# KS3 Scheme of work

Introduction

This Key Stage 3 German scheme of work provides a comprehensive journey through the language, catering to students in Years 7, 8, and 9. This scheme aims to engage students in a vibrant exploration of the German language.

Our Key Stage 3 German example scheme of work spans three years, embracing the enthusiasm and curiosity of students as they embark on their German language journey. The curriculum is flexible, catering to both beginners and those with some prior exposure to the language. For beginners, foundational vocabulary and structures are seamlessly integrated into early units, ensuring a smooth transition into German language acquisition. Meanwhile, students with prior German experience can expand their knowledge and enrich their understanding.

This example scheme of work is not a rigid prescription but a flexible guide, allowing teachers to tailor the content to suit the unique needs of their classes. While ensuring coverage of essential language elements, teachers are encouraged to infuse their creativity and adapt the curriculum to the interests and preferences of their students.

Following this scheme of work provides comprehensive coverage of the vocabulary expected at Key Stage 3. In certain instances, additional words are suggested to enhance the richness of the learning experience, providing teachers with the flexibility to immerse students in a broader linguistic context. Grammar is seamlessly woven into topics, allowing for natural and cohesive language acquisition. Careful consideration has been given to the allocation of different grammar points to topics, ensuring a comprehensive understanding of language structure over the three-year span but these can be adjusted to suit different needs.

As with our example KS4 schemes of work, the retrieval column serves as a quick reference guide for teachers and students, summarising the grammar covered in each topic. Recognising grammar as a separate but interconnected aspect of language, this tool aids in reinforcing students' understanding of language as a dynamic system, where students are able to maximise the endless possibilities of recycling language across a range of contexts.

Just as languages vary, our schemes of work are independently created by language specialists. This ensures that each language's unique characteristics are celebrated, providing the most effective delivery route for German language learning at Key Stage 3. The example schemes of work across the three languages are intentionally not identical in order to demonstrate the flexibility and adaptability of approach. The schemes of work for French, German and Spanish are all editable, to allow you to adapt elements of one or more schemes as you wish to create a scheme of work best suited to your own school/college context.

The example schemes of work for KS3 and KS4 across French, German and Spanish have been devised and developed in collaboration with a group of experienced classroom practitioners. We would like to thank our colleagues Greg Horton and Cathy McVeigh for developing the German materials and for working with us so closely.

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**Contents**

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link).

|  |  |
| --- | --- |
| Section | Page |
| [Unit 1: Opinions and cognates](#u1) | 4 |
| [Unit 2: Free time activities](#u2) | 5 |
| [Unit 3: Where people live](#u3) | 7 |
| [Unit 4: Identity and relationships](#u4) | 9 |
| [Unit 5: Travel and tourism](#u5) | 11 |
| [Unit 6: Customs, festivals and celebrations](#u6) | 14 |
| [Unit 7: Media, film, TV and books](#u7) | 16 |
| [Unit 8: Celebrity culture](#u8) | 18 |
| [Unit 9: Education (school)](#u9) | 20 |
| [Unit 10: Work and future plans](#u10) | 23 |
| [Unit 11: Technology](#u11) | 26 |
| [Unit 12: Healthy living](#u12) | 29 |
| [Unit 13: The environment](#u13) | 32 |

## **Unit 1: Opinions and cognates**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Use simple positive and negative opinions.  Recognise difference in pronunciation of cognates.  Use simple connectives.  Add simple reasons.  Ask simple opinion questions with/without inversion, eg do you like/hate?  Use a variety of adverbs of intensity. | Ich mag  Ich mag… nicht  Ich liebe  Ich hasse  denn  Es ist/es ist nicht  sie sind/sie sind nicht  Ich mag Katzen, und du?  Magst du…? | Opinion verbs in the first person  Negative (nicht)  Key cognate nouns  Simple connectives  Opinions with *es ist*/*sie sind*  Opinion questions in *du* form | ch  a  ie  s  u  z  v  -e |

## 

**Unit 1 retrieval opportunities**

No prior knowledge assumed.

