# 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 ist  Ich habe, er/sie hat  Adjectives to describe appearance and personality  Ich heiße/er/sie heißt  Ich bin… Jahre alt  Cardinal numbers  In meiner Familie gibt es… Personen  Ich habe einen Bruder/zwei Brüder/eine Schwester/ zwei Schwestern  Ich habe…, der…  Ich verstehe mich gut mit + dative case  Ich möchte… haben/sein  **Higher tier only**  er/sie wäre  er/sie hätte | 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  Reflexive verbs (sich verstehen mit)  Dative prepositions  Possessive adjectives (mein/meine)  Adjectival agreements  Adverbs of intensity  Negatives (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)  ei  ie  eu  ch (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/disadvantages  Refer 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 frequency  Ich habe… benutzt/ gelesen/gespielt/geschickt/gesimst  Das hat mir (nicht) gefallen  Ich liebe ihn/sie/es  Ich finde ihn…  Ich kann ohne...nicht leben  Ich darf nicht…  Der Vorteil von….ist, dass….  Der Nachteil von….ist , dass  Man kann / man muss / man soll  In der Zukunft werde ich…infinitive Es gibt ein Risiko von  Physical and character  Descriptions of celebrities  Ich finde… + adjective  Er/sie ist berühmt/bekannt für  Er/sie hat einen… Einfluss auf + Accusative case  Ich folge + Dative case  Er/sie ist + job/role  Er/sie spielt in/für  **Higher tier only**  Was mir Sorgen macht, verb  Was ich liebe, verb  Was ich (adjective) finde…  In der Zukunft könnte ich | Present tense  Accusative case with *mein*  Adverbs of frequency  Verb second idea  Perfect tense with *haben*  Impersonal verbs  Direct object pronouns  Word order in subordinate clauses  Word order with modal verbs  Future tense  **Higher tier only**  um… zu + infinitive  Adding -n to dative plural nouns  Subject and object relative clauses using wh- pronouns (*wo* and *was*) | ei  ie  z  v  r (consonantal and vocalic)  ch  st- |

**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 mag  Ich liebe  Ich hasse  Ich verb gern  Ich verb lieber  Ich verb am liebsten  Ich mag + noun  Normalerweise verb ich  Mit wem spielst /gehst/machst du…. ?  Denn es ist… /denn ich finde…  Weil es… ist  Weil ich es… finde  Was ich am liebsten mag  Was ich nicht mag  In der Zukunft/nächste Woche werde ich/ werden wir  Ich möchte… spielen/machen  Jedoch ist es…  Meine Lieblingsmannschaft ist, weil  Mein Lieblingsspieler/ -spielerin ist, weil… | spielen/machen (present tense)  Comparative of *gern*  Verb second idea after adverbs of time / frequency  Dative prepositions  Nominalisation of infinitive verbs eg (das) Schwimmen  Use of interrogative pronoun *wer* in dative questions  Word order in coordinating and subordinate clauses  Future tense  **Higher tier only**  Conditional mood (*wäre* and *hätte)* | ie  er (stressed and unstressed)  ei  -ig  w  a  z  j  -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/ schreibt  Mein… gibt mir  Ich gebe ihm/ihr/ihnen  Das finde ich…  Das gefällt mir, weil/denn  Das schmeckt mir…  Ich bin/er,sie ist/wir sind …gegangen/ gefahren  Ich habe/er,sie hat…/wir haben …gesehen/ getrunken/bekommen/ gegessen/geöffnet/ gegeben  Letztes Jahr habe ich/hat er, sie/haben wir…  Letztes Jahr bin ich/ist er/sie/sind wir  Ich war/wir waren/es war  Ich 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 verbs  Indirect dative object pronouns  Position of indirect and direct objects in a sentence eg Ich habe ihm ein Geschenk gegeben  Perfect tense (first and third person)  Accusative use of abstract adjectival nouns eg etwas Nettes  Separable verbs  **Higher tier only**  Conditional mood | ei  s  ß, ss, -s  au  ä  ö  j |

**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 Form  Ich spiele/mache/sehe/esse/trinke/lese/laufe  jemand/niemand  (Rauchen) gefällt mir (nicht)  Das führt zu + health problems  Wenn ich Hunger/Durst habe, verb…  Ich habe… gespielt/gemacht/gesehen/ gegessen/getrunken/gelesen  Ich bin… gegangen/gefahren/gelaufen  Ich finde ihn/sie/es  Ich mache mir Sorgen  Ich habe Angst  Ich interessiere mich für  Man kann/man muss/man soll  In der Zukunft werde ich/möchte ich  ….sein/machen/spielen/ausprobieren/essen/ trinken  **Higher tier only**  Es schmeckt mir (nicht) gut  Als ich jünger war, + imperfect  Ich spielte/machte/aß/trank/las/lief  ich weiß, dass ich… (infinitive) sollte  Um gesünder zu werden | Present tense  Imperfect tense (*haben* and *sein* only)  Perfect tense  Use and position of singular direct object pronouns  Ich möchte + infinitive  **Higher tier only**  um…zu + infinitive  Imperfect modals in all forms + infinitive  Conditional mood (sollte) | ch  ie  au  ä  ü |

