# KS4 Scheme of work

Introduction

This scheme of work for KS4 offers a two year example route through the new GCSE German 8662 course. It does not assume any prior knowledge of German and can therefore be used for *ab initio* groups. For students with more prior knowledge of German, as well as students looking to continue their language learning past GCSE, additional extension activities can be incorporated.

The scheme of work signposts teachers to the vocabulary that could be taught in every topic. Topics have been organised in a student-friendly way that takes account of learners’ interests and increasing levels of maturity as the course progresses. However, this scheme of work is by no means prescriptive and should be tailored to individual groups of students. In terms of specification coverage, following this scheme of work ensures that the entirety of the vocabulary expected to be learnt by students is covered. There is also a list of ‘general’ words which can be taught across any of the topics. [Vocabulary lists](https://filestore.aqa.org.uk/resources/german/AQA-8662-KS4-SOW-VOCAB.DOCX) to accompany each unit are provided separately as editable Word documents.

Care has been taken to allocate different points of grammar to topics where they can be taught naturally and seamlessly. Covering these points of grammar in this scheme of work will mean that there will be full coverage of the prescribed grammar contained in the specification. However, the grammar within the scheme of work should not replace the DfE subject content prescribed list of grammar set out in the specification. It should be used alongside the specification for clarity on the grammar features learners should be familiar with, according to the tier of entry. It should be noted that there are aspects of the required grammar list that apply to Reading only. Please refer to the specification (section 3.2.1.6) for this information.

For every topic, a suggested retrieval list is included which contains a list of the grammar points which have been covered in the course so far. This column aims to serve as an aide memoire and to help teachers stay on track of the grammar students have previously encountered at different points of the course. It should also facilitate retrieval of these points of grammar, as it recognised that grammar and key language do not belong to specific topics and can be revisited in any topics. This approach to grammar should help students recognise that language is a system where the learner can create language by using different permutations of the vocabulary and grammar they are learning and adapting this to different contexts and topics. For every topic there is a list of key language that lends itself well to the topic and can support teaching of the suggested grammar points for that unit.

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 suggested 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 Cathryn McVeigh for developing the German materials and for working with us so closely.

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## Unit 1: Identity and relationships with others

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Describe a person’s nationality, character, personality and physical appearance. Describe a person’s sexual orientation.Describe relationships with friends and family.Describe qualities of a good friend.Describe ideal partners and why.Describe different types of partnerships (pros and cons). | Ich bin, er/sie istIch habe, er/sie hatAdjectives to describe appearance and personalityIch heiße/er/sie heißtIch bin… Jahre alt Cardinal numbers In meiner Familie gibt es… PersonenIch habe einen Bruder/zwei Brüder/eine Schwester/ zwei SchwesternIch habe…, der…Ich verstehe mich gut mit + dative caseIch möchte… haben/sein**Higher tier only**er/sie wäreer/sie hätte | Nouns (fem/plural forms)Use of postnominal uninflected adjectivesComparative postnominal adjective structures with *als* and *wie* Indefinite articles Definite articles Subject pronounshaben (present)sein (present)Expressing age Use of relative pronouns in subject relative clausesReflexive verbs (sich verstehen mit)Dative prepositionsPossessive adjectives (mein/meine)Adjectival agreementsAdverbs of intensityNegatives (nicht, kein(e))Conditional mood (möchte)**Higher tier only**Conditional mood (würde/sollte)Genitive case to indicate possession (Listening and Reading only) | a (short and long)e (short and long)i (short and long)o (short and long)u (short and long)ü (short and long)ö (short and long)ä (short and long)eiieeuch (hard and soft)sp-sch- |

**Unit 1 retrieval opportunities**

No prior knowledge assumed.

