

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## German Scheme of Learning Year 11 – Module 7.1 - Environment

### Intent – Rationale

To enable students to consider local and global environmental issues and solutions to enhance their ability to become global citizens and to respect the world

<p><b>Sequencing – what prior learning does this topic build upon?</b></p> <ul style="list-style-type: none"> <li>• work on GCSE vocabulary, grammar and skills from Year 10</li> <li>• Topics 5, 6.2, 8 from Year 10 in Theme 2</li> <li>• Grammar focus on the conditional tense in Topic 11 and 1.2</li> </ul>	<p><b>Sequencing – what subsequent learning does this topic feed into?</b></p> <ul style="list-style-type: none"> <li>• Continued focus on word order and cases in Topic 6.1</li> <li>• Continued preparation for assessment throughout Year 11</li> </ul>	
<p><b>What are the links with other subjects in the curriculum?</b></p> <ul style="list-style-type: none"> <li>• French – same GCSE specification</li> <li>• RS – ethical use of global resources</li> <li>• Citizenship – global citizens</li> <li>• Geography – local and global environmental issues</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>• M1/2/3</li> <li>• SO1/3</li> <li>• C1/2</li> </ul>	<ul style="list-style-type: none"> <li>• BV2/3/4/5</li> <li>• GB4 a/b/c/d/e/f/i</li> </ul>
<p><b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b></p> <ul style="list-style-type: none"> <li>• Reading a variety of text types – skim/scan/gist/detail</li> <li>• Reading authentic materials</li> </ul>	<p><b>What are the opportunities for developing mathematical skills?</b></p>	

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## Intent – Concepts

**What knowledge will students gain and what skills will they develop as a consequence of this topic?**

### Know

how to form and use the present and imperfect tenses of modal verbs  
 vocabulary to describe local and global environmental issues and potential solutions  
 how to use the conditional tense to describe hypothetical situations

### Apply

knowledge of the imperfect and perfect tenses to form the pluperfect tense  
 knowledge of grammatical categories to understand new vocabulary  
 knowledge to take part in a role-play and a photocard description

### Extend

knowledge of verb forms to include the imperative  
 knowledge of how to answer a 16-mark writing question  
 different recall strategies to aid revision

<b>What subject specific language will be used and developed in this topic?</b>	<b>What opportunities are available for assessing the progress of students?</b>
<ul style="list-style-type: none"> <li>• See vocabulary list</li> <li>• modal verb</li> <li>• impersonal verb</li> <li>• cognate / near-cognate</li> <li>• imperative form</li> <li>• imperfect subjunctive</li> <li>• pluperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Answers to listening and reading questions in German</li> <li>• Translation of sentences and paragraphs into German</li> <li>• Answers to general conversation questions</li> <li>• Application of grammar practice to familiar situations</li> </ul>

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Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Die Luft ist nicht sauber! 7.1F	Using modal verbs accurately in the present tense	Spotting near-cognates in listening and applying this knowledge to modal verbs in the imperfect / perfect tenses	<ul style="list-style-type: none"> <li>• Die Luft ist nicht sauber! Ppt</li> <li>• AQA-8668-24672-MV ppt</li> <li>• 7.1F Strategie</li> <li>• Reaching for a 9 P30-31 - Modals in the perfect tense</li> </ul>
Nimm deinen Abfall bitte mit! 7.1F	Using the imperative to give instructions to people I know	Using the imperative to give instructions to people I don't know	<ul style="list-style-type: none"> <li>• Nimm deinen Abfall bitte mit! Ppt</li> <li>• 7.1F Grammatik</li> <li>• 7.1F Grammatik 2</li> </ul>
Jeder kann eine Rolle spielen 7.1F	Using the grammatical category of a word to understand it and its use	Writing an answer to a 16-mark question containing the necessary elements for full marks	<ul style="list-style-type: none"> <li>• Jeder kann eine Rolle spielen ppt</li> <li>• Recall p.114</li> <li>• 7.1F Lesen</li> <li>• 7.1H Strategie</li> <li>• 7.1H Schreiben LR update</li> </ul>
Wir sollten die Regenwälder nicht zerstören 7.1H	Using the conditional tense to describe what we could do to help the environment	Taking part in a photocard description related to the topic	<ul style="list-style-type: none"> <li>• Wir sollten die Regenwälder nicht zerstören ppt</li> <li>• Recall worksheet</li> <li>• 7.1H Grammatik 2</li> </ul>

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Wir könnten mehr für die Umwelt tun, wenn ... 7.1H	Using appropriate subordinating conjunctions with the conditional tense	Using the pluperfect subjunctive to describe what could have happened	<ul style="list-style-type: none"> <li>• Wir könnten mehr für die Umwelt tun, wenn ... ppt</li> </ul>
Ich hatte ein Elektroauto gekauft 7.1H	Using the pluperfect to describe past actions accurately	Taking part in a conversation about the environment using my knowledge	<ul style="list-style-type: none"> <li>• Ich hatte ein Elektroauto gekauft ppt</li> <li>• 7.1F Grammatik 3</li> <li>• 7.1H Grammatik</li> </ul>
Summative Assessment	Completing translations to practise the skills developed in this topic	Taking part in a role play and photocard description	<ul style="list-style-type: none"> <li>• Summative assessment ppt</li> <li>• Card A</li> </ul>

Tenses revision sheet: Blank tenses revision sheet