

# German Key Stage 3

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



KS3 German is formed of 18 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Year 7 Unit 1	Year 7	14
2 Year 7 Unit 2	Year 7	14
3 Year 7 Unit 3	Year 7	12
4 Year 7 Unit 4	Year 7	10
5 Year 7 Unit 5	Year 7	12
6 Year 7 Unit 6	Year 7	14
7 Year 8 Unit 1	Year 8	14
8 Year 8 Unit 2	Year 8	14
9 Year 8 Unit 3	Year 8	12

**10** Year 8 Unit 4

Year 8

10

**11** Year 8 Unit 5

Year 8

12

**12** Year 8 Unit 6

Year 8

14

**13** Year 9 Unit 1

Year 9

14

**14** Year 9 Unit 2

Year 9

14

**15** Year 9 Unit 3

Year 9

12

**16** Year 9 Unit 4

Year 9

10

**17** Year 9 Unit 5

Year 9

12

**18** Year 9 Unit 6

Year 9

14





# 3. Lessons

## Unit 1 Year 7 Unit 1

14 Lessons

Lesson number	Lesson question	About the lesson
1.	Wo ist der/die/das...? (Part 1/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will ask the question 'Wo ist...?', we learn the definite articles (the words for 'the'), and we practise the long and short 'a' sound.</li></ul>
2.	Wo ist der/die/das...? (Part 2/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will ask the question 'Wo ist...?', learn what type of words start with a capital letter, practise the long and short [a] sound, and use definite articles.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>• Contains external content.</li></ul>
3.	Was ist das? der,die,das (Part 1/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will ask and answer the question 'What is it?' using the definite article, and practising the long and short [e].</li></ul>



#### 4. Was ist das? der,die,das (Part 2/2)

##### Pupils will learn

- In this lesson, we will ask and answer the question 'What is it?' using the definite article. We will also practise pronouncing the long and short [e].

##### Guidance warnings

- Contains external content.
- 

#### 5. The indefinite article: ein, eine, ein

##### Pupils will learn

- In this lesson, we will be learning about the indefinite article in German or how we say the word 'a' or 'an'. We will also practise the 'ei' sound.
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#### 6. Describing things Saying what something is like

##### Pupils will learn

- In this lesson, we will learn how to say what someone has and how the definite article changes after the verb 'haben', and we're going to learn how to pronounce the letter 'w' in German.
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#### 7. Saying what something is (not): Negation: nicht, kein, keine, kein

##### Pupils will learn

- In this lesson, we will be looking at saying what something is or is not and what something is like or not like. We are also going to learn how to say the letter 'z' in German.
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## 8. The German alphabet

### Pupils will learn

- In this lesson, we will learn the German alphabet and practise spelling some words.
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## 9. Saying what someone has - The definite article: den, die, das (Part 1/2)

### Pupils will learn

- In this lesson, we will learn how to say what someone has using the definite articles 'den', 'die' and 'das'.
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## 10. Saying what someone has - The definite article: den, die, das (Part 2/2)

### Pupils will learn

- In this lesson, we are going to learn how to say what someone has and how the definite article changes after the verb 'haben'. The we will learn how to pronounce the letter 'w' in German.
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## 11. Possession of the only one or one of many (Part 1/2)

### Pupils will learn

- In this lesson, we will learn how to say 'a' as opposed to 'the', we will see how the word for 'a' can change after a verb, and we will learn how to use the verb haben, which means to have.
-



**12. Possession of the only one or one of many (Part 2/2)**

**Pupils will learn**

- In this lesson, we will continue practising the words for 'a' and 'the', and using the verb 'haben' (to have).

**Guidance warnings**

- Contains external content.
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**13. Asking and answering questions about having (Part 1/2)**

**Pupils will learn**

- In this lesson, we will learn how to ask questions about what somebody has.

**Guidance warnings**

- Contains external content.
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**14. Asking and answering questions about having (Part 2/2)**

**Pupils will learn**

- In this lesson, we will learn how to say you don't have a thing (e.g. a football).
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Lesson number	Lesson question	About the lesson
1.	Who does what? (Part 1/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will look at the long form of some common verbs in German, and learn to use their short forms in some simple sentences.</li></ul>
2.	Who does what? (Part 2/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will continue working with the infinitive and the 3rd person singular of the verb.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>• Contains external content.</li></ul>
3.	What you do and what someone else does (Part 1/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn the present tense of weak verbs in the singular and we will practise the pronunciation of the letter [i].</li></ul>
4.	What you do and what someone else does (Part 2/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will revise the present tense of weak verbs in the singular and we will revisit the pronunciation of the letters [ie] and [z].</li></ul>



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<b>5.</b> Asking and answering questions about activities at home (Part 1/2)	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• In this lesson, we will learn the present tense of weak verbs for 'I' and 'you' and we will practise the pronunciation of the soft and hard [ch].</li></ul>
<b>6.</b> Asking and answering questions about activities at home (Part 2/2)	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• In this lesson, we will learn to recognise and form open and closed questions, and we will practise the pronunciation of the soft and hard [ch].</li></ul>
<b>7.</b> Who does what? Manipulating infinitive verbs (Part 1/2)	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• In this lesson, we will practise manipulating the infinitive of some common verbs, using them in the first, second and third person singular.</li></ul>
<b>8.</b> Who does what? Manipulating infinitive verbs (Part 2/2)	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• In this lesson, we will continue practising manipulating the infinitive of some common verbs, using them in the first, second and third person singular. We will also learn some new verbs.</li></ul> <b>Guidance warnings</b> <ul style="list-style-type: none"><li>• Contains external content.</li></ul>

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**9. Narrating a story - German definite articles: the words for 'the' (Part 1/2)**

**Pupils will learn**

- In this lesson, we will practise telling a story. We are going to revisit the definite articles (the words for 'the') and we are going to practise the long and short [u] sound.

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**10. Narrating a story - German definite articles: the words for 'the' (Part 2/2)**

**Pupils will learn**

- In this lesson, we will practise narrating a story using the German definite articles for the English word 'the'.

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**11. Wie viele? How many? (Part 1/2)**

**Pupils will learn**

- In this lesson, we will learn two ways to form the plural of nouns.

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**12. Wie viele? How many? (Part 2/2)**

**Pupils will learn**

- In this lesson, we will continue practising two ways to form the plural of nouns.

**Guidance warnings**

- Contains external content.
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### 13. Describing singular and plural nouns (Part 1/2)

#### Pupils will learn

- In this lesson, we will learn about 'Weihnachten'. This is the German word for Christmas. We are going to describe singular and plural nouns and we are going to practice the long and short [ä] sound.



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### 14. Using singular and plural nouns (Part 2/2)

#### Pupils will learn

- In this lesson, we will make a 'Weihnachtsliste' or Christmas list. We are going to use singular and plural nouns and we are going to practise the long and short [ä] sound.
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Lesson  
number

Lesson question

About the lesson

1.

**Talking about what you and others have, and what it is like (Part 1/2)**

**Pupils will learn**

- In this lesson, we will talk about 'Weihnachten' or Christmas and talk about what you and others have, and what it is like. We will also look at subject pronouns, 'er', 'sie' and 'es', meaning 'it'. We're also going to learn how to pronounce the long [ö] and the short [o] sound in German.

2.

**Talking about what you and others have, and what it is like (Part 2/2)**

**Pupils will learn**

- In this lesson, we will talk about 'Weihnachten' or Christmas and talk about what you and others have, and what it is like. We will also look at subject pronoun, 'sie' meaning 'they'. We will also consolidate the pronunciation of [ö] and [o].

3.

**Die Nummern: Plurale (Part 1/2)**

**Pupils will learn**

- In this lesson, we will learn 'Die Nummern' (the numbers) and revisit the rules of forming plurals.



#### 4. Die Nummern: Plurale (Part 2/2)

##### Pupils will learn

- In this lesson, we will continue to practise 'Die Nummern', the numbers, and look at the four rules for forming plurals in German. We are also going to practice the äu sound, and look at a famous poem 'Das Hexen Einmaleins - Johann Wolfgang von Goethe (1749-1832)'

#### 5. Do you like it? Object pronouns(singular) ihn, sie, es (Part 1/2)

##### Pupils will learn

- In this lesson, we will learn how to say if you like something using the verb mögen (to like). We are going to work with singular object pronouns ihn , sie and es (the 3 German words for it ) which are related to gender. The sounds we are practising today are [sch] and [sp].

#### 6. Do you like it...? Object pronouns (plural) - sie (Part 2/2) MÖGEN - er/sie/es mag

##### Pupils will learn

- In this lesson, we will talk about if you like something. I will introduce the plural object pronoun 'sie' meaning 'them' and the verb 'mögen' (to like). We will also do further practice with the sounds, 'sch' and 'sp'.

#### 7. How do you find it/them? What do you think of it/them? Object pronouns(singular) ihn, sie, es (Part 1/2)

##### Pupils will learn

- In this lesson, we will learn how to say how you find something or what you think of it. We are also working with singular object pronouns ihn, sie and es (the 3 words for it) and the plural object pronoun sie (them). The sounds we are practising today are [s] and [ʃ].