**Unit 2: Free time activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Express positive and negative opinions about hobbies using the adverb *gern.*  Saying when you do (like to do) an activity.  Justify opinions with reasons.  Use comparatives to compare activities/give preference.  Use a variety of connectives.  Use a variety of adverbs of time, frequency and intensity.  Ask and answer simple questions with verb inversion.  Recognise the direct object ‘it’ and ‘them’. | Ich (verb) gern  Ich (verb) nicht gern  Ich (verb) lieber  Ich hasse  Spielen/machen/hören/essen/ gehen/schwimmen  Time phrases (not at the start of the sentence)  Ich spiele jeden Tag Fußball  Denn es ist  Adjective+er als  Und/aber/oder/denn  Spielst du gern...?  Machst du gern...?  Hörst du gern...?  Wie findest du + noun?  Ich finde ihn/sie/es... | The use of *gern* after a verb  Comparative structures  Extend sentence with adverbs  How to invert the verb and subject to form a question  Direct object (ihn/sie/es) | ie  ö  w  ei |

**Unit 2 retrieval opportunities**

* Opinion verbs in the first person
* Negative (nicht)
* Key cognate nouns
* Simple connectives
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form

**Unit 3: Where people live**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe town/village/neighbourhood of residence.  Refer to period of time in residence.  Describe local area, buildings, etc.  Describe activities and facilities in area.  Say what you can do in the area.  Give opinions of the town/area.  Give opinions of the facilities.  Describe an ideal home and area, future intentions on where to live with reasons. | Wo wohnst du ?  Ich wohne in  Ich wohne seit… Jahren/Monaten in  Es gibt einen/eine/ein/viele  Es gibt keinen/keine/kein/keine  Was kann man in… machen?  Ich kann/man kann + infinitive  Ich finde… + adjective  Das finde ich…  Der/die/das... ist + adjective  Ich möchte in... wohnen | Present tense with *seit*  Indefinite article and negative *kein* in accusative case  Modal verb (können - ich kann, man kann)  Definite article in the nominative case | w  j  ei  ie  v  ch |

**Unit 3 retrieval opportunities**

* Opinion verbs in the first person
* Negative (nicht)
* Key cognate nouns
* Simple connectives
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)

**Unit 4: Identity and relationships**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe yourself: name, age, where you come from, personality and physical appearance.  Describe a person’s nationality, character, personality and physical appearance.  Describe relationships with friends and family.  Describe qualities of a good friend.  Describe free time activities undertaken by family members or friends. | Ich heiße  Er heißt/sie heißt  Ich bin… Jahre alt  Ich komme aus + countries  Was für eine Person bist du?  Ich bin + personality adjectives/nationality  Ich habe + Augen/Haare  Colours  Ich habe einen Bruder/eine Schwester/ zwei Brüder/zwei Schwestern,  der/die... heißt  die... heißen  In meiner Familie gibt es  Kannst du… beschreiben ?  Physical description and personality  Er/sie hat  Er/sie ist  Mein Bruder/Vater/Freund hat/ist  Meine Schwester/Mutter/Freundin hat/ist  Meine... haben/sind...  Ich finde ihn/sie… | Expressing age  Accusative case with indefinite article  Relative clauses (with subject relative pronouns only)  Possessive adjectives (mein (m/nt), meine (f/pl))  haben (1st, 2nd, 3rd person singular and 3rd person plural)  sein (1st, 2nd, 3rd person singular and 3rd person plural)  Pronouns (ihn, sie, sie)  Present tense of weak verbs (eg spielen/hören/machen – full paradigm) | ei  ie  ß  J  ü  ö  v |

**Unit 4 retrieval opportunities**

* Opinion verbs in the first person
* Negative (nicht)
* Key cognate nouns
* Simple connectives
* Opinions with ‘es ist/sie sind‘
* Opinion questions in ‘du’ form
* The use of *gern* after a verb
* Comparative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können - ich kann, man kann)
* Definite article in the nominative case

**Unit 5: Travel and tourism**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Refer to and give opinions on:   * holiday destinations * holiday locations * means of transport for holidays * weather * holiday activities * holiday accommodation.   Refer to recent and future holidays.  Places of interest locally and elsewhere, including descriptions and preferences.  **NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays eg ideal locations, activities and accommodation.** | Ich fahre nach/an/in + location and country  Seasons  Transport  Weather phrases  Es ist/Es gibt/Es regnet, schneit  Ich bin/Wir sind… gefahren  Ich habe/wir haben… gewohnt  Ich habe/wir haben… besucht  Es war  Nächsten Sommer fahre ich/fahren wir...  Ich will/möchte/werde  Wir wollen/möchten/werden + travel plan and activity  Es wird... sein  Wohin fährst du in den Sommerferien?  Mit wem fährst du in den Urlaub?  Wann fährst du?  Wie fährst du?  Warum fährst du nach...?  Was machst du gern im Urlaub?  Wohin bist du letztes Jahr in den Urlaub gefahren?  Wohin möchtest du nächstes Jahr fahren? | Prepositions in/an + accusative  mit + dative (transport)  Perfect tense with *haben* (1st person singular and plural forms)  Perfect tense with *sein* (1st person singular and plural verbs fahren/gehen/ bleiben)  Imperfect tense forms (war/hatte/gab)  Use of present tense to indicate immediate future  1st person singular and plural forms of *wollen*  Future tense with *werden* (1st and 3rd person singular and plural)  Ich möchte + infinitive  Inverted word order after time phrase | ei  ie  ä  ö  ü  -d  -ig  -sch  -w  -z |