## Unit 2: Media, technology and celebrity culture

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantagesRefer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages/ dangers. Future intentions to keep safe.Give opinions and personal details on a variety of celebrities/famous people.Refer to celebrity magazines/ articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.Give opinions about celebrities’ activities/influences on young people and wider society.Refer to events involving famous people eg music, film, TV, fashion, culture and technology.  | Ich benutze meinen/meine/mein…Days of the week/adverbs of frequencyIch habe… benutzt/ gelesen/gespielt/geschickt/gesimstDas hat mir (nicht) gefallenIch liebe ihn/sie/esIch finde ihn…Ich kann ohne...nicht lebenIch darf nicht…Der Vorteil von….ist, dass….Der Nachteil von….ist , dassMan kann / man muss / man soll In der Zukunft werde ich…infinitive Es gibt ein Risiko vonPhysical and character Descriptions of celebritiesIch finde… + adjectiveEr/sie ist berühmt/bekannt fürEr/sie hat einen… Einfluss auf + Accusative caseIch folge + Dative caseEr/sie ist + job/roleEr/sie spielt in/für**Higher tier only**Was mir Sorgen macht, verb Was ich liebe, verbWas ich (adjective) finde…In der Zukunft könnte ich  | Present tense Accusative case with *mein*Adverbs of frequencyVerb second ideaPerfect tense with *haben*Impersonal verbs Direct object pronounsWord order in subordinate clausesWord order with modal verbsFuture tense**Higher tier only**um… zu + infinitiveAdding -n to dative plural nounsSubject and object relative clauses using wh- pronouns (*wo* and *was*)  | eiiezv r (consonantal and vocalic)chst- |

**Unit 2 retrieval opportunities**

* Adjectival agreements
* Adverbs of intensity
* Comparative postnominal adjective structures with *als* and *wie*
* Dative prepositions
* Definite articles
* Expressing age
* haben (present)
* Indefinite articles
* Negatives (nicht, kein(e))
* Nouns (fem/plural forms)
* Possessive adjectives (mein/meine)
* Reflexive verbs (sich verstehen mit)
* sein (present)
* Subject pronouns
* Use of postnominal uninflected adjectives
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)

**Higher tier only**

Conditional mood (würde/sollte)

## Unit 3: Free time activities

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Express positive and negative opinions about own and other people’s hobbies.Say why you do free time activities.Add details regarding when, where, how often and who with. Compare and give preferences about free time activities.Refer to past activities and future plans. Refer to sporting events and favourite sports personalities/teams. | Ich magIch liebeIch hasseIch verb gernIch verb lieberIch verb am liebstenIch mag + nounNormalerweise verb ichMit wem spielst /gehst/machst du…. ?Denn es ist… /denn ich finde…Weil es… istWeil ich es… findeWas ich am liebsten magWas ich nicht magIn der Zukunft/nächste Woche werde ich/ werden wirIch möchte… spielen/machenJedoch ist es…Meine Lieblingsmannschaft ist, weilMein Lieblingsspieler/ -spielerin ist, weil… | spielen/machen (present tense)Comparative of *gern* Verb second idea after adverbs of time / frequencyDative prepositionsNominalisation of infinitive verbs eg (das) SchwimmenUse of interrogative pronoun *wer* in dative questionsWord order in coordinating and subordinate clausesFuture tense**Higher tier only**Conditional mood (*wäre* and *hätte)* | ieer (stressed and unstressed)ei-igwazj-tion |

**Unit 3 retrieval opportunities**

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns
* Word order in subordinate clauses
* Word order of modal verbs
* Future tense

**Higher tier only**

* Conditional mood (würde/sollte)
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (wo and was)

**Unit 4: 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, weddings, religious events. Refer to past and future celebrations.Refer to food on special occasions and at celebrations.Refer to nationally renowned events such as Oktoberfest.Country traditions/customs focus. | Ich feiere/man feiert/wir feiern (festivals)Ich bin/wir sind (religion)Ich gehe/wir gehen… (places of worship/ celebration)man isst/trinkt /gibt/bereitet..vor/ versteckt/ kauft/glaubt/sieht/bekommt/ schreibtMein… gibt mirIch gebe ihm/ihr/ihnenDas finde ich…Das gefällt mir, weil/dennDas schmeckt mir…Ich bin/er,sie ist/wir sind …gegangen/ gefahrenIch habe/er,sie hat…/wir haben …gesehen/ getrunken/bekommen/ gegessen/geöffnet/ gegebenLetztes Jahr habe ich/hat er, sie/haben wir…Letztes Jahr bin ich/ist er/sie/sind wirIch war/wir waren/es warIch möchte/wir möchten…Jedes Jahr findet…statt.man isst/trinkt /gibt/bereitet..vor/ versteckt/ kauft/ glaubt/sieht/bekommt/ schreibt**Higher tier only**Es würde… sein | Separable verbsIndirect dative object pronounsPosition of indirect and direct objects in a sentence eg Ich habe ihm ein Geschenk gegebenPerfect tense (first and third person) Accusative use of abstract adjectival nouns eg etwas NettesSeparable verbs **Higher tier only**Conditional mood  | eisß, ss, -sauäöj |