**8. How do you find it/them...? or What do you think of it/them ...? (Part 2/2)**

**Pupils will learn**

- In this lesson, we will learn how to say how we find things and what we think of them using object pronouns in the singular and plural. I will introduce the verb 'finden' and we will practise 's' when it sounds like 'z' and 'ss' and 'ß'.

**Guidance warnings**

- Contains external content.
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**9. Talking about yourself and someone else using present tense weak verbs in 1st, 2nd and 3rd person singular (Part 1/2)**

**Pupils will learn**

- In this lesson, we will talk about ourselves and someone else. We will be revisiting the present tense weak verbs in 1st, 2nd and 3rd person singular.
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**10. Talking about yourself and someone else (Part 2/2): Object pronouns (singular) ihn, sie, es, sie (plural) FINDEN - ich finde / du findest / er & sie findet**

**Pupils will learn**

- In this lesson, we will continue to talk about ourselves and someone else and consolidate the use of present tense weak verbs in the 1st, 2nd and 3rd person singular. We will also practise the sound 'er' stressed and unstressed.
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## 11.

### Guided practise assessment

#### Pupils will learn

- In this lesson, we will complete a practise assessment together in preparation for the following achievement assessment (lesson 12 in this unit).

#### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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## 12.

### Achievement assessment

#### Pupils will learn

- In this lesson, students will complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

#### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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Lesson number	Lesson question	Pupils will learn
1.	Talking about what I do on my own and what we do together (Part 1/2)	<ul style="list-style-type: none"><li>In this lesson, we will learn about the pronunciation of [v] and we will practise the present tense of weak verbs in the 1st person singular and plural.</li></ul>
2.	Talking about what I do on my own and what we do together (Part 2/2)	<ul style="list-style-type: none"><li>In this lesson, we will practise the pronunciation of [v] and we will compare the conjugation of 'sein' in the 1st person singular and the 1st person plural.</li></ul>
3.	Saying what I and others can / cannot do (Part 1/2)	<ul style="list-style-type: none"><li>In this lesson, we will be introducing the sound [au] and learn about the modal verb 'können' and the 2-verb rule.</li></ul>
4.	Saying what I and others can / cannot do (Part 2/2)	<ul style="list-style-type: none"><li>In this lesson, we will be introducing the sound [äu] and practise the 2-verb rule with negatives.</li></ul>
5.	Comparing lifestyles (Part 1/2)	<ul style="list-style-type: none"><li>In this lesson, we will learn about the present tense of strong verbs in the 1st and 3rd person singular.</li></ul>



## 6. Comparing lifestyles (Part 2/2)

- In this lesson, we will learn the two [r] sounds and consolidate the present tense of strong verbs in the 1st and 3rd person singular.
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## 7. Asking and answering questions about things you do out of school (Part 1/2)

- In this lesson, we will introduce the pronunciation of [eu] and learn about the present tense of strong verbs in the 2nd person singular.
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## 8. Asking and answering questions about things you do out of school (Part 2/2)

- In this lesson, we will practise our dictionary skills and consolidate the present tense of strong verbs in the 1st, 2nd and 3rd person singular.
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## 9. Narrating what others do (Part 1/2)

- In this lesson, we will revise the long and short vowel sounds as well as the present tense of strong verbs in the 3rd person singular.
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## 10. Narrating what others do (Part 2/2)

- In this lesson, we will introduce the present tense of strong verbs in the 3rd person plural and revise the long and short vowel sounds.
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Lesson  
number

Lesson question

Pupils will learn

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|-----------|--|--|
| <b>1.</b> | <b>Describing what you do and when and what others do and when they do it (Part 1/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we learn how to say what you do and when, as well as what others do and when they do it. We practise the sound 'th' and look at how word order changes when using adverbs.</li></ul>         |
| <b>2.</b> | <b>Describing what you do and when and what others do and when they do it (Part 2/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will practise how to say what you do and when, as well as what others do and when they do it. We practise the sound 'th' and look at how word order changes when using adverbs.</li></ul> |
| <b>3.</b> | <b>Revising how to say what you do and when (Part 1/2)</b>                               | <ul style="list-style-type: none"><li>• In this lesson, we will firm up our knowledge of how to say what you do and when, as well as what others do/when. We then focus our attention on using time phrases as nouns and adverbs.</li></ul>          |
| <b>4.</b> | <b>Revising how to say what you do and when (Part 2/2)</b>                               | <ul style="list-style-type: none"><li>• In this lesson, we learn how to ask questions using 'wann' focusing our attention on word order, all in the context of what people do and when.</li></ul>  |
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- 5. Talking about movement into, and location in, places (Part 1/2)**
- In this lesson, we will use the prepositions 'in' and 'auf' with the accusative case to talk about movement and the dative case to talk about location.
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- 6. Talking about movement into, and location in, places (Part 2/2)**
- In this lesson, we will continue to use the prepositions 'in' and 'auf' with the accusative case to talk about movement and the dative case to talk about location.
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- 7. Showing interest in someone's family (Part 1/2)**
- In this lesson, we will be using the possessive adjectives 'mein', 'dein', 'sein' and 'ihr' to show an interest in someone's family.
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- 8. Showing interest in someone's family (Part 2/2)**
- In this lesson, we will be practising asking and answering questions and using the possessive adjectives 'mein', 'dein', 'sein' and 'ihr' to show an interest in someone's family.
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- 9. Ein Tag in meinem Leben: A day in my life (Part 1/2)**
- In this lesson, we will revise the 1st and 3rd person singular and plural forms of strong and weak verbs, revisit word order with time expressions and revise the possessive adjectives 'mein', 'dein', 'sein' and 'ihr', all in the context of talking about weekend family life.
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**10. Ein Tag in meinem Leben: A day in my life (Part 2/2)**

- In this lesson, we will revisit 'word order 2' rules, the present tense of strong and weak verbs and possessive adjectives, all in the context of talking about a typical day in the life of a resident of Namibia.
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**11. Saying what there is in different places (Part 1/2)**

- In this lesson, we will look at 'word order 2' with adverbs of location, whilst talking about what there is in different places.
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**12. Saying what there is in different places (Part 2/2)**

- In this lesson, we will practise 'word order 2' with adverbs of location, whilst talking about what there is in different places. We also learn the difference between the adverbs 'viel' and 'viele'.
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**Lesson  
number**

**Lesson question**

**About the lesson**

**1.**

**What happens generally and what is happening now (Part 1/2)**

**Pupils will learn**

- In this lesson, we will revisit the present tense of 'haben' and 'sein' whilst discussing what happens generally and what is happening now.

**2.**

**What happens generally and what is happening now (Part 2/2)**

**Pupils will learn**

- In this lesson, we will revise the use of weak and strong verbs in the present and how to form questions, whilst talking about what happens generally and what is happening now.

### 3.

## Achievement assessment (includes guided practise assessment)

### Pupils will learn

- In this lesson, we will firstly complete a practise assessment together, and then students will go on to complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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## 4.

### Applying your knowledge assessment

#### Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

#### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.



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## 5.

### What people can/must/want to do to improve their lifestyle (Part 1/2)

#### Pupils will learn

- In this lesson we will learn the singular present tense of the modal verbs müssen, dürfen and wollen and will revise können, the 2-verb-rule and the sound of the letter ü.
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**6. What people can/must/want to do to improve their lifestyle (Part 2/2)**

**Pupils will learn**

- In this lesson we will learn the singular present tense of the modal verbs müssen, dürfen and wollen and will revise können, the 2-verb-rule and the sound of the letter ü.

**Guidance warnings**

- Contains external content.
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**7. Wie spielt man das (Part 1/2)**

**Pupils will learn**

- In this lesson, we will be revisiting the sounds [sch], [st], [sp] and the grammatical gender. We will also introduce 'jede', 'jedes', 'jeder' and continue working with modal verbs.

**8. Wie spielt man das (Part 2/2)**

**Pupils will learn**

- In this lesson, we will continue to work with modal verbs in the context of games commonly played in German-speaking societies.

**Guidance warnings**

- Contains external content.
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## 9. Comparing usual holidays with future plans (Part 1/2)

### Pupils will learn

- In this lesson, we will be looking at how you can use the present tense to express thoughts about the future. In this context, we will be learning relevant adverbs of time and revisit the pronunciation of the different [s] sounds.

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## 10. Comparing usual holidays with future plans (Part 2/2)

### Pupils will learn

- In this lesson, we will continue to revisit the pronunciation of the different [s] sounds, and we will be practising using the present tense when comparing something you usually do with something you want to do in the future.

### Guidance warnings

- Contains external content.

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## 11. Talking about going to places (Part 1/2)

### Pupils will learn

- In this lesson, we will learn about the difference between 'zu' and 'nach' when talking about going somewhere. We will also be revisiting a variety of sounds.
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12.

**Talking about going to places (Part 2/2) Pupils will learn**

- In this lesson, we will continue to practise the present tense used to express future plans for the third person singular [s/he] and the first person plural [we]. We will also look at numbers 1-31 and revise common sound patterns.

**Guidance warnings**

- Contains external content.
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13.

**Immer höher: Ernst Jandl (Part 1/2)**

**Pupils will learn**

- In this lesson, we will look at the prepositions 'in' and 'auf', and revise noun genders.
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14.

