

## Curriculum Plan German

STUDENTS FOLLOW THE EDEXCEL GERMAN GCSE COURSE: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/german-2024.html>

| Year 10 | Golden Treads: State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) |                                                                    |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                | Enrichment: What is offered through the year to support learning in the classroom? |                                                                                                                                                                                                   | Review and evaluation: Give date for review of the curriculum                                                                                                                                                                                                                     |
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|         | Topics                                                                                                        | Assessment                                                         | Substantive Knowledge                                                                                                                                                                                                                                                              | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                         | Misconceptions                                                                     | Key Vocabulary                                                                                                                                                                                    | Knowledge tracking                                                                                                                                                                                                                                                                |
| Term 1  | Zurück zur Schule – Back to school<br><br>Kapitel 1                                                           | Reading aloud/speaking assessment – Week 4                         | Comparing school systems<br>Talking about timetable/subjects<br>Giving opinions and justifications using “weil”<br><br>Talking about school uniforms<br><br>Talkin about school rules                                                                                              | Students will be able to talk about different types of schools<br><br>Give opinions and justifications on school subjects and time tables<br><br>Use the accusative correctly, adjectival endings in accusative case<br><br>Use of modal verbs (müssen, dürfen, sollen)                                                                        | - <i>understanding German school system</i><br><i>Gymnasium = grammar school</i>   | Vocab lists provided at the back of each student booklet<br><br>-present tense<br>Opinions/justifications<br>Using adjectives with nouns<br>Modal verbs<br>Perfect tense<br>Imperfect tense       | Students will be able to build on their prior knowledge on:<br><br>-awareness of time frames and use of the present tense<br>-word order relating to subordinating and co-ordinating conjunctions<br>- the accusative case<br>Use of past tenses<br>Use of modal verbs            |
| Term 2  | <b>Kapitel 2</b><br><b>Endlich mal Freizeit</b><br><b>-finally free-time</b>                                  | Reading listening assessment – once end of school topic is reached | Talking about special events at school<br><br>Learning about German speaking musicians<br><br>Talking about free time , expressing preferences<br><br>Expressing how you spend time online/ advantages and disadvantages of life online<br><br>Asking people out<br>Buying tickets | Using the perfect and imperfect tense<br><br>Using articles and plural nouns<br><br>Using lieber/gern/am liebsten using weil to give and justify opinions<br><br>Describing a photo in German<br>Using frequency phrases<br><br>Using separable verbs in the present tense<br><br>Asking questions<br>Practising role play section of the exam |                                                                                    | Vocab lists provided at the back of each student booklet<br><br>Separable verbs<br>Frequency phrases<br>Word order/inversion<br>Role play<br>Photo card<br>Combining perfect and imperfect tenses | Students will build on their prior knowledge of:<br>-the nominative and accusative cases<br>word order relating to Time, Manner and Place<br>-modal verbs<br>-numbers and prices<br>-separable verbs<br>-adjectives<br>-nouns<br>-time frames<br>present/perfect/imperfect/future |