**Unit 4 retrieval opportunities**

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns
* Word order in coordinating and subordinate clauses
* Word order of modal verbs
* Future tense
* Comparative of *gern*
* Verb second idea after adverbs of time/frequency
* Nominalistion of infinitive verbs eg (das) Schwimmen
* Use of interrogative pronoun *wer* in dative questions

**Higher tier only**

* Conditional mood (*würde*, *sollte*, *wäre* and *hätte)*
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (wo and was)

**Unit 5: Healthy living and lifestyle**

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. Describe sporting activities, ways of keeping fit.Compare past and present lifestyle choices and future intentions. | Ich bin (un)gesund/(nicht) in FormIch spiele/mache/sehe/esse/trinke/lese/laufejemand/niemand(Rauchen) gefällt mir (nicht)Das führt zu + health problemsWenn ich Hunger/Durst habe, verb…Ich habe… gespielt/gemacht/gesehen/ gegessen/getrunken/gelesenIch bin… gegangen/gefahren/gelaufenIch finde ihn/sie/esIch mache mir SorgenIch habe AngstIch interessiere mich fürMan kann/man muss/man sollIn der Zukunft werde ich/möchte ich….sein/machen/spielen/ausprobieren/essen/ trinken**Higher tier only**Es schmeckt mir (nicht) gutAls ich jünger war, + imperfectIch spielte/machte/aß/trank/las/lief ich weiß, dass ich… (infinitive) sollteUm gesünder zu werden | Present tenseImperfect tense (*haben* and *sein* only)Perfect tense Use and position of singular direct object pronounsIch möchte + infinitive**Higher tier only**um…zu + infinitive Imperfect modals in all forms + infinitive Conditional mood (sollte) | chieauäü |

**Unit 5 retrieval opportunities**

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns and indirect dative object pronouns, and position of indirect and direct object pronouns in a sentence eg ich habe ihm ein Geschenk gegeben
* Word order in coordinating and subordinate clauses
* Word order of modal verbs
* Future tense
* Comparative of *gern*
* Verb second idea after adverbs of time/frequency
* Nominalistion of infinitive verbs eg (das) Schwimmen
* Use of interrogative pronoun *wer* in dative questions
* Separable verbs
* Perfect tense (1st and 3rd person)
* Accusative use of abstract adjectival nouns eg etwas Nettes

**Higher tier only**

* Conditional mood (*würde*, *sollte*, *wäre* and *hätte)*
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (wo and was)

## Unit 6: Education and work

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Express opinions about school subjects, homework, school rules, uniform, exams and teachers.Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.Refer to primary school days.Refer to school rules.Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities and qualifications.Refer to ideal job/personal ambitions and skills required.Recognise opportunities to work abroad/use language skills and give opinions. | Ich lerne + subjectsIch bin stark/schwach inIch trage + accusative caseColoursIch finde die Schule/die Lehrer/ Prüfungen + adjectiveIch finde ihn/sie/es + adjectiveNoun gefällt/gefallen mir (nicht)Comparisons: sowohl… als auchso…wienicht nur… sondern auch…Daily routine (present and past tense)Telling the timeVerb second idea after time phraseGestern habe ich….gegessenAls ich jünger war, habe/bin ich + perfect tenseEs war...Man muss + infinitiveSchool rules (man darf (nicht))Man kann (school rules)Ich möchte als…arbeiten/…werden/in + place of work arbeitenJob titlesWenn ich älter bin, werde ich + future tenseEs wird…seinBevor ich…+ verb, möchte ich…+ verbDas ist mir egalIch habe kein Interesse daranIch habe mich nie für…interessiertIch bin…**Higher tier only**Ich würde sagen, dass ich….binWenn ich die Chance hätte, würde/ möchte ich…Ich würde…sein/habenEs würde…sein/habenIch möchte im Ausland arbeiten, um…zu + infinitive Als ich jünger war, ging/machte/hatte ich…Es ist verboten/nötig…zu + infinitive Ich habe keine Lust…zu + infinitiveIch habe immer davon geträumt,…zu werden | Accusative case with indefinite articleAdjectival endings in accusative case with indefinite articleImpersonal verbsComparativesReflexive verbs - use of all persons with accusative reflexive pronounsSeparable verbsInversionWord order in subordinate clausesImperfect tense (haben/sein)Modal verbsDative prepositionsFormation of feminine person nouns eg LehrerinFuture tense**Higher tier only**Conditional mood (*würde, sollte, wäre* and *hätte)*zu + infinitiveum…zu + infinitive | ercheiüääu-bszthunvoiced -g |