**Immer höher: Ernst Jandl (Part 2/2)**

**Pupils will learn**

- In this lesson, we will focus on recognising and forming the plurals of nouns, and we will be learning the difference between 'stehen' and 'steigen'.
- 





Lesson  
number

Lesson question

About the lesson

1.

**Diesen Sommer (Part 1/2)**

**Pupils will learn**

- In this lesson, we will contrast the present tense and past (perfect) tense of weak verbs in the context of summer holidays.

**Guidance warnings**

- Contains external content.

2.

**Diesen Sommer (Part 2/2)**

**Pupils will learn**

- In this lesson, we will practise the present and past (perfect) tense of weak verbs in the context of summer holidays.

3.

**Comparing experiences (Part 1/2)**

**Pupils will learn**

- In this lesson, we practise the perfect tense with 'haben' for weak and strong verbs in the context of comparing holiday experiences



#### 4. Comparing experiences (Part 2/2)

##### Pupils will learn

- In this lesson, we consolidate the perfect tense of weak and strong verbs with 'haben'. We also use the question word 'welcher, welche, welches' in the context of comparing holiday experiences.
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#### 5. Staying with a family in Germany (Part 1/2)

##### Pupils will learn

- In this lesson we are looking through common expressions with the verbs 'haben' and 'sein', we will learn the difference between the informal and the formal 'you', and we will practise the pronunciation of the umlaut [ü].
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#### 6. Staying with a family in Germany (Part 2/2)

##### Pupils will learn

- In this lesson, we will practise compound nouns and we will learn how to construct infinitive clauses using 'zu'.
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#### 7. Asking the meaning of unknown words (Part 1/2)

##### Pupils will learn

- In this lesson, we will revise noun genders and articles in the nominative, and we will be reminding ourselves of the phonics we learnt by asking and answering questions about the pronunciation of unknown words.
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<b>8.</b>	<b>Asking the meaning of unknown words (Part 2/2)</b>	<b>Pupils will learn</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be revisiting the alphabet, asking and answering questions about the spelling of unknown words, and we will practise noun genders and articles in the nominative and accusative.</li></ul>
<b>9.</b>	<b>Things I like and things that make me happy (Part 1/2)</b>	<b>Pupils will learn</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about adjective agreements in German whilst talking about things we like and things that make us happy.</li></ul>
<b>10.</b>	<b>Things I like and things that make me happy (Part 2/2)</b>	<b>Pupils will learn</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn more about adjective agreements, both singular and plural, whilst talking about things that make us happy.</li></ul>
<b>11.</b>	<b>Describing others (Part 1/2)</b>	<b>Pupils will learn</b>	<ul style="list-style-type: none"><li>• In this lesson, we will consolidate adjective agreements in the context of describing others.</li></ul>
<b>12.</b>	<b>Describing others (Part 2/2)</b>	<b>Pupils will learn</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to consolidate adjective agreement, both singular and plural, in the context of describing others.</li></ul>

### **13. Explaining likes and dislikes (Part 1/2)**

#### **Pupils will learn**

- In this lesson, we will examine the use of 'weil' and 'denn' in the context of explaining likes and dislikes.
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### **14. Explaining likes and dislikes (Part 2/2)**

#### **Pupils will learn**

- In this lesson, we will consolidate the use of 'weil' and 'denn' in the context of explaining likes and dislikes.
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Lesson number	Lesson question	Pupils will learn
1.	<b>Die Welt in Zahlen (the world in numbers)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at the numbers 32-100, and revisit both noun plurals and strong verbs in the present tense. This is in the context of learning more about wildlife and our environment.</li></ul>
2.	<b>Berlin in Zahlen (Berlin in numbers)</b>	<ul style="list-style-type: none"><li>In this lesson, we will consolidate the numbers 32-100 and the use of strong verbs. We also practise the use of the direct object pronouns 'mich' and 'dich'.</li></ul>
3.	<b>Wir haben so viel gemacht! (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will practice the present and perfect tense in the first person singular and plural, and we will use the preposition 'von' meaning 'from/of'. We will also revisit the soft and hard [ch] sound.</li></ul>
4.	<b>Wir haben so viel gemacht! (Part 2/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will continue to practise the present and perfect tense in the first person singular and plural, and we will use 'um...Uhr' for time. We will also revisit the soft and hard [ch] sound.</li></ul>



## 5. Ich bin nach Polen gefahren

- In this lesson, we will learn to use the perfect tense with sein in the first and third person singular, and we will revisit the long and short [a] and [o].
- 

## 6. Wohin und wie bist du gefahren?

- In this lesson, we will learn about the word order rule governing manner and place, and will practise the long and short [a] and [o].
- 

## 7. Eine Klassenfahrt (Part 1/2)

- In this lesson, we will learn to use the perfect tense with 'sein' in the 1st, 2nd and 3rd person singular, and we revisit the variations of the sound [er].
- 

## 8. Eine Klassenfahrt (Part 2/2)

- In this lesson, we will consolidate the use of verbs in the perfect tense with 'sein', and explore a longer text about a school trip. We also revise prepositions with the accusative and dative to reflect either movement or location.
- 

## 9. Wie machst du das? (Part 1/2)

- In this lesson we learn about how we do something and the adverb 'gern' plus a verb. We will revisit the long and short 'ä' sounds.
-



## 10. Wie machst du das? (Part 2/2)

- In this lesson we continue to learn about how we do something and the adverb 'gern' plus a verb. We will revisit the long and short 'ä' sounds.
- 

## 11. Was, wann und wie (Part 1/2)

- In this lesson, we will talk about what, when and how using the present tense. We are visiting Vienna in Austria. We will revisit the word order rule 1 and 2 and will practise the sounds of the letter g.
- 

## 12. Was, wann und wie (Part 2/2)

- In this lesson, we will continue to talk about what, when and how using the present tense. We will form questions, use negation 'nicht' and will practise the sounds of 'ig', 'ung', 'ing'.
- 

## 13. Eine Geburtstagsparty (Part 1/2)

- In this lesson, we will practise separable verbs in the present tense in the context of discussing and preparing a birthday party.
- 

## 14. Eine Geburtstagsparty (Part 2/2)

- In this lesson, we will continue to practise separable verbs in the present tense in the context of discussing and preparing a birthday party. We also learn the German verbs 'stellen', 'setzen' and 'legen' to convey the English meaning 'to put'.
-



Lesson number	Lesson question	About the lesson
1.	Talking about exchanging gifts (Part 1/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will talk about exchanging gifts, we learn to use verbs with indirect objects and we practise the long and short [i] sound.</li></ul>
2.	Talking about exchanging gifts (Part 2/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson we continue talking about exchanging gifts, we use the prepositions von and für and we use possessive adjectives in the accusative and dative cases.</li></ul>
3.	Saying what we think about things (Part 1/2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn to say what we think about things. We will be looking at verbs that take an indirect object and we will revisit how to say the letter combinations 'ei' and 'ie'.</li></ul>



#### **4. Saying what we think about things (Part 2/2)**

##### **Pupils will learn**

- In this lesson, we will talk about what, when and how, using the present tense in relation to a visit to Vienna in Austria. We will revisit the word order rules 1 and 2 and will practise the sounds of the letter [g].
- 

#### **5. New experiences (Part 1/2)**

##### **Pupils will learn**

- This lesson is the first part of talking about new experiences. We will revisit the past(perfect) tense with 'sein' and 'haben' and the SSCs [a] [ä], [o] [ö], [u] [ü]
- 

#### **6. New experiences (Part 2/2)**

##### **Pupils will learn**

- In this lesson, we will continue to talk about new experiences. We will revisit the past (perfect) tense with 'sein' and 'haben' and sound-symbol correspondences (SSCs) for [a] [ä], [o] [ö], [u] [ü].
-

## 7.

### Assessment revision and practise

#### Pupils will learn

- In this lesson, we will complete a practise assessment together in preparation for the following achievement assessment (lesson 8 in this unit).

#### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
- 



## 8. Achievement assessment

### Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.



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## 9. Comparing places and people now and then (Part 1/2)

### Pupils will learn

- In this lesson, we will learn the imperfect tense of very common verbs 'war', 'hatte' and 'es gab' to describe how people and places used to be and how they are now. We also revise all the sounds of the language.

