

Scheme of work (2 years)

The scheme is intended for students for whom the key stage 3 (KS3) course comprises two years.

The starting point is from a limited knowledge and experience of primary German. For those with no prior knowledge, revision of basic vocabulary and structures can be built into early units of work. For those with much more primary German experience, extension activities could be used.

The scheme is based upon a suggested time allocation of three hours per week.

Year one

Autumn – half term one

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| Week | Topic: Introduction | Grammar | Literacy/language | Culture |
| 1 | Wie heißt du?  Meeting and greeting  Everyday expressions | Personal pronouns ich and du | Asking questions, familiar forms of verbs, (near) cognates | Polite and familiar forms of verbs  Facts about Germany |
| 2 | Wie alt bist du?  Asking and giving age  Numbers 1–20 | Verb: sein, sound patterns  imperatives (classroom instructions) | Sound patterns: (ei, ie) vier, sieben, eins |
| 3 | Wohnst du in Deutschland?  Saying where you live  Counties | Ich and du forms | Cognates and sound patterns (w, -e, sch, ch) |
| 4 | Wie schreibt man das?  Spelling names/words | Genders of nouns definite article (der, die, das) | Common nouns, letter sounds and spelling | Flags and national identity  Germanic countries  Writing the date correctly in German |
| 5 | Hast du ein Buch?  School items | Indefinite articles (ein/eine/ein) and accusative (einen, eine, ein) | Identifying patterns, question words |
| 6 | Wann hast du Geburtstag?  Larger numbers 21-99  Asking and giving birthday | Cardinal/ordinal numbers | Sound patterns of cognates/near cognates |
| 7 | Assessment tracking | | | |

Autumn – half term two

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| --- | --- | --- | --- | --- |
| Week | Topic: Family and friends | Grammar | Literacy/language | Culture |
| 1 | Beschreib deine Familie  Info about family members | Possessive adjectives (mein/dein) | Language patterns – possessive adjective endings | Familiar forms of address  German family life  Email communication |
| 2 | Wie sieht er/sie aus?  Describing appearance | Sein : ich, du, er/sie  weil | Adjective endings, colours |
| 3 | Wie ist er/sie?  Talking about characteristics and personality | Range of quantifiers | Making descriptions interesting |
| 4 | Hast du Haustiere?  Talking about pets | Indefinite articles, accusative, common verbs in present tense | Plural forms |
| 5 | Magst du deinen Bruder/ deine Schwester?  Opinions about family members | Personal pronouns, adjectives | Using narrative styles |
| 6 | Assessment tracking | | | |
| 7 | Festival and Customs (Weihnachten) | New words, nouns | Working out new words from context | Christmas in Germany |

Spring - half term one

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| Week | Topic: School and education | Grammar | Literacy/language | Culture |
| 1 | Was ist dein Lieblingsfach?  Opinion on school subjects | Mein, meine  School subjects (near) cognates  Lieblings | Using extended sentences, using German sound patterns for cognates | School life in Germany  German time formats (12/24 h clock)  Price formats/Euro |
| 2 | Wann hast du Deutsch?  School timetable  Telling the time | Connectives (und, aber)  Days of the week  Revising numbers | Time formats  v/w sounds |
| 3 | Was isst/trinkst du in der Pause?  What you eat and drink at break | Verb endings | Writing prices |
| 4 | Was trägst du zur Schule? | Indefinite articles, accusative, plural verb forms (sein) | -e sounds, plural forms |
| 5 | Wie ist deine Schule? | Negative forms (kein(e)(en))  Es gibt | Looking for clues when reading |
| 6 | Wie ist die Schule in Deutschland/England? | Range and variety of structures (revision)  Comparatives | Reading and understanding longer texts |

Spring - half term two

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| Week | Topic: Sports and hobbies | Grammar | Literacy/language | Culture |
| 1 | Assessment tracking | | | |
| 2 | Was machst du gern?  Talking about sports  and hobbies | Regular verb patterns, gern/nicht gern  Irregular verbs | Question forms with verbs | Sports and games in German-speaking countries  Famous German-speaking sportspeople |
| 3 | Wie oft spielst du Tennis?  Saying how often you do something | Time adverbs, word order | Language patterns with verbs |
| 4 | Möchtest du ins Kino gehen?  