**Unit 6 retrieval opportunities**

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns and indirect dative object pronouns, and position of indirect and direct object pronouns in a sentence eg ich habe ihm ein Geschenk gegeben
* Word order in coordinating and subordinate clauses
* Word order of modal verbs
* Future tense
* Comparative of *gern*
* Verb second idea after adverbs of time/frequency
* Nominalistion of infinitive verbs eg (das) Schwimmen
* Use of interrogative pronoun *wer* in dative questions
* Separable verbs
* Perfect tense
* Accusative use of abstract adjectival nouns eg etwas Nettes
* Imperfect tense (*haben* and *sein* only)

**Higher tier only**

* Conditional mood (*würde*, *sollte*, *wäre* and *hätte*)
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (wo and was)
* Imperfect modals in all forms + infinitive

## Unit 7: Where people live

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Describe town/village/neighbourhood of residence.Refer to period of time in residence.Describe local area and buildings. Describe activities and facilities in area.Give opinions including advantages/ disadvantages for young people/ tourists.Describe an ideal home and area, and future intentions on where to live with reasons. | wohnen + town/villageEs gibt + places in townEs gibt keinen/keine/keinIch denke, dass (name of town)… ist(name of town) gefällt mirweil + opinionsEin Vorteil/Nachteil von meiner Stadt/Dorf istIch finde ihn/sie/esIn der Zukunft möchte ich in…wohnenRooms of houseLocation – compass points**Higher tier only**Wo man… (infinitive) kannWenn ich viel Geld hätte/wenn ich reich wäre, würde ich… | Dative prepositionsAccusative case with indefinite articleFormation of plural nounsQuantifiers in plural forms (viele, einige, wenige, alle)Word order in subordinate clauseWord order after modal verbImpersonal verbsWord order in subordinate clauseDirect object pronounsFormation of compound nouns eg Wohnzimmer**Higher tier only**Use of “seit” to indicate durationum…zu + infinitiveImperfect subjunctive in conditional clauses | seizwävqu |

**Unit 7 retrieval opportunities**

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns and indirect dative object pronouns, and position of indirect and direct object pronouns in a sentence eg ich habe ihm ein Geschenk gegeben
* Word order in coordinating and subordinate clauses
* Modal verbs, including word order
* Future tense
* Comparative of *gern*
* Verb second idea after adverbs of time/frequency
* Nominalistion of infinitive verbs eg (das) Schwimmen
* Use of interrogative pronoun *wer* in dative questions
* Separable verbs
* Perfect tense
* Accusative use of abstract adjectival nouns eg etwas Nettes
* Imperfect tense (*haben* and *sein* only)
* Accusative case with indefinite article
* Adjectival endings in accusative case with indefinite article
* Impersonal verbs
* Comparatives
* Reflexive verbs (use of all persons with accusative reflexive pronouns)
* Inversion
* Formation of feminine person nouns eg Lehrerin

**Higher tier only**

* Conditional mood (*würde*, *sollte*, *wäre* and *hätte*)
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (wo and was)
* Imperfect modals in all forms + infinitive
* Zu + infinitive

## Unit 8: Travel and tourism, including places of interest

| 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/in die + countriesIch bin nach…gefahrenmit + travel companionsmit + forms of transportim + seasons/time of yearIch wohne/wir wohnen in + accommodationWir haben in…gewohntEs war….Weather phrases (all tenses)Activities (all tenses)spielen/besuchen/essen/trinken/sehen/ schwimmen/ankommen/ fliegen/fahren/ klettern/ kaufen/schlafen/spazieren/ tauchenAls ich jünger war + verbLetztes Jahr bin ich/habe ichEs warEs gab + indefinite articleEs gab kein etcTime phrase + past tenseNächtes Jahr/in der Zukunft werde ich/ möchte ich…Es wird….sein**Higher tier only**Was ich am besten fand, warWas ich am schlimmsten fand, warEs würde…sein | Present tense Perfect tense Dative case after *mit*/*in*In + Accusative caseImperfect tense (haben/sein)**Higher tier only**Subject and object relative clauses using wh- pronouns (wo and was)Regular pre- and post-nominal superlative adjective structuresCommon irregular pre- and post-nominal superlative adjective structures | chwjüsp-dei |