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## 10. Comparing places and people now and then (Part 2/2)

### Pupils will learn

- In this lesson, we will consolidate the use of the imperfect tense with 'war', 'hatte' and 'es gab'. We also revise adjective agreements in the nominative and accusative (R1 and R2).
-

## 11. How things are and how they were

### Pupils will learn

- In this lesson, we will learn the comparative. We also practise the sounds of the language by comparing 'ich' with 'isch'.
- 

## 12. Saying what you did and what you used to do

### Pupils will learn

- In this lesson we consolidate our knowledge of the comparative. We practise the word 'früher' with the perfect tense to say what you used to do. We also learn the meanings of noch when used with the comparative, and practise the sounds of the language 'zw' and 'schw'.
- 





Lesson  
number

Lesson question

Pupils will learn

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<b>1.</b>	<b>How it is and how it used to be (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to say 'how it is' and 'how it used to be'. We will revisit comparatives and plurals and look at a song text by the Wise Guys called 'Früher'. We will be comparing sound-symbol correspondences (SSCs) [-e] vs [-er].</li></ul>
<b>2.</b>	<b>How it is and how it used to be (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue learning how to say, 'how it is' and 'how it used to be', using the song text by the Wise Guys called 'Früher'. We will revisit plurals and meet Rule 5 when we add an -s and we will continue look at sound-symbol correspondences (SSCs) [-e] vs [-er].</li></ul>
<b>3.</b>	<b>Everyday life experiences (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will talk about everyday life experiences using separable verbs in the first and third persons plural.</li></ul>

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#### 4. **Everyday life experiences (Part 2/2)**

- In this lesson, we will continue talking about everyday life experiences using separable verbs, this time in the third person singular and plural. We also practise asking and answering questions.
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#### 5. **Talking about what you and others prefer to do (Part 1/2)**

- In this lesson, we will talk about what you and others prefer to do, using the adverb 'lieber'. We also practise the sounds of the language by revisiting [st-], [sp-] and [sch].
- 

#### 6. **Talking about what you and others prefer to do (Part 2/2)**

- In this lesson, we will continue talking about what you and others prefer to do, using 'lieber' and 'denn' and 'weil' to give reasons for our preferences. We also introduce two-verb clauses using the word 'statt' (instead of).
- 

#### 7. **Comparing school experiences (Part 1/2)**

- This lesson is the first part of comparing school experiences. We will learn about the possessive adjectives 'unser' and 'ihr'. We will also revisit several sound-symbol correspondences (SSCs).
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#### 8. **Comparing school experiences (Part 2/2)**

- This lesson is the second part of comparing school experiences. We will learn about the possessive adjectives 'unser' and 'ihnen'. We will also revisit several SSC.
-

## 9. Seit wann? Since when and for how long?

- In this lesson, we will learn about the use of 'seit' with the present tense, meaning 'since' and 'for' and we learn how to distinguish between them. We also revisit the short vowel sounds [e] and [ä].



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## 10. Wann? Seit wann? When? Since when?

- In this lesson, we will continue to learn about the use of 'seit' with the present tense and to contrast it with questions beginning with 'Wann', using the past tense to respond. We also revisit the long vowel sounds [e] and [ä].
-



Lesson number	Lesson question	Pupils will learn
1.	Understanding a non-fiction text (Part 1/2)	<ul style="list-style-type: none"><li>In this lesson, we will be comparing the sound-symbol correspondences (SSCs) [ch] and [ck] and also comparing the prepositions 'an' vs 'auf' in the accusative and dative cases.</li></ul>
2.	Understanding a non-fiction text (Part 2/2)	<ul style="list-style-type: none"><li>In this lesson, we will be comparing the German 'cht' to the English 'ght' and their meaning. We will also be looking at the prepositions 'gegen' in the accusative case.</li></ul>
3.	Talking about plans (Part 1/2)	<ul style="list-style-type: none"><li>In this lesson, we will revisit the sound of [d] in German and we will practise talking about the future using the present tense.</li></ul>
4.	Talking about plans (Part 2/2)	<ul style="list-style-type: none"><li>In this lesson, we will continue talking about the future using the present tense but this time using modal verbs and infinitives with 'zu'.</li></ul>



## 5. Wer soll was machen? (Part 1/2)

- In this lesson, we will learn about the modal verb *sollen* and its meaning (should or ought to). We will learn to distinguish its meaning from other modal verbs *müssen* and *dürfen*, and practise the sound-symbol correspondence (SSC) [pf].
- 

## 6. Wer soll was machen? (Part 2/2)

- In this lesson, we will continue to practise the use of the modal verb 'sollen' and then contrast the use of modal verbs with infinitive with other verbs requiring 'zu' before the infinitive. We also practise the sound-symbol correspondences (SSCs) [kn] and [pf].
- 

## 7. Was wirst du machen? (Part 1/2)

- In this lesson, we will learn about the future tense using 'werden + infinitive'. We will be following the plans of Mia, Wolfgang and Katrin to visit Lake Constance and revisit all the sound-symbol correspondences (SSCs) we have learnt so far and their source words.
- 

## 8. Was wirst du machen? (Part 2/2)

- In this lesson, we will continue to practise the future tense 'werden + infinitive', and then contrast this with the use of 'planen + zu + infinitive'. We will also revisit several sound-symbol correspondences (SSCs).
-



**9. What is it like? Describing attributes (Part 1/2)**

- In this lesson, we will look at using adjectives to describe things and the endings adjectives take after the definite article; that is the words for 'the'. We will also practise the 'eu' sound in German.
- 

**10. What is it like? Describing attributes (Part 2/2)**

- In this lesson, we will continue practising the sound-symbol correspondence (SSC) 'eu'. We will continue working with adjectives to describe things, and revisit using the prepositions 'an' and 'auf' with the accusative case for movement and the dative case for location.
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**11. Tell me more: describing in more detail (Part 1/2)**

- In this lesson, we will practise describing things in more detail, using adjective endings with definite and indefinite articles in the dative case. We also revise the sound-symbol correspondences (SSCs) [f] and [v].
- 

**12. Tell me more: describing in more detail (Part 2/2)**

- In this lesson, we will continue practising adjective endings with definite and indefinite articles in the dative case, and use the prepositions 'an', 'auf', 'hinter', 'neben' and 'vor' with the dative case for location. We also revise the sound-symbol correspondences (SSCs) [v] and [w].
-

Lesson  
number

Lesson question

About the lesson

1.

**Activity and timing: what you did when** Pupils will learn

- In this lesson, we will look at activity and timing: how to say 'what you did when'. We will revisit the (past) perfect tense and learn to tell the time: (e.g. half past the hour). We will also practice the sound-symbol correspondence (SSC) [y].

2.

**Location and direction: where you went, where you were**

Pupils will learn

- In this lesson, we will look at location and direction: where you went and where you were. We will revisit the (past) perfect tense, 'in' and 'auf', 'weil' and 'denn', and learn how to tell the time using 'to' and 'past'. We will also revisit sound-symbol correspondences (SSCs) [u], [ü] and [y].

3.

**Narrating past events (Part 1/2)**

Pupils will learn

- In this lesson, we will practise narrating events in the past using the perfect and imperfect tenses. We will also practise adjective agreement and comparisons.

## 4. Narrating past events (Part 2/2)

### Pupils will learn

- In this lesson, we will continue narrating events in the past, revisit plurals of nouns, and practise forming dates and questions.



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## 5. Achievement assessment (includes guided practise assessment)

### Pupils will learn

- In this lesson, we will firstly complete a practise assessment together, and then students will go on to complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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## 6. Applying your knowledge assessment

### Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

### Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.

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## 7. Textploitation: Erlkönig - Johann Wolfgang von Goethe (Part 1/2)

### Pupils will learn

- In this lesson, we will explore the poem 'Erlkönig' by Johann Wolfgang von Goethe. We also revisit the sound-symbol correspondences (SSCs) [ch] and [sch].

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## 8. Textploitation: Erlkönig - Johann Wolfgang von Goethe (Part 2/2)

### Pupils will learn

- In this lesson, we will continue our exploration of Goethe's 'Erlkönig'. We also revisit plurals, a range of sound-symbol correspondences (SSCs), and the nominative and accusative cases.
-



## 9. Making plans (Part 1/2)

### Pupils will learn

- In this lesson, we will talk about future plans and revisit the simple future tense. We also revisit a range of sound-symbol correspondences (SSCs).
- 

## 10. Making plans (Part 2/2)

### Pupils will learn

- In this lesson, we will continue to talk about future plans and develop our use of the structure 'zu + infinitive'.
- 

## 11. Dreams and goals (Part 1/2)

### Pupils will learn

- In this lesson we will be reading a non-fiction text in connection with future dreams and goals. We will also be looking at the conjunction 'wenn' meaning 'if', and how it effects word order (word order 3).
- 

## 12. Dreams and goals (Part 2/2)

### Pupils will learn

- In this lesson, we will continue reading a non-fiction text in connection with future dreams and goals. We will also be looking at the preposition 'aus' meaning 'from', versus 'von' which also means 'from'. Both are followed by the dative case.
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**13. Talking about things that are important to you (Part 1/2)** Pupils will learn

- In this lesson, we will revisit subject and object pronouns and we will seek to develop our sound-symbol correspondence (SSC) fluency.
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**14. Talking about things that are important to you (Part 2/2)** Pupils will learn

- In this lesson, we will work with direct and indirect object pronouns, and we learn how to talk about what is important to us.
- 





Lesson number	Lesson question	About the lesson
<b>1.</b>	<b>Saying what things are (Part 1/2)</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn how to say what things are. Our lesson focuses on nouns and their gender and when to use capital letters.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>• Contains external content.</li></ul>
<b>2.</b>	<b>Saying what things are (Part 2/2)</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn how to say what things are. Our lesson focuses on the definite articles and the verb 'sein' in the 3rd person singular.</li></ul>
<b>3.</b>	<b>Saying what things are not (Part 1/2)</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn how to say what things are not. We learn some of the building blocks that will help us move towards this, by looking at the verb 'sein' in the 3rd person singular and Indefinite articles.</li></ul>