**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 + subjects  Ich bin stark/schwach in  Ich trage + accusative case  Colours  Ich finde die Schule/die Lehrer/ Prüfungen + adjective  Ich finde ihn/sie/es + adjective  Noun gefällt/gefallen mir (nicht)  Comparisons:  sowohl… als auch  so…wie  nicht nur… sondern auch…  Daily routine (present and past tense)  Telling the time  Verb second idea after time phrase  Gestern habe ich….gegessen  Als ich jünger war, habe/bin ich + perfect tense  Es war...  Man muss + infinitive  School rules (man darf (nicht))  Man kann (school rules)  Ich möchte als…arbeiten/…werden/in + place of work arbeiten  Job titles  Wenn ich älter bin, werde ich + future tense  Es wird…sein  Bevor ich…+ verb, möchte ich…+ verb  Das ist mir egal  Ich habe kein Interesse daran  Ich habe mich nie für…interessiert  Ich bin…  **Higher tier only**  Ich würde sagen, dass ich….bin  Wenn ich die Chance hätte, würde/ möchte ich…  Ich würde…sein/haben  Es würde…sein/haben  Ich 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 + infinitive  Ich habe immer davon geträumt,…zu werden | 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  Separable verbs  Inversion  Word order in subordinate clauses  Imperfect tense (haben/sein)  Modal verbs  Dative prepositions  Formation of feminine person nouns eg Lehrerin  Future tense  **Higher tier only**  Conditional mood (*würde, sollte, wäre* and *hätte)*  zu + infinitive  um…zu + infinitive | er  ch  ei  ü  ä  äu  -b  s  z  th  unvoiced -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/village  Es gibt + places in town  Es gibt keinen/keine/kein  Ich denke, dass (name of town)… ist  (name of town) gefällt mir  weil + opinions  Ein Vorteil/Nachteil von meiner Stadt/Dorf ist  Ich finde ihn/sie/es  In der Zukunft möchte ich in…wohnen  Rooms of house  Location – compass points  **Higher tier only**  Wo man… (infinitive) kann  Wenn ich viel Geld hätte/wenn ich reich wäre, würde ich… | Dative prepositions  Accusative case with indefinite article  Formation of plural nouns  Quantifiers in plural forms (viele, einige, wenige, alle)  Word order in subordinate clause  Word order after modal verb  Impersonal verbs  Word order in subordinate clause  Direct object pronouns  Formation of compound nouns eg Wohnzimmer  **Higher tier only**  Use of “seit” to indicate duration  um…zu + infinitive  Imperfect subjunctive in conditional clauses | s  ei  z  w  ä  v  qu |

**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 + countries  Ich bin nach…gefahren  mit + travel companions  mit + forms of transport  im + seasons/time of year  Ich wohne/wir wohnen in + accommodation  Wir haben in…gewohnt  Es war….  Weather phrases (all tenses)  Activities (all tenses)  spielen/besuchen/essen/trinken/sehen/ schwimmen/ankommen/ fliegen/fahren/ klettern/ kaufen/schlafen/spazieren/ tauchen  Als ich jünger war + verb  Letztes Jahr bin ich/habe ich  Es war  Es gab + indefinite article  Es gab kein etc  Time phrase + past tense  Nächtes Jahr/in der Zukunft werde ich/ möchte ich…  Es wird….sein  **Higher tier only**  Was ich am besten fand, war  Was ich am schlimmsten fand, war  Es würde…sein | Present tense  Perfect tense  Dative case after *mit*/*in*  In + Accusative case  Imperfect tense (haben/sein)  **Higher tier only**  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 | ch  w  j  ü  sp  -d  ei |

**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 problem  In meinem Dorf ist es + adjective  Das ist ein (adjective) Problem  Früher gab es  Ich habe Angst, dass  In 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 sollten  Wenn ich die Chance hätte  um die Umwelt zu schützen | Present tense  Perfect tense  Imperfect tense (haben/sein)  Future tense  Negatives  Modal verbs  Word order after *wenn*  Word order after a subordinate clause  **Higher tier only**  um… zu, statt… zu  Conditional mood (*würde, sollte, wäre* and *hätte)*  Imperfect subjunctive in conditional clauses  Imperative in 2nd person singular and plural | ei  ie  v  w  ü  z  ä |

#### 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