**Unit 8 retrieval opportunities**

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns, indirect dative object pronouns, and position of indirect and direct object pronouns in a sentence eg ich habe ihm ein Geschenk gegeben
* Word order in coordinating and subordinate clauses
* Modal verbs, including word order
* Future tense
* Comparative of *gern*
* Verb second idea after adverbs of time/frequency
* Nominalistion of infinitive verbs eg (das) Schwimmen
* Use of interrogative pronoun *wer* in dative questions
* Separable verbs
* Perfect tense
* Accusative use of abstract adjectival nouns eg etwas Nettes
* Imperfect tense (*haben* and *sein* only)
* Accusative case with indefinite article
* Adjectival endings in accusative case with indefinite article
* Impersonal verbs
* Comparatives
* Reflexive verbs (use of all persons with accusative reflexive pronouns)
* Inversion
* Formation of feminine person nouns eg *Lehrerin* and plural nouns
* Quantifiers in plural nouns (viele, einige, wenige, alle)
* Formation of compound nouns eg Wohnzimmer

**Higher tier only**

* Conditional mood (*würde*, *sollte*, *wäre* and *hätte*)
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (*wo* and *was*)
* Imperfect modals in all forms + infinitive
* Zu + infinitive
* Using *seit* to indicate duration
* Imperfect subjunctive in conditional clauses

## Unit 9: The environment

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| Describe local environment, including environmental issues.Refer to activities to help/protect local area/environment in the past, present and future.Refer to and express opinions on wider global issues, eg climate change, environmental damage etc.Understand instructions given regarding the environment. | In meiner Stadt gibt es + environmental problemIn meinem Dorf ist es + adjectiveDas ist ein (adjective) ProblemFrüher gab esIch habe Angst, dassIn der Zukunft werde ich…In der Zukunft muss ich/muss man…Wenn ich die Chance habe,Recyceln/reduzieren/retten/sammeln/ sparen**Higher tier only**Wir solltenWenn ich die Chance hätteum die Umwelt zu schützen | Present tensePerfect tenseImperfect tense (haben/sein)Future tenseNegatives Modal verbsWord order after *wenn* Word order after a subordinate clause**Higher tier only**um… zu, statt… zuConditional mood (*würde, sollte, wäre* and *hätte)*Imperfect subjunctive in conditional clausesImperative in 2nd person singular and plural | eiievwüzä |

#### Unit 9 retrieval opportunities

* Nouns (fem/plural forms)
* Use of postnominal uninflected adjectives
* Comparative postnominal adjective structures with *als* and *wie*
* Indefinite articles
* Definite articles
* Subject pronouns
* haben (present)
* sein (present)
* Expressing age
* Use of relative pronouns in subject relative clauses
* Conditional mood (möchte)
* Reflexive verbs (sich verstehen mit)
* Dative prepositions
* Possessive adjectives (mein/meine)
* Adjectival agreements
* Adverbs of intensity and frequency
* Negatives (nicht, kein(e))
* Present tense
* Accusative case with *mein*
* Verb second idea
* Perfect tense with *haben*
* Impersonal verbs
* Direct object pronouns, indirect dative object pronouns, and position of indirect and direct object pronouns in a sentence eg ich habe ihm ein Geschenk gegeben
* Word order in coordinating and subordinate clauses
* Modal verbs, including word order
* Future tense
* Comparative of *gern*
* Verb second idea after adverbs of time/frequency
* Nominalistion of infinitive verbs eg (das) Schwimmen
* Use of interrogative pronoun *wer* in dative questions
* Separable verbs
* Perfect tense
* Accusative use of abstract adjectival nouns eg etwas Nettes
* Imperfect tense (*haben* and *sein* only)
* Accusative case with indefinite article
* Adjectival endings in accusative case with indefinite article
* Impersonal verbs
* Comparatives
* Reflexive verbs (use of all persons with accusative reflexive pronouns)
* Inversion
* Formation of feminine person nouns eg *Lehrerin* and plural nouns
* Quantifiers in plural nouns (viele, einige, wenige, alle)
* Formation of compound nouns eg Wohnzimmer
* Dative case after *mit*/*in*
* In + accusative case

**Higher tier only**

* Conditional mood (*würde*, *sollte*, *wäre* and *hätte*)
* um… zu + infinitive
* Adding -n to dative plural nouns
* Subject and object relative clauses using wh- pronouns (wo and was)
* Imperfect modals in all forms + infinitive
* Zu + infinitive
* Using *seit* to indicate duration
* Imperfect subjunctive in conditional clauses
* Subject and object relative clauses using wh- pronouns (*wo* and *was*)
* Regular pre- and post- nominal superlative adjective structures
* Common irregular pre- and post- nominal superlative adjective structures