#### **4. Saying what things are not (Part 2/2)**

##### **Pupils will learn**

- In this lesson, we will continue to learn how to say what things are not. We focus on negation with nicht or kein and look at the verb 'sein' in the 1st and 2nd person singular.
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#### **5. Talking about what you have (Part 1/2)**

##### **Pupils will learn**

- In this lesson, we will look at how to talk about what you have. We focus on the singular definite article in the accusative and 'haben' in the 3rd person singular.
- 

#### **6. Talking about what you have (Part 2/2)**

##### **Pupils will learn**

- In this lesson, we will look at how to talk about what you have. We focus on the singular indefinite article in the accusative and 'haben' in the 1st and 2nd person singular.
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#### **7. Asking and answering questions about belongings (Part 1/2)**

##### **Pupils will learn**

- In this lesson, we will look at asking and answering questions about belongings. We focus on asking yes/no questions and negation with 'kein' after 'haben'.
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- 8. Asking and answering questions about belongings (Part 2/2)** **Pupils will learn**
- In this lesson, we will look at asking and answering questions about belongings. We focus on using 'lieblings' to say your favourites and forming open questions,
- 
- 9. Say what you and others do in school (1 / 2)** **Pupils will learn**
- In this lesson, we will look at saying what you and others do in school. We focus on present tense weak verbs in the 1st and 2nd person singular.
- 
- 10. Say what you and others do in school (2 / 2)** **Pupils will learn**
- In this lesson, we will look at saying what you and others do in school. We focus on present tense weak verbs in the 1st and 3rd person singular.
- 
- 11. Saying what you and others do at home (Part 1/2)** **Pupils will learn**
- In this lesson, we will look at saying what you and others do at home. We focus on present tense weak verbs in the 1st and 2nd person singular.
- 
- 12. Saying what you and others do at home (Part 2/2)** **Pupils will learn**
- In this lesson, we will look at saying what you and others do at home. We focus on present tense weak verbs in the 1st and 3rd person singular.
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**13.**

**Talking about more than one (Part 1/2)**

**Pupils will learn**

- In this lesson, we will look at talking about more than one. We focus on plural rules 1 and 2 for masculine and neuter nouns.
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**14.**

**Talking about more than one (Part 2/2)**

**Pupils will learn**

- In this lesson, we will look at talking about more than one. We focus on plural rules 1, 2 and 3 and the verb sein in the 3rd person plural.
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Lesson number	Lesson question	Pupils will learn
1.	<b>Talking about what you and others have and what it is like (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to say what you and others have and we will be looking at subject pronouns and the verb 'haben'.</li></ul>
2.	<b>Talking about what you and others have and what it is like (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will consolidate the verb 'haben' and the subject pronouns.</li></ul>
3.	<b>One or many? Talking about more than one thing (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn the numbers 1 to 10 and how to use 'es gibt' as well as the plural of nouns.</li></ul>
4.	<b>One or many? Talking about more than one thing (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will revise the numbers 0 to 12 and we will be consolidating the use of plural nouns.</li></ul>
5.	<b>Exchanging views on school life (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn the verb 'finden' and how to use object pronouns.</li></ul>



<b>6.</b>	<b>Exchanging views on school life (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn the verb 'mögen' and consolidate the use of object pronouns.</li></ul>
<b>7.</b>	<b>Talking about what I do on my own and what we do together (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use the present tense of weak verbs in the first person singular and plural.</li></ul>
<b>8.</b>	<b>Talking about what I do on my own and what we do together (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will consolidate the use of weak verbs in the singular and plural.</li></ul>
<b>9.</b>	<b>Saying what I and others can and cannot do (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to use the verb 'können' and where the infinitive verb belongs in a sentence.</li></ul>
<b>10.</b>	<b>Saying what I and others can and cannot do (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will consolidate the use of the verb 'können' and learn to use 'keine' with plural nouns.</li></ul>
<b>11.</b>	<b>Comparing lifestyles (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn some strong verbs and how to use them in the present tense.</li></ul>
<b>12.</b>	<b>Comparing lifestyles (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will consolidate the use of strong verbs in the present tense.</li></ul>

**13. Narrating other people's actions (Part 1/2)**

- In this lesson, we will use weak and strong verbs in their plural forms in the present tense.

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**14. Narrating other people's actions (Part 2/2)**

- In this lesson, we will consolidate the use of strong verbs in the third person singular and plural.
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Lesson number	Lesson question	Pupils will learn
1.	<b>Saying what people do, and when (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to say what people do and when, and we will explore the word order rule when using adverbs of time.</li></ul>
2.	<b>Saying what people do, and when (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will focus on the use of adverbs of time and how they affect the structure of sentences.</li></ul>
3.	<b>Asking when people do things (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to ask when people do things and how to form questions using the correct word-order.</li></ul>
4.	<b>Asking when people do things (Part 2/2)</b>	<ul style="list-style-type: none"><li>• This lesson will focus on asking when people do things and focus on the question word 'when'.</li></ul>
5.	<b>Talking about going to and being in different locations (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to talk about going to and being in different locations with a focus on the preposition 'in'.</li></ul>



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| <b>6.</b> | <b>Talking about going to and being in different locations (Part 2/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will consolidate how to talk about going to and being in different places and practise the use of 'in' and 'auf'.</li></ul> |
|-----------|---|--|
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- |           |   |  |
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| <b>7.</b> | <b>Ask and answer questions about family and friends (Part 1/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will learn how to ask and answer questions about family and friends with a focus on using the possessive adjectives 'mein', 'dein', 'sein' and 'ihr'.</li></ul> |
|-----------|---|--|
- 
- |           |   |   |
|-----------|---|---|
| <b>8.</b> | <b>Ask and answer questions about family and friends (Part 2/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will focus on consolidating the use of the possessive adjectives 'mein', 'dein', 'sein' and 'ihr'.</li></ul> |
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- |           |   |   |
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| <b>9.</b> | <b>Say what there is in different places (Part 1/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will learn how to say what there is in different places and focus on the word-order when using expressions of locations.</li></ul> |
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- |            |   |  |
|------------|---|--|
| <b>10.</b> | <b>Say what there is in different places (Part 2/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will practise the word order rule: Time - Manner - Place and the use of 'viel' / 'viele'.</li></ul> |
|------------|---|--|
- 
- |            |   |   |
|------------|---|---|
| <b>11.</b> | <b>Saying what you can / must / want to do (Part 1/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will learn to say what you can / must / want to do with a focus on the use of modal verbs.</li></ul> |
|------------|---|---|
-

## 12.

### Saying what you can / must / want to do (Part 2/2)

- In this lesson we will focus on all forms of the modal verbs 'dürfen/müssen/wollen' except 'ihr'.
- 





Lesson number	Lesson question	Pupils will learn
1.	<b>Comparing usual activities and summer plans (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at using adverbials of time and the present tense to discuss summer plans.</li></ul>
2.	<b>Comparing usual activities and summer plans (Part 2/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at using adverbials of time and the present tense to discuss summer plans and also comparing plans.</li></ul>
3.	<b>Talk about going to places (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at how to create ordinal numbers in German and recap the formation of numbers in general.</li></ul>
4.	<b>Talk about going to places (Part 2/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at how to create ordinal numbers in German and look at 'zu' versus 'nach' to say where you are going.</li></ul>
5.	<b>Comparing usual and recent holiday experiences (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at how to use the perfect tense of weak verbs in the 'du' and 'er'/'sie' form and how to use 'letzt-' and 'dies-'.</li></ul>



- 
- 6. Comparing usual and recent holiday experiences (Part 2/2)**
- In this lesson, we will look at how to use 'letzt-' and 'dies-' and using the prepositions 'in' and 'auf'.
- 
- 7. Ask and answer questions about holiday experiences (Part 1/2)**
- In this lesson, we will consolidate the use of the perfect tense of weak and strong verbs.
- 
- 8. Ask and answer questions about holiday experiences (Part 2/2)**
- In this lesson, we will use the perfect tense of weak and strong verbs and practise asking questions about holiday experiences.
- 
- 9. Stay with a family in Germany (Part 1/2)**
- In this lesson, we will learn how to differentiate between the informal 'du' and the formal 'sie'. We will also be learning about the 'zu' infinitive.
- 
- 10. Stay with a family in Germany (Part 2/2)**
- In this lesson, we will practise the use of 'du' and 'Sie', asking questions and consolidating the use of 'zu' and the infinitive.
-



Lesson number	Lesson question	Pupils will learn
1.	<b>Talk about things that make you happy / Describe others (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about prenominal adjective agreement and the word-order rule R1.</li></ul>
2.	<b>Talk about things that make you happy / Describe others (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about prenominal adjective agreement and the word-order rule R2.</li></ul>
3.	<b>Give reasons for likes and dislikes (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to use the conjunctions 'denn' and 'weil'.</li></ul>
4.	<b>Give reasons for likes and dislikes (Part 2/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will consolidate the use of the conjunctions 'denn' and 'weil'.</li></ul>
5.	<b>The world in numbers (Part 1/2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will revise the present tense of weak and strong verbs and we will use the numbers 32 - 100.</li></ul>



