novel</p> <p>Geography – geography and culture of German-speaking countries, global and social issues topics</p> <p>History – history of reunification in Germany, history of Berlin</p> <p>Personal development – SMSC themes including immigration and racism</p> <p>Art – study of German art and architecture</p> <p>ICT – study of the digital world</p>		