

Content (Intent) Term 1/2	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 1: Die Medien <ul style="list-style-type: none"> Talking about what you use computers for Saying how often you do something Talking about types of music Giving your opinion using 'Ich denke, dass' Talking about a celebrity TV show Using the perfect tense Describing films you have seen Talking about the past using the perfect tense und 'war/waren' (=imperfect) Comparing your lifestyle with a grandparent's in the past Using the present and perfect tenses 	<u>Deepen (prior) learning of:</u> <ul style="list-style-type: none"> Words about language Changing emphasis Building answers from questions Connectives in complex sentences Work of famous artists Verb tenses (+conditional) Simple creative writing Listening for inferences Word discrimination Adapting for audience Different tenses in sentences 	<ul style="list-style-type: none"> Present tense (ich/du/er/sie/es) Adverbs of frequency Question words, open and closed question formation Qualifiers Subordinate clauses with 'dass' Reminder of connectives: 'und, aber, auch' Perfect tense with 'haben/sein' (ich, du, er/sie) Sequencers + word order imperfect tense of 'sein' Asking questions using the perfect and imperfect tenses Contrast the present and the perfect tense 	<ul style="list-style-type: none"> Use questions as a source of language for answers Form complex sentences Use the glossary Use a range of tenses Differentiate words with more than one meaning Hone thinking skills Know how to change tenses <p><i>Listening/ Translation and Speaking assessment on Mod. 1 (November)</i></p>	<ul style="list-style-type: none"> Understand/express information about people's computer use Give/understand information about people's music preferences Understand/express information about reality TV programs Analyse/Express information about films Give/understand information about different lifestyles Compare cultures Express opinions Adapt language for variety of contexts

Content (Intent) Term 2/3	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 2: Coole Schule <ul style="list-style-type: none"> • Talk about what you think of different subjects using 'weil' • Comparing one subject with another • Talking about the school day • Making comparisons between the German and British schools • Talking about and writing reports on teachers • Using superlatives • Talking about school rules • Using the modal verb 'dürfen' • Talking about a school sports exchange • Using different tenses 	<u>Deepen (prior) learning of:</u> <ul style="list-style-type: none"> • Connectives in complex sentences • Meanings of syllables • Order of elements in sentences • Adapting for audience • Listening for inferences • Main inflections • Questions/text as stimulus to talk • Frequent contributions to talk • Words about language • Independent work on words 	<ul style="list-style-type: none"> • 'weil' + associated word order • Comparatives • Revision of possessive adjectives ('mein/dein') • Qualifiers • Comparatives with umlaut • Present tense (full paradigm) • Superlatives • Possessive adjectives 'sein/ihr' • Use of 'dürfen=to be allowed to' • Use of 'nicht/kein=not/no' • Use of 'du/Sie' • Using the present tense to talk about the future • Time-Manner-Place • Using the perfect, present and future tenses 	<ul style="list-style-type: none"> • Developing an understanding of the German word order • Identifying word class • Delivering an oral presentation • Developing pronunciation • Telling the time • Developing cultural knowledge around the theme of school and education • Practising difficult phonological strings • Effective collecting and storage of vocabulary • Formality of language 'du/Sie' <p><u>End of unit assessment:</u> <i>Closed book Reading + Speaking assessments (February)</i></p>	<ul style="list-style-type: none"> • Understand/Express preferences about school subjects • Giving opinions and reasons for preferences • Describing a school day telling the time • Use comparatives to describe school systems • Understand/express opinions about teachers using the superlative • Give/understand information about school rules • Use language creatively to describe near-future activities • Understand/Express after-school activities in different tenses.

Content (Intent) Term 3/4	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 3: Die Zukunft <ul style="list-style-type: none"> Talking about your future plans Using the future tense Saying why languages are important Using modal verbs Talking about different jobs Using prepositions with the dative Deciding which job would best suit you Using 'dieser' (=this) Languages at work: a case study Using modal verbs in the past tense 	Deepen prior learning of: <ul style="list-style-type: none"> Verb tenses (+conditional) Multiple-clause sentences Using grammar to understand words Order of elements in sentences Understanding complex language Main inflections Inflections as aid to comprehension Questions/text as stimulus to talk Different tense modals Different tenses in sentences Using support materials 	<ul style="list-style-type: none"> Future tense with 'werden' Time phrases: Word order Modal verbs: 'können, müssen, wollen – ich,du,er/sie/es/man' Use of ,weil' Use of qualifier ,ein bisschen' Masculine and feminine noun endings Prepositions with dative ('in,an') Use of 'gern/lieber/am liebsten' Use of ,dieser' Use of ,man' 	<ul style="list-style-type: none"> Year dates (high numbers) Use context/clues to work out and interpret meaning Looking up meaning in a dictionary 	<ul style="list-style-type: none"> Understand/express information about your personal life in the future Understand/express information about the importance of language learning and give a reason Analyse/express information about professions Express opinions about professions Infer/express information about your most suitable job Variety of contexts Variety of tenses Interpret/express information about a case study (job)