- 
- 6. The world in numbers (Part 2/2)**
- In this lesson, we will continue to practise the present tense of weak and strong verbs and practise the numbers to 100.
- 
- 7. Talk about what you did on your own and with others (Part 1/2)**
- In this lesson, we will revise the perfect tense of weak and strong verbs with 'haben'.
- 
- 8. Talk about what you did on your own and with others (Part 2/2)**
- In this lesson, we will continue to practise the perfect tense with 'haben' and the object pronouns.
- 
- 9. Say where you went, how you got there and what you did (Part 1/2)**
- In this lesson, we will use the perfect tense with 'haben' and 'sein' in combination with the prepositions 'an' and 'mit'.
- 
- 10. Say where you went, how you got there and what you did (Part 2/2)**
- We will practise the perfect tense with 'haben' and 'sein' and consolidate the use of the word-order rule Time/Manner/Place.
- 
- 11. Talk about recent journeys (Part 1/2)**
- In this lesson, we will continue to practise the perfect tense with 'haben' and 'sein' and we will use the preposition 'durch'.
-

## 12.

### Talk about recent journeys (Part 2/2)

- In this lesson, we will practise the perfect tense with 'haben' and 'sein' and the word-order rule R2.
- 





Lesson number	Lesson question	Pupils will learn
1.	<b>Saying how you do things and how well you enjoy them (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will be looking at how to incorporate adverbs of manner into sentences.</li></ul>
2.	<b>Saying how you do things and how well you enjoy them (Part 2/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will be looking at how to incorporate adverbs of time with adverbs of manner into sentences.</li></ul>
3.	<b>Comparing places and people now and then (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at the imperfect tense of 'sein' and 'haben', to talk about how people were in the past.</li></ul>
4.	<b>Comparing places and people now and then (Part 2/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at using 'es gab' to talk about how places were in the past.</li></ul>
5.	<b>Comparing what you do now with what you used to do (Part 1/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will be revising the use of the perfect tense to talk about past events.</li></ul>
6.	<b>Comparing what you do now with what you used to do (Part 2/2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at differences between verbs 'wissen' and 'kennen'.</li></ul>



- |            |   |   |
|------------|---|---|
| <b>7.</b>  | <b>Explaining what you did/used to do (Part 1/2)</b>      | <ul style="list-style-type: none"><li>• In this lesson, we will be looking at the comparative form of adjectives.</li></ul>                               |
| <b>8.</b>  | <b>Explaining what you did/used to do (Part 2/2)</b>      | <ul style="list-style-type: none"><li>• In this lesson, we will continue practising comparing different things.</li></ul>                                 |
| <b>9.</b>  | <b>Talking about wants vs responsibilities (Part 1/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will be looking at the modal verb 'sollen', comparing it with 'können' and 'müssen'.</li></ul> |
| <b>10.</b> | <b>Talking about wants vs responsibilities (Part 2/2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will compare 'sollen' with the other modal verbs "dürfen" and 'wollen'.</li></ul>              |
| <b>11.</b> | <b>Talking about dreams vs plans (Part 1/2)</b>           | <ul style="list-style-type: none"><li>• In this lesson, we will start to look at the future tense in reference to dreams and plans.</li></ul>             |
| <b>12.</b> | <b>Talking about dreams vs plans (Part 2/2)</b>           | <ul style="list-style-type: none"><li>• In this lesson, we will look at forming questions in the future tense, contrasting it with 'wollen'.</li></ul>    |
| <b>13.</b> | <b>Planning for an event (Part 1/2)</b>                   | <ul style="list-style-type: none"><li>• In this lesson, we will look at using the conjunction 'wenn' to make extended sentences.</li></ul>                |

## 14.

### Planning for an event (Part 2/2)

- In this lesson, we will continue practising using the conjunction 'wenn' to make extended sentences.
- 



# 4. Learn More



## Contents

### Section number

### Section contents

1.	Coherence and flexibility
2.	Language knowledge
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusion and ambition
6.	Pupil engagement
7.	Motivation through learning
8.	A curriculum of quality
9.	Additional unit information: context, grammar, phonics and vocabulary overviews



## **1. Coherence and flexibility**

Language education is inherently cumulative. In a low exposure classroom setting, learning is most effective when language knowledge is logically sequenced and frequently revisited. For that reason, we foreground coherence. This then allows pupils to use their core knowledge flexibly when they need to.

## **2. Language knowledge**

We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

## **3. Knowledge organisation**

We set out this knowledge clearly, with an explicit spine of grammar and sets of high-frequency vocabulary. Phonics feature in every lesson as regular and frequent short bursts of practice.

## **4. Knowledge selection**

In years 7 and 8, the aim is to avoid introducing too much language too fast, in line with the MFL Pedagogy Review, a report published by the Teaching Schools Council (2016), which drew on research into language education and teaching and on the knowledge and experience of a wide range of experienced practitioners. Over time, teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow students to manipulate verbs and regularly create their own sentences in speech and writing.

The year 9 languages curriculum is designed to be used flexibly and to meet a range of pupil needs. Its grammar spine is a condensed version of the essential grammar required to start current GCSE courses. For that reason, teachers may want to make use of Y9 material to fill knowledge gaps or provide additional reinforcement to students at KS4, as well as those in Y9.

## **5. Inclusion and ambition**

Given the mixed picture of primary FL provision and transition arrangements, we seek to achieve maximum inclusivity by assuming little prior knowledge on arrival in Y7. However, foregrounding knowledge of phonics, grammar and vocabulary

naturally de-emphasises traditional thematic topics often taught in primary settings, and so our lessons provide new learning opportunities to challenge most pupils on arrival at secondary school.



## **6. Pupil engagement**

Carefully designed input (listening and reading) activities compel students to pay close attention to the meaning and form of the new language. Each week practice extends to production, which ensures that pupils have to actively recall and manipulate language to communicate where there is a genuine 'information gap' (where information must be successfully expressed and understood by the pupil).

## **7. Motivation through learning**

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

## **8. A curriculum of quality**

We support curriculum planning with resources that emphasise transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

Planning in years 7 and 8 is in line with the Review of MFL Pedagogy and NCELP (National Centre for Excellence for Language Pedagogy). In years 9, the planning prepares for current GCSE content and examinations, which builds on the core grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3.

## **9. Additional unit information: context, grammar, phonics and vocabulary overviews**

The tables below provide additional information about each unit in our key stage 3 German curriculum.

Each table provides a summary of a single unit. You will find information about:

- the main grammar taught in the unit
- the different pronunciation foci for the unit
- the different types of vocabulary taught in the unit

- the main language context for the unit



## Year 7, Unit 1

### Context

- Asking and stating where something is (location)
- Asking and stating what something is (existence)
- Saying what something is like (description)
- Saying what something is not, and is not like (negation)
- Saying what people have (possession)
- Asking and answering questions about what you have

### Grammar

- Singular definite articles (der, die, das)
- Essential verbs (1st, 2nd, 3rd persons singular)
- To be, being - SEIN
- To have, having – HABEN
- Singular indefinite articles (ein, eine, ein)
- Using nicht, and kein, keine, kein for negation
- Using articles (definite and indefinite) after a verb (Row 2 / accusative)
- Subject-verb inversion questions
- Using mein, meine, mein in front of a verb (Row 1 / nominative)

### Phonics (SSC - Sound-symbol correspondence) Vocabulary

- Long and short [a]
- Long and short [e]
- SSC [ei]
- SSC [z]
- SSC [w]
- Revisit SSC: [a] [e] [ei] [z] [w]
- SSC [ie]
- Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.
- High-frequency vocabulary relevant to given context.
- Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.

## Year 7, Unit 2



## Context

- Saying what people do (in school and at home)
- Asking and answering questions about activities (at home)
- Narrating a simple plot/story
- Talking about one or many (Christmas)

## Grammar

- Weak verbs (1st, 2nd, 3rd persons singular)
- Question words: wo, was, wie, wer
- Negation with nicht + verb
- Plural noun rules (umlaut+-e, no change, +e/+en)
- Plural definite article (die)
- Essential verbs (3rd person plural)
- to be, being - SEIN

## Phonics (SSC - Sound-symbol correspondence) Vocabulary

- Long and short [o]
- Long and short [i]
- Hard and soft [ch]
- SSC [u]
- SSC [ü]
- SSC [ä]

- Consolidation and extension of vocabulary relevant to the given contexts.
- Developing a verb lexicon (weak verbs)
- Deepening vocabulary knowledge through work with a challenging text.

