

Content (Intent) Term 1/2	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 1: Die Medien - 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 now to 10 years ago - Using the present and perfect tenses	<u>Deepen (prior) learning of:</u> - 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	- 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	- 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 <i>Listening/ Translation and Writing assessment on Mod. 1 (November)</i>	- 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 • 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> • 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	• '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	• 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' <u>End of unit assessment:</u> Closed book Reading + Speaking and grammar assessments (February)	• 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 4/5	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 3: Die Zukunft - 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: - 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	- 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'	- Year dates (high numbers) - Use context/clues to work out and interpret meaning - Looking up meaning in a dictionary	- 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 5/6	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 4: Meine Welt, deine Welt - 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	<u>Deepen prior) learning of:</u> - 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	- 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	- 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	- 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 6	Key framework objectives	Grammar (new/revisited)	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Modul 5: Leute heute - 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 - Discussin	<u>Deepen prior learning of:</u> - Word discrimination - Order of elements in sentences - Multiple-clause sentences - Connectives in complex sentences - Main inflections - Meanings of suyllables - 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	- 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	- 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 <i>End of year assessments: Reading and writing tasks</i>	- 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 kid 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 • 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	• Demographic facts • Well-known features of the country • Region of the country • Formality of language • Questions/text as stimulus to talk	• 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	• 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	• 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](#)

Character Kitemark:

The **courage** to speak German with some spontaneity and determination, including asking as well as answering questions and articulating longer sentences.

The **commitment** to securing a grasp of German grammar, building on prior learning from Year 8, and including different time frames.

The **compassion** to understand the value of language learning in the context of modern German demographics as one of the most diverse societies in the world.