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Content (Intent) Term 4/5	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Modul 4: Meine Welt, deine Welt</p> <ul style="list-style-type: none"> • Talking about what is important to you • Using 'wenn=when/if' at the beginning of a sentence • Learning about the daily routine of someone in Africa • Understanding and using separable and reflexive verbs • Saying at what age you can do various things • Saying what you will do in the future • Talking about how environmentally friendly you are • Identifying and using tenses (present, perfect, future) • Understanding a more complex text about homelessness • Using the perfect tense, including separable verbs 	<p><u>Deepen prior) learning of:</u></p> <ul style="list-style-type: none"> • Connectives in complex sentences • Using grammar to understand words • Changing emphasis • Youth attitudes to sport / popular culture • Main inflections • Verb tenses (+conditional) • Using grammar to understand words • Frequent contributions to talk • Connectives in complex sentences • Order of elements in sentences • Less common negatives • Different tenses in sentences • Inflections as aid to comprehension • Reporting and paraphrasing 	<ul style="list-style-type: none"> • Dative pronouns • Qualifiers • 'wenn': verb comma verb • Expressions with infinitives • Separable verbs • Reflexive verbs (present tense) • 'wenn' clauses • 'dürfen'=to be allowed to (ich/du/er/sie/man) • 'werden' + infinitive (the future tense) • Use of 'wir/ihr' • Use of 'um...zu' • Frequency expressions • Less common negatives • Present, perfect and future tenses • Reflexive verbs and separable verbs in the perfect tense 	<ul style="list-style-type: none"> • High-frequency words • Emphasis in English and German • German young people's attitudes to free time • Listening techniques • Appreciating differences between cultures • Researching factual information and expressing it in German • Presentation of school magazine article • Legal constraints on young people • Developing the skill of categorisation • Using different tenses • Using and understanding less common negatives • Writing in paragraphs • Using reference materials 	<ul style="list-style-type: none"> • Give/understand information about what is important to you • Analyse and express what you do under a certain condition (If/When...) • Infer and express information about your daily routine • Give/understand information about age restrictions and what you can do at which age • Give/understand information about what you will (be allowed to) do in the future

Content (Intent) Term 5/6	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 5: Leute heute <ul style="list-style-type: none"> Saying if you get on well with your family Using possessive adjectives Saying what you think of famous people Using 'ihn=him' and 'sie=her' Taking part in a 'blind date' competition Saying what you would do, using, 'ich würde=I would +infinitive Talking about a disastrous date, using the imperfect tense Checking written work for accuracy Discussing characters in a TV soap opera Using formal and informal language 	<u>Deepen prior learning of:</u> <ul style="list-style-type: none"> Word discrimination Order of elements in sentences Multiple-clause sentences Connectives in complex sentences Main inflections Meanings of syllables Order of elements in sentences Words about language Verb tenses +conditional Building answers from questions Listening for inferences Different tense modals Features for effect Simple creative writing Checking work Recognising rhetorical devices Frequent contributions to talk 	<ul style="list-style-type: none"> Use of possessives (nominative): 'mein/dein/sein/ihr; unser/ihr' Use of dative pronouns ,ihm/ihr' Use of separable verb ,auskommen mit=to get on with' Use of accusative pronouns 'ihn/sie' Use of 'weil' Use of qualifiers Use of adjective endings after indefinite article The conditional ('ich würde=I would +infinitive Question formation Prepositions with accusative Use of imperfect tense ('ich/er/sie/wir/sie) Sequencers Past,present,future tenses Use of ,weder..noch' Formal/informal 	<ul style="list-style-type: none"> Writing simple poems Expressing and justifying opinions Saying what you would do, and why Using expressions of sympathy and surprise Writing formal and informal emails Giving instructions Listen for gist and detail Initiate/develop conversations Vary language for context/audience/purpose Use a range of resources <p><i>End of year assessments: closed book reading and writing tasks</i></p>	<ul style="list-style-type: none"> Describe your family members Give/understand information about who you get on with in your family Understand/express information what you think of a famous person Understand/express what kind of leisure activities you would do Understand/express information about a disastrous date based on expressions of sympathy and surprise Give/understand information about TV characters Expressing opinions Variety of contexts

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Content (Intent) Term 6	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 6/special project about Germany <ul style="list-style-type: none"> • Reading and presenting information about 'Bundesländer' • Asking and answering questions • Finding out about areas of German speaking countries • Agreement of adjectives • Planning a visit to Germany • Using the Time-Manner-Place rule • Asking for prices and opening hours • Writing a brochure/Design a poster 	<ul style="list-style-type: none"> • Demographic facts • Well-known features of the country • Region of the country • Formality of language • Questions/text as stimulus to talk 	<ul style="list-style-type: none"> • Asking and answering questions • High numbers • Agreement of adjectives • Future tense • Time-Manner-Place word order • Prepositions with dative • Use of 'Man kann +infinitive' • Using three tenses • Accusative case 	<ul style="list-style-type: none"> • Expressing large numbers, square km, decimal points in German • Getting to know demographic facts about Germany • Wider research skills • Developing organisation skills • Developing skills of reporting and paraphrasing • Practising different levels of formality in German • Collection and presentation of information • Developing oral confidence 	<ul style="list-style-type: none"> • Review facts about Germany, Austria and Switzerland • Infer/analyse/express information about German-speaking countries • Understand/Use the correct register of formal/informal German • Give/present factual information about German-speaking countries • Ask and answer questions about demographic facts of German-speaking countries

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Resources and/or activities to support learning

Textbook used in lessons and at home: Echo 3 rot by Heinemann ISBN 10: 0435389815 ISBN 13: 9780435389819

Websites to enhance learning:

[Textbook Echo 3 rot study sets Quizlet](#)

[Discover Sets Blooket Y9 German](#)

[KS3 German BBC Bitesize](#)