## Year 7, Unit 3

### Context

- Saying what you and others have
- (and what it is/they are like)

### Grammar

- Essential verbs
  - To have, having – HABEN (1st and 3rd persons singular, 1st person plural)

### Phonics (Sound-symbol correspondence)

- SSC [ö]
- SSC [äu]
- SSC [sch] [sp-]

### Vocabulary

- Essential verbs are revisited in new contexts (SEIN, HABEN)
- Consolidation of question words



- Talking about more than one, numbers
- Asking and stating your likes and dislikes
- Asking for and giving views (on school life)
- Talking about yourself, to and about someone else
- To be, being – SEIN (1st and 3rd persons singular and plural)
- There is, there are – Es gibt
- To find, finding – FINDEN (1st, 2nd, 3rd persons singular)
- Subject pronouns – er, sie, es (it) and sie (they)
- Question words: Wie viele?
- Modal verb – to like, liking - MÖGEN (1st, 2nd, 3rd persons singular)
- Object pronouns – ihn, sie, es (it) and sie (they)
- SSC **s** like z, [ss]/[ʃ]/final [-s]
- SSC [er] (stressed and unstressed)
- Developing the verb lexicon (weak verbs – 1st, 2nd, 3rd persons singular and 1st person plural)

## Year 7, Unit 4

### Context

- Saying what we do
- Saying what I and others can and cannot do
- Comparing lifestyles

### Grammar

- Weak verbs (1st person plural)
- Modal verb – to be able to - KÖNNEN (1st, 2nd, 3rd

### Phonics (SSC - Sound-symbol Vocabulary correspondence)

- SSC [au]
- SSC [r] (consonantal and vocalic)
- SSC [eu]

- Revisiting negation in new contexts
- Developing the verb lexicon (Strong verbs)

- Talking about life outside school
- Narrating other people's actions
- persons singular) + infinitive
- Nicht vs kein (kein with plurals)
- Strong verbs (1st, 2nd, 3rd persons singular)
- Weak and strong verbs (3rd persons singular and plural)
- Revisit several SSC



## Year 7, Unit 5

### Context

- Saying when you and others do things
- Talking about movement into, and location in, places
- Asking and answering questions (about family)
- Describing one day in your life
- Saying what is where (in German-speaking countries)

### Grammar

- Word order 2
- Verb-subject questions, with wann
- Prepositions in and auf
- Row 2/accusative and Row 3/dative)
- Possessive adjectives mein, dein, sein, ihr
- (Row 1/nominative)
- Word Order 2 (with expressions of location)

### Phonics (SSC - Sound-symbol correspondence) Vocabulary

- SSC [th]
- SSC [st-]
- Contrast [ie] and [ei]
- Final [-d]
- Final [-ig]
- Deepening vocabulary and grammar knowledge through work with a challenging text.
- Developing a verb lexicon

## Year 7, Unit 6



### Context

- Saying what happens usually and what is happening now
- Saying what people can/must/want to do to improve their lifestyle
- Explaining the rules of a game
- Comparing usual activities with future summer plans
- Talking about going to places

### Grammar

- Present tense revision - weak and strong verbs, revisit question-forming
- Modal verbs – to be able to - KÖNNEN, to have to – MÜSSEN, to want to – WOLLEN (1st, 2nd, 3rd persons singular) + man
- Present tense (1st person singular and plural) and time adverbials
- Word order 2 (with expressions of time)
- Compound nouns
- zu vs nach (meaning 'to')
- numbers 1-31, dates

### Phonics (SSC - Sound-symbol correspondence) Vocabulary

- SSC [j]
- Revisit the full range of SSC taught this year
- Developing knowledge of word order (consolidating WO2)
- Deepening vocabulary and grammar knowledge through work with a challenging text.

## Year 8, Unit 1

### Context

- Comparing usual and

### Grammar

- Present vs Past (perfect -

### Sounds of the language

In Y8, SSC knowledge is further

### Vocabulary

We focus explicitly on some



- recent summer experiences; asking and answering
- Staying with a German-speaking family
  - Asking the meaning and spelling of unknown words
  - Things I like and things that make me happy
  - Describing others
  - Explaining likes and dislikes

- weak verbs), 1st person singular
- 'in' + R3 (dat.) + indefinite articles
  - Past (perfect + HABEN), 1st, 2nd, 3rd person singular
  - HABEN / SEIN (present), idioms (Hunger, Lust haben)
  - Sie (you, formal) vs du
  - Prenominal adjective agreement - R1 (nom.) definite and indefinite articles, R2 (acc.) indefinite articles
  - Plural Rule 5 - nouns (f) ending -in add
  - -nen
  - Word order 3, conjunctions weil vs denn

developed by activities focused on two or more SSC. Often these are tricky pairs, such as EI/IE, V/W. In some weeks, several SSC are revisited.

- [ei] | [ie]
- [s-] | [-s] [ss] [ß]
- [sch] [st-] [sp-]
- [u] | [ü]
- [ai] | [ei]
- [r] (consonantal) [r] (vocalic)
- [w] | [v]

common word patterns between German and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop pupils' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).

- English 'C' German 'K'
- Compound nouns [1]
- '+in' to masculine people nouns
- Negative adjectives with 'un'
- Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y8 course

## Year 8, Unit 2

### Context

- The world in numbers

### Grammar

- Object pronouns (mich,

### Sounds of the language

- [z] (-tion)

### Vocabulary

- English 'C' German 'Z'



- Contrasting what you did alone and with others
  - Saying where you went, how you got there and what you did
  - Talking about recent journeys
  - Talking about how you do things and how well you enjoy them
  - Preparing for a party
- dich, ihn, sie, es
  - nicht vs nichts, numbers 32 – 100
  - Present vs Past (perfect - weak verbs), 1st persons singular and plural
  - Past (perfect + HABEN vs SEIN)
  - 'mit' + R3 (dat.), 'an' + R2 (acc.), R3 (dat.), 'durch' + R2 (acc.), 'für' + R2 (acc.)
  - Word order: manner (M) before place (P)
  - Present tense + adverb gern
  - Present tense separable verbs
  - Possessive adjectives R2 (acc.)
- [ch] (hard) | [ch] (soft)
  - long [a] [o] | short [a] [o]
  - [er-] | [-er]
  - [a] | [ä]
  - [g-] | [-g]
  - [o] | [ö]
- -tion cognates
  - Noun and verb pairs (verb stem = noun)
  - Noun and verb pairs [2]
  - (-ung nouns and matching verbs)

### Year 8, Unit 3

#### Context

- Talking about exchanging gifts

#### Grammar

- 'von' + R3 (dat.)

#### Sounds of the language

- long [i] | short [i]

#### Vocabulary

- 'Noun-ing' verbs

- Saying what you think about things; asking and answering
- Comparing places and people now and then
- Explaining what you did, used to do

- Conjunction dass + Word order 3
- Imperfect tense (war, hatte, es gab)
- Comparative adjectives, als meaning 'than'

- long [i] | [ie] (known words)
- [ei] | [ie] [2]
- Revisit all SSC
- [zw] | [schw]
- [-e] | [-er] (adjective or comparative adjective)

- English -ical German -isch
- 'Noun-ing' adjectives



## Year 8, Unit 4

### Context

- Saying how well, and how willingly you and others do things
- Talking about what you and others prefer to do; asking and answering
- Comparing what you do now with what you used to do
- Talking about how long you've been doing things

### Grammar

- Present tense separable verbs: 1st and 3rd persons plural
- Present tense + gern, + lieber
- 'seit' + present tense (past meaning)

### Sounds of the language

- Revisit several SSC
- [st-] [sp-] - | [sch] [2]
- [er-] | [-er] [2]
- [e] | [ä]
- [ch] | [ck]

### Vocabulary

- English -ty / -ness German -heit
- English -ght German -cht

## Year 8, Unit 5



## Context

- Talking about plans for this weekend
- Saying what I want vs what I have to do
- Comparing dreams and plans
- Describing attributes (buildings and places)

## Grammar

- Present tense (present and future meaning)
- Modal verbs (KÖNNEN, DÜRFEN, WOLLEN, SOLLEN)
- Future tense (WERDEN + infinitive) vs WOLLEN 1st, 2nd, 3rd persons singular
- Prenominal adjective agreement R1 (nom.), R2 (acc.), 'mit', 'aus' + R3 (dat.) with indefinite articles

## Sounds of the language

- [ss] | [ß] (Rechtschreibung)
- [ps-] [pf] [kn]
- [-e] (pronouncing final -e)
- [sch] | [ch]
- [eu] | [äu] (known words)
- [f] | [v] (known words)
- [v] | [w] [2] (unknown words)

## Vocabulary

- Word family 'Freund'
- Noun and verb pairs [3]: verb stem = noun, verb stem + e = noun
- Haupt- prefix
- Weise and adverbs

## Year 8, Unit 6

### Context

- Location and direction; where you were and where you went
- Narrating past events; asking and answering
- Planning an event on a budget; the ideal and the real

### Grammar

- Past (perfect + SEIN) vs past (imperfect + SEIN) 1st person singular
- Direct object pronouns 'it' and 'them'
- Future tense (WERDEN + infinitive) vs WOLLEN 1st, 2nd, 3rd persons plural

### Sounds of the language

- [u] | [ü]
- Revisit several SSC
- Revisit several SSC
- [ei] [ie] [w] [z] [a] [o] [u]
- Revisit several SSC
- [ei] | [ie]
- Revisit several SSC

### Vocabulary

- English -(al)ly German -lich
- Verb and noun pairs [4]
- (semi-)cognate verbs ending in -ieren

- Dreams and goals for the future
- Things that are important to you
- Conjunction wenn + Word order 3
- 'aus' + R3 (dat.) meaning 'from'



## Year 9, Unit 1

Context	Grammar	Sounds of the language	Vocabulary
<ul style="list-style-type: none"> <li>• Say what and where things are</li> <li>• Say what things are not (negation)</li> <li>• Talk about what you have</li> <li>• Ask and answer questions about belongings</li> <li>• Say what you and others do in school</li> <li>• Say what you and others do at home</li> <li>• Talk about more than one</li> </ul>	<ul style="list-style-type: none"> <li>• Singular definite articles (der, die, das)</li> <li>• Essential verbs (1st, 2nd, 3rd singular)</li> <li>• SEIN - to be, being</li> <li>• HABEN - to have, having</li> <li>• Singular indefinite articles (ein, eine, ein)</li> <li>• Using nicht, and kein, keine, kein for negation</li> <li>• Using articles (definite and indefinite) after a verb (Row 2 / accusative)</li> <li>• Subject-verb inversion questions</li> <li>• Using mein, meine, mein in front of a verb (Row 1 /</li> </ul>	<ul style="list-style-type: none"> <li>• Long and short [a]</li> <li>• Long and short [e]</li> <li>• SSC [ei]</li> <li>• SSC [z]</li> <li>• SSC [w]</li> <li>• Revisit SSC: [a] [e] [ei] [z] [w]</li> <li>• SSC [ie]</li> <li>• Long and short [o]</li> <li>• Long and short [i]</li> <li>• Hard and soft [ch]</li> <li>• SSC [u]</li> <li>• SSC [ü]</li> <li>• SSC [ä]</li> </ul>	<ul style="list-style-type: none"> <li>• Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.</li> <li>• High-frequency vocabulary relevant to given context.</li> <li>• Mixed word class vocabulary sets (average 10 words per week) are taught and regularly revisited.</li> <li>• Consolidation and extension of vocabulary relevant to the given contexts.</li> </ul>

- nominative)
- Weak verbs (1st, 2nd, 3rd singular)
- Question words: wo, was, wie, wer
- Negation with nicht + verb
- Plural noun rules (umlaut+-e, no change, +e/+en)
- Plural definite article (die)
- Essential verbs (3rd plural)
- to be, being - SEIN

- Developing a verb lexicon (weak verbs)



## Year 9, Unit 2

### Context

- Talk about what you and others have, and what it is like
- One or many? Talk about more than one thing
- Exchange views on school life
- Talk about what I do on my own and what we do

### Grammar

- Essential verbs
- HABEN - to have, having (1st and 3rd singular, 1st plural)
  - SEIN - To be, being (1st and 3rd singular and plural)
  - Es gibt - there is, there are

### Sounds of the language

- SSC [ö]
- SSC [äu]
- SSC [sch] [sp-]
- SSC **s** like z, [ss]/[ß]/final [-s]
- SSC [er] (stressed and unstressed)
- SSC [au]

### Vocabulary

- Essential verbs are revisited in new contexts (SEIN, HABEN)
- Consolidation of question words
- Developing the verb lexicon (weak verbs – 1st, 2nd, 3rd persons singular and 1st person plural)



- |   |   |                                     |  |
|---|---|-------------------------------------|--|
| together                                  | • FINDEN - to find, finding (1st, 2nd, 3rd singular)                        | • SSC [r] (consonantal and vocalic) | • Revisiting negation in new contexts        |
| • Say what I and others can and cannot do | • Subject pronouns – er, sie, es (it) and sie (they)                        | • SSC [eu]                          | • Developing the verb lexicon (Strong verbs) |
| • Compare lifestyles                      | • Question words: Wie viele?  | • Revisit several SSC               |  |
| • Narrate other people's actions          | • Modal verb – MÖGEN - to like, liking (1st, 2nd, 3rd singular)             |                                     |  |
|   | • Object pronouns – ihn, sie, es (it) and sie (they)                        |                                     |  |
|   | • Weak verbs (1st plural)   |                                     |  |
|   | • Model verb – KÖNNEN - to be able to (1st, 2nd, 3rd singular) + infinitive |                                     |  |
|   | • Nicht vs kein (kein with plurals)   |                                     |  |
|   | • Strong verbs (1st, 2nd, 3rd singular)                                     |                                     |  |
|   | • Weak and strong verbs (3rd singular and plural)                           |                                     |  |

### Year 9, Unit 3

Context

Grammar

Sounds of the language

Vocabulary



- Say what people do, and when
  - Ask when people do things
  - Talk about going to and being in different locations
  - Ask and answer questions about family and friends
  - Say what there is in different places
  - Say what you can / must / want to do
- Word order 2
  - Verb-subject questions, with wann
  - Prepositions in and auf (Row 2/accusative and Row 3/dative)
  - Possessive adjectives mein, dein, sein, ihr
  - (Row 1/nominative)
  - Word Order 2 (with expressions of location)
  - TMP (TP - Time before Place)
  - viel / viele
  - Modal verbs – can - KÖNNEN,
  - must – MÜSSEN, want-WOLLEN
- SSC [th]
  - Revisit several SSC
  - SSC [st-]
  - Contrast [ie] and [ei]
  - Final [-d]
  - Final [-ig]
  - SSC [j]
  - Revisit a range of SSC
- Developing a verb lexicon
  - Developing knowledge of word order (consolidating WO2)
  - Deepening vocabulary and grammar knowledge through text work.

## Year 9, Unit 4

### Context

- Compare usual activities and future summer plans

### Grammar

- Present tense (1st singular and plural) and time

### Sounds of the language

- Revisit several SSC
- [ie] vs [ei]

### Vocabulary

- Common word patterns between German and



- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"><li>• Talk about going to places</li><li>• Compare usual and recent holiday experiences</li><li>• Ask and answer questions about holiday experiences</li><li>• Stay with a family in Germany</li></ul> | <ul style="list-style-type: none"><li>• adverbials</li><li>• Word order 2 (with expressions of time)</li><li>• Compound nouns</li><li>• zu vs nach (meaning 'to')</li><li>• numbers 1-31, dates</li><li>• Perfect tense (weak verbs) + haben – singular</li><li>• prepositions 'in' and 'auf' (R2-acc, R3-dat) (indefinite articles)</li><li>• determiners letzt-, dies-</li><li>• Past (perfect) -weak and strong verbs - asking questions</li><li>• Pronoun: Sie (formal 'you') vs du</li><li>• infinitive clauses with 'zu'</li></ul> | <ul style="list-style-type: none"><li>• [sch] + [sp-]</li><li>• [s-] + [ss/ß/final -s]</li><li>• [u] vs [ü]</li></ul> | <ul style="list-style-type: none"><li>• English.</li><li>• English 'C' German 'K'</li><li>• Knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem):</li><li>• Compound nouns [1]</li><li>• '+in' to masculine people nouns</li><li>• Negative adjectives with 'un'</li></ul> |
|--|--|---|---|

## Year 9, Unit 5

### Context

- Talk about things that make you happy / Describe others

### Grammar

- Prenominal adjective agreement R1 (nom.), R2 (acc.)

### Sounds of the language

- [ai] | [ei]

### Vocabulary

- English 'C' German 'Z'
- -tion cognates

- Give reasons for likes and dislikes
- The world in numbers
- Talk about what you did on your own and with others
- Say where you went, how you got there and what you did
- Talk about recent journeys
- Plural Rule 5 (Female nouns ending in -in add -nen)
- Prepositions 'in' + mit (R3)
- Word Order 3: weil vs denn
- Present tense (weak & strong): all (minus 2nd plural), 32-100
- Perfect tense (weak & strong) + haben (1st singular & plural),
- pronouns (object): mich, dich (plus ihn, sie, es)
- nicht vs nichts
- Perfect tense (HABEN vs SEIN) 1st, 2nd, 3rd, singular
- Preposition 'an' + R2/R3, 'mit' + R3 + definite articles
- Word Order: TMP (MP)
- Preposition 'durch' (R2)
- [r] (consonantal) [r] (vocalic)
- [w] | [v]
- [z] (-tion)
- [ch] (hard) | [ch] (soft)
- long [a] [o] | short [a] [o]
- [er-] | [-er]
- Noun and verb pairs (verb stem = noun)
- Noun and verb pairs [2]
- (-ung nouns and matching verbs)



## Context

- Say how you do things and how well you enjoy them
- Comparing places and people now and then
- Comparing what you do now with what you used to do
- Talk about wants vs responsibilities
- Talk about dreams vs plans
- Plan for an event, say who will do what

## Grammar

- Present tense + gern, +lieber
- Past (imperfect) - war, hatte, es gab vs present
- Past (perfect) vs present tense
- Comparative adjectives
- Modal verbs (KÖNNEN, DÜRFEN, WOLLEN, SOLLEN)
- Future tense (WERDEN + infinitive) vs WOLLEN 1st, 2nd, 3rd singular and plural
- Conjunction wenn + Word order 3
- Preposition 'aus' + R3 (dat.) meaning 'from' + indefinite article

## Sounds of the language

- [a] | [ä]
- [g-] | [-g]
- Revisit several SSC
- [zw] | [schw]
- [-e] | [-er] (adjective or comparative adjective)
- Revisit several SSC
- [sch] [ch]
- [ch] [ck]

## Vocabulary

- Word family 'Freund'
- Noun and verb pairs [3]: verb stem = noun, verb stem +e = noun
- Haupt- prefix
- Weise and adverbs
- English -(al)ly German -lich
- Verb and noun pairs [4]
- (semi-)cognate verbs ending in -ieren