## Curriculum Plan German



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| Term 3 | <p><b>Kapitel 2 continued</b></p> <p>In class Role-play assessment – at the end of Kapitel 2</p> | <p>Expressing preferences about films and TV shows</p> <p>Using the future tense/time frame to describe plans for the weekend</p>                                 | <p>Applying the Time-Manner-Place rule</p> <p>Using sequencers</p>                                                                                                                                                                      |                                                                                                                                                                                                                                             | <p>Vocab lists provided at the back of each student booklet</p> <p>-quantifier</p> <p>-intensifier</p> <p>-comparative</p> <p>-cognate/semi-cognate</p> <p>-infinitive clause</p> <p>-superlative</p> | <p>Students will build on their prior knowledge of:</p> <p>-quantifiers</p> <p>-intensifiers</p> <p>-comparative</p> <p>-cognates and near (semi-) cognates</p> <p>-infinitive clauses</p> |
|        | <p><b>Kapitel 3 – Meine Welt, deine Welt</b></p> <p><b>My world your world</b></p>               | <p>Describing festivals and cultural events</p> <p>Describing family members</p> <p>Saying how you get on with people</p> <p>Discussing equality and identity</p> | <p>Giving opinions</p> <p>Using possessive adjectives</p> <p>Using relative pronouns</p> <p>Using possessive adjectives and relative pronouns in the dative</p> <p>Using two time frames together</p> <p>Recognising feminine nouns</p> | <p>Typical female words (Mädchen) are not necessarily feminine gender (das Mädchen)</p>                                                                                                                                                     | <p>Possessive adjectives</p> <p>Relative pronouns</p> <p>Dative case</p>                                                                                                                              |                                                                                                                                                                                            |
| Term 4 | <p><b>Kapitel 3 continued</b></p>                                                                | <p>Describing a family celebration in the past</p> <p>Discussing a party (past and future)</p>                                                                    | <p><b>Word order with use of time phrases</b></p> <p><b>Using past and future time frames together</b></p> <p><b>Use of in+ either dative or accusative</b></p>                                                                         | <p>Concept of cases – different translations depending on location or direction</p> <p>German language does not use “more” or “most” to form the comparative/superlative</p>                                                                | <p>Vocab lists provided at the back of each student booklet</p> <p>Spotting indicators for time frames</p> <p>Writing a 150 word essay</p> <p>Role play practice</p>                                  | <p>Students will build on their prior knowledge of:</p> <p>-tense formation</p> <p>-Word order</p> <p>-Accusative endings</p> <p>-use of adjectives</p> <p>-use of comparative</p>         |
|        | <p><b>Kapitel 4 – Bleib gesund/Stay healthy</b></p>                                              | <p>Favourite sports, comparative and superlative</p> <p>Discussing food in Germany</p> <p>Talking about accidents and illnesses</p>                               | <p><b>Comparative and superlative of adjectives</b></p> <p><b>Use of ,um...zu...</b></p> <p><b>Using modal verbs in the imperfect tense</b></p> <p><b>Using “seit”</b></p>                                                              | <p>Use of present tense when using seit</p> <p>‘Seit’ (since) is used with the present tense in German but with the past tense in English; For example, ‘ich besuche seit fünf Jahren Sheldon’ (I’ve been going to Sheldon for 5 years)</p> | <p>Use of Conditional</p>                                                                                                                                                                             | <p>Revision of, gern/lieber/ Lieblings...</p> <p>Use of modal verbs and word order</p> <p>Body parts and illness revision from year 8 term 5</p>                                           |

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|        |                                |                                                                    | Talking about good and bad habits                                                                                                                                                        | Revising present/past and future tenses<br>Using infinitive constructions with “zu”                                                                                                      | ‘Morgen’ means ‘tomorrow’, as well as sometimes meaning ‘morning’.<br><br>Different sayings in both languages   |                                                                                                                                                                                                      |                                                                                                                                                                                                         |
| Term 5 | Kapitel 4 continued            | Mock week w/b 27 <sup>th</sup> April and after                     | Talking about well-being<br><br>Talking about what is important to you                                                                                                                   | Using “wenn”+ conditional<br>Using set phrases with “zu”<br><br>Asking questions in different tenses                                                                                     | -                                                                                                               | Vocab lists provided at the back of each student booklet<br><br>Writing about well-being and life style                                                                                              | Students will build on their prior knowledge of:<br>-Present tense<br>-imperfect tense<br>-perfect tense<br>Future tense<br>-use of <i>um...zu...</i> clauses                                           |
|        | Kapitel 5 Meine Ecke-My corner |                                                                    | Learning key facts about German speaking countries<br><br>Describing where you live<br><br>Discussing transport in your local area<br><br>Asking for information in different situations | Revision of superlative<br><br>Use of dative after certain prepositions and location<br><br>Using prepositions with the accusative case<br><br>Understanding register                    | German architecture and types of houses different<br><br><br><br>Addressing people with <i>du</i> or <i>Sie</i> | Using a variety of adjectives and qualifiers<br><br><br>Correct word order with modal verb and “weil”<br><br>Role-plays practice at train station/ tourist office/hotel etc                          | Combining multiple learnt skills in a writing piece<br><br>- superlative<br><br>-house vocabulary from year 7<br><br>-word order<br><br>-previous role play experience (year 9 in the department store) |
| Term 6 | Kapitel 5 continued            | w/b 15 <sup>th</sup> June/ 22 <sup>nd</sup> June – work experience | Discussing shopping habits<br><br><br>Describing an ideal place to live<br><br>Describing your home<br><br>Revision/ catch up/ filling gaps from everything learnt so far in year 10     | Using dual-case prepositions followed by the dative<br><br>Using plurals of nouns<br><br><br>Use of imperfect tense/ conditional<br><br>Using dual-case prepositions with the accusative | Long compound nouns in German                                                                                   | Vocab lists provided at the back of each student booklet<br>Case endings for adjectives and nouns (dative and accusative)<br>Imperfect/ conditional<br><br>Working out the meaning of compound nouns | Students will build on their prior knowledge of:<br>-Listening, Reading, Writing, Speaking and Translation skills                                                                                       |