**Unit 5 retrieval opportunities**

* Opinion verbs in the first person
* Negative (nicht)
* Key cognate nouns
* Simple connectives
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können - ich kann, man kann)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives (mein (m/nt), meine (f/pl))
* haben (1st, 2nd and 3rd person singular, 3rd person plural)
* sein (1st, 2nd and 3rd person singular, 3rd person plural)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full conjugation)

**Unit 6: Customs, festivals and celebrations**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Learn about local and national festivals in the UK and in German speaking countries/communities.  Refer to and give opinions on festivals and celebrations with family and friends, such as birthday parties and religious events.  Refer to food on special occasions and at celebrations. | Ich feiere/man feiert (festivals)  Ich bin/man ist (religion)  Man geht zu/in (places of worship/celebration)  Es ist (event) von (person)  Es ist das interessanteste Fest  Man isst/schenkt/bekommt/organisiert/kauft  Man sieht/trinkt  Man kann + infinitive  Perfect tense regular verbs: gefeiert/getanzt/ gekauft  Perfect tense irregular verbs: gegangen/ gegessen/getrunken/gegeben/organisiert/ bekommen  Es war/Es gab | haben (present tense, full paradigm)  sein (present tense, full paradigm)  Superlatives  Future tense (Ich werde)  Imperfect tense (ich war, es war; es gab)  Modal verb (können + activities)  Possessive adjectives (mein, dein, sein, ihr, unser, euer and ihr) | ä  ö  ü  ei  ie  ch  j  -tion  -w  -z |

**Unit 6 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können – ich kann, man kann)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives (mein (m/nt), meine (f/pl))
* haben (1st, 2nd and 3rd person singular, 3rd person plural)
* sein (1st, 2nd and 3rd person singular, 3rd person plural)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen / hören / machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st person singular and plural)
* Perfect tense with *sein* (1st person singular and plural verbs *fahren*/*gehen*/*bleiben*)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Ich möchte + infinitive
* Inverted word order after time phrase

**Unit 7: Media, film, TV and books**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe and give opinions on types of music.  Describe and give opinions on films/ programmes on TV/at the cinema.  Give basic information about the plot.  Give facts and opinions about actors/ writers/singers.  Describe reading activities, including preferences. | Ich höre (nicht) gern/lieber/am liebsten  Ich sehe (nicht) gern/lieber/am liebsten  Ich lese (nicht) gern/lieber/am liebsten  Er/sie ist (character descriptions)  Er/sie kommt aus ...  Er/sie spielt die Rolle von  Ich finde ihn/sie  Der Film spielt in  Was für Musik hörst du?  Was siehst du gern/lieber/am liebsten?  Was ist deine Lieblingssendung?  Was ist dein Lieblingsfilm?  Woher kommt er/sie? | Use of (so/sehr) *gern*/(nicht so/gar nicht) *gern*  Use of *lieber*/*am liebsten*  Comparative structures  Demonstrative adjectives  Question forming  Perfect tense (gehört/gesehen/gelesen)  Imperfect tense (war) | ä  ö  ü  ei  ie  ch  -ig  sp  th  schw |

**Unit 7 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives
* haben (present tense, full paradigm)
* sein (present tense, full paradigm)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st person singular and plural)
* Perfect tense with *sein* (1st person singular and plural verbs *fahren*/*gehen*/*bleiben*)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Ich möchte + infinitive
* Inverted word order after time phrase
* Superlatives
* Imperfect tense (ich war, es war; es gab)

**Unit 8: Celebrity culture**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Give opinions on a variety of celebrities/ famous people.  Give personal details of celebrities/famous people.  Describe what clothing celebrities are wearing.  Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. | Mein Vorbild ist  Der Star ist  Er/Sie kommt aus  Ich finde ihn/sie  Ich liebe ihn/sie, weil  Ich bin Fan von  Ich war Fan von  Er/Sie war  Jetzt/Heute ist er/sie  Er/sie ist .... geboren  Ich habe … gesehen/gelesen  Er/sie trägt .... | gefallen (present tense, 3rd person singular and plural)  haben (present, imperfect)  sein (present, imperfect)  Direct object pronouns (ihn, sie, sie)  Perfect tense with *haben* and *sein* (3rd person singular and plural focus)  Prepositions (von, seit)  Relative pronouns (der, die, das)  tragen + indefinite article and adjectival agreement | ä  ö  ü  ei  ie  ch  -tion  z |

**Unit 8 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative and superlative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive and demonstrative adjectives
* haben (present tense, full paradigm)
* sein (present tense, full paradigm)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st person singular and plural)
* Perfect tense with *sein* (1st person singular and plural verbs *fahren*/*gehen*/*bleiben*)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Ich möchte + infinitive
* Inverted word order after time phrase
* Imperfect tense (ich war, es war; es gab)
* Use of (so/sehr) *gern*/(nicht so/gar nicht) *gern*
* Use of *lieber*/*am liebsten*
* Question forming

**Unit 9: Education (school)**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Express opinions about :   * school subjects * uniform * teachers.   Describe weekly routine including:   * school day * activities in school * timetable * sporting activities and clubs.   Describe school rules. | Ich lerne (gern/lieber/am liebsten) + subjects  denn es ist  weil es…ist  Ich bin stark/schwach in  Ich trage + clothes items, with colours  Ich mag den Lehrer/die Lehrerin, denn/ weil…  Ich stehe…auf  Ich esse zum Frühstück  Ich ziehe mich an  Ich verlasse das Haus  Ich esse zu Mittag  Ich komme nach Hause  Ich esse zum Frühstück  Ich gehe ins Bett  Nach der Schule spiele ich/ gehe ich  Telling the time  Gestern habe ich… gelernt/gegessen/ gesehen/gespielt/gemacht  Gestern bin ich… gegangen  Man/ich muss/darf(nicht)/kann (nicht)/will (nicht)  Wir müssen/dürfen (nicht)/können (nicht)/ wollen (nicht) - with school rules  …ist verboten  Was ist dein Lieblingsfach?  Wer ist dein/deine Lieblingslehrer(in)  Was ist besser, Musik oder Kunst? | Opinions with *denn*  Subordinate clause word order after *weil*  Accusative case adjective endings after the indefinite article  Reflexive and separable verbs (daily routine, 1st person singular)  Adverbs of sequence  Verb second idea after adverbs of sequence  Inversion after time phrase  Perfect tense (*haben* and *sein*, regular and irregular of daily routine activities)  Word order with modal verbs  Interrogatives (was/wer, welche(s)(r), wer?)  Comparative adjectives | er  eu  ch  au  v  w |

**Unit 9 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative and superlative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives
* haben (present and imperfect tense, full paradigm)
* sein (present and imperfect tense, full paradigm)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st and 3rd person singular and plural)
* Perfect tense with *sein* (1st and 3rd person singular and plural)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Ich möchte + infinitive
* Inverted word order after time phrase
* Imperfect tense (ich war, es war; es gab)
* Use of (so/sehr) *gern*/(nicht so/gar nicht) *gern*
* Use of *lieber*/*am liebsten*
* Demonstrative adjectives
* Question forming
* gefallen (present tense, 3rd person singular and plural)
* Prepositions (von, seit)
* Relative pronouns (die, die, das)
* tragen + indefinite article and adjectival agreement

**Unit 10: Work and future plans**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Refer to education post-16, with regard to future intentions and plans.  Give opinions on different jobs.  Describe personal qualities. | Ich möchte…  sein/werden/als… arbeiten  Ich werde… sein/werden/als… arbeiten  in + (place of work) arbeiten  Jobs  Ich interessiere mich für  Ich habe mich immer dafür interessiert  denn es ist…  weil es… ist  Ich wollte immer… werden  Ich bin  ich/man muss… sein | Conditional (Ich möchte)  Future tense (first person)  Jobs (no article)  Formation of feminine jobs  in + dative case  Reflexive verbs (1st person singular)  Word order in a subordinate clause after *weil*  Imperfect of *wollen* (1st person singular)  Modal verbs (müssen, 1st and 3rd person singular) | ö  ä  w  ei  z  ü |

**Unit 10 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative and superlative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives
* haben (present and imperfect tense, full paradigm)
* sein (present and imperfect tense, full paradigm)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st and 3rd person singular and plural)
* Perfect tense with *sein* (1st and 3rd person singular and plural)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Ich möchte + infinitive
* Comparative adjectives
* Imperfect tense (ich war, es war; es gab)
* Use of (so/sehr) *gern*/(nicht so/gar nicht) *gern*
* Use of *lieber*/*am liebsten*
* Demonstrative adjectives
* gefallen (present tense, 3rd person singular and plural)
* Prepositions (von, seit)
* Relative pronouns (die, die, das)
* tragen + indefinite article and adjectival agreement
* Opinions with *den*
* Subordinate clause word order after *weil*
* Accusative case adjective endings after the indefinite article
* Reflexive and separable verbs (daily routine, 1st person singular)
* Adverbs of sequence
* Verb second idea after adverbs of sequence
* Inversion after time phrase
* Perfect tense (*haben* and *sein*, regular and irregular of daily routine activities)
* Word order with modal verbs
* Interrogatives (was/wer, welche(s)(r), wer?)

**Unit 11: Technology**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Talk about the internet:   * describe how it is used * frequency of use * preferences.   Talk about social media:   * reasons for use * frequency of use * different apps/platforms.   Talk about mobile technology:   * computers * phones * tablets * other devices * reasons for personal use. | Ich benutze meinen/meine/mein…  Ich benutze ihn/sie/es  Ich habe… benutzt  Ich werde… benutzen  Ich finde ihn/sie/es  … gefällt/gefallen mir  Ich kann ohne meinen/meine/mein... nicht leben  weil es... ist/weil sie… sind  weil ich ihn/sie/es… finde | Accusative with mein  Adverbs of frequency  Inversion  haben (whole paradigm)  sein (whole paradigm)  Perfect tense (1st person singular)  Future tense (1st person singular and plural)  Impersonal verb forms – gefallen (3rd person)  Word order in subordinate clauses | z  w  ä  oh  ie |

**Unit 11 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative and superlative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives
* haben (present and imperfect tense, full paradigm)
* sein (present and imperfect tense, full paradigm)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st and 3rd person singular and plural)
* Perfect tense with *sein* (1st and 3rd person singular and plural)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Comparative adjectives
* Imperfect tense (ich war, es war; es gab)
* Use of (so/sehr) *gern*/(nicht so/gar nicht) *gern*
* Use of *lieber*/*am liebsten*
* Demonstrative adjectives
* gefallen (present tense, 3rd person singular and plural)
* Prepositions (von, seit)
* Relative pronouns (die, die, das)
* tragen + indefinite article and adjectival agreement
* Opinions with *den*
* Subordinate clause word order after *weil*
* Accusative case adjective endings after the indefinite article
* Reflexive and separable verbs (1st person singular)
* Adverbs of sequence
* Verb second idea after adverbs of sequence
* Inversion after time phrase
* Word order with modal verbs
* Interrogatives (was/wer, welche(s)(r), wer?)
* Conditional (Ich möchte)
* Future tense (1st person)
* Jobs (no article) and formation for feminine jobs
* in + dative case
* Imperfect of *wollen* (1st person singular)
* Modal verbs (müssen – 1st and 3rd person singular)

**Unit 12: Healthy living**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Talk about:   * health * food and drink * attitudes to fast-food.   Talk about   * sporting activities * ways to keep fit.   Talk about what you must/ should/will do for your health. | Ich bin (nicht) gesund  Ich bin (nicht) in Form  Ich habe… schmerzen  Body parts  Ich spiele/mache/esse/trinke/gehe  Ich esse/trinke gern/lieber/am liebsten  Es schmeckt/sie schmecken mir gut  Ich habe/wir haben… gespielt/gemacht/gegessen/ getrunken  Ich bin/wir sind… gegangen  Es war + opinion  ich finde noun, ihn/sie/es…  denn es ist/sie sind  weil es… ist/weil sie… sind  … gefällt/gefallen mir  Ich interessiere mich für  Man/ich kann/muss/sollte  Ich werde… spielen/machen/essen/trinken/gehen  In der Zukunft werde ich… infinitive | *haben* phrases  Hunger/Durst  Superlatives  Impersonal verbs  Perfect tense (1st person singular and plural)  Imperfect tense of *sein* (3rd person singular)  Modal verb: können/müssen/ sollen (ich and man)  Future tense | d  ie  w  ä  ü |

**Unit 12 retrieval opportunities**

* Opinion verbs in the first person
* Negatives (nicht) and simple connectives
* Key cognate nouns
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative and superlative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
* Definite article in the nominative case
* Expressing age
* Relative clauses (with subject relative pronouns only)
* Possessive adjectives
* haben (present and imperfect tense, full paradigm)
* sein (present and imperfect tense, full paradigm)
* Pronouns (ihn, sie, sie)
* Present tense of weak verbs (eg spielen/hören/machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st and 3rd person singular and plural)
* Perfect tense with *sein* (1st and 3rd person singular and plural)
* Imperfect tense (war/hatte/gab)
* Use of present tense to indicate immediate future tense
* 1st person singular and plural forms of *wollen*
* Future tense with *werden* (1st and 3rd person singular and plural)
* Comparative adjectives
* Use of (so/sehr) *gern*/(nicht so/gar nicht) *gern*
* Use of *lieber*/*am liebsten*
* Demonstrative adjectives
* gefallen (present tense, 3rd person singular and plural)
* Prepositions (von, seit)
* Relative pronouns (die, die, das)
* tragen + indefinite article and adjectival agreement
* Opinions with *den*
* Subordinate clause word order after *weil*
* Accusative case adjective endings after the indefinite article
* Reflexive and separable verbs (1st person singular)
* Adverbs of sequence and frequency
* Verb second idea after adverbs of sequence
* Inversion
* Word order with modal verbs
* Interrogatives (was/wer, welche(s)(r), wer?
* Conditional tense (Ich möchte)
* Future tense (1st person singular and plural)
* Jobs (no article) and formation for feminine jobs
* in + dative case
* Imperfect of *wollen* (1st person singular)
* Modal verbs (müssen – 1st and 3rd person singular)
* Accusative with *mein*
* Impersonal verb forms (gefallen – 3rd person)

**Unit 13: The environment**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe local environment, including environmental issues.  Refer to activities to help local area/environment in the past, present and future. | In meiner Stadt gibt es (zu) viel(e)  Früher gab es…/war es/hatte es  In der Zukunft wird es… geben  Ich finde (noun)/ihn/sie/es...  Ich möchte/wir möchten die Umwelt schützen und ich werde/wir werden…  Ich kann/man kann/wir können…  muss ich/man/müssen wir  Ich will  Ich werde… + infinitive | Verb second idea  Accusative case after *es gibt*  Imperfect tense (*geben*, *sein*, *haben* – 3rd person singular)  Future tense with *geben*  Future (1st person singular and plural, man)  Modal verbs (müssen, wollen, können, sollen – 1st person singular and plural, man)  Negatives | ei  z  ü  sch  v |

**Unit 13 retrieval opportunities**

* Opinion verbs in the first person
* Negative (nicht)
* Key cognate nouns
* Simple connectives
* Opinions with *es ist/sie sind*
* Opinion questions in *du* form
* The use of *gern* after a verb
* Comparative and superlative structures
* Extend sentences with adverbs
* How to invert the verb and subject to form a question
* Direct object pronouns (ihn/sie/es)
* Present tense with *seit*
* Indefinite article and negative *kein* in accusative case
* Modal verb (können)
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* Present tense of weak verbs (eg spielen / hören / machen, full paradigm)
* Prepositions in/an + accusative
* mit + dative (transport)
* Perfect tense with *haben* (1st and 3rd person singular and plural)
* Perfect tense with *sein* (1st and 3rd person singular and plural)
* Imperfect tense forms (war/hatte/gab)
* Use of present tense to indicate immediate future tense
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* Adverbs of sequence and frequency
* Verb second idea after adverbs of sequence
* Inversion
* Word order with modal verbs
* Interrogatives (was/wer, welche(s)(r), wer?)
* Conditional tense (Ich möchte)
* Future tense (1st person singular and plural)
* Jobs (no article) and formation for feminine jobs
* in + dative case
* Imperfect of *wollen* (1st person singular)
* Accusative with *mein*
* Perfect tense (1st person singular and plural)
* Haben phrases
* Hunger/Durst
* Impersonal verbs
* Modal verbs (können/müssen/sollen (*ich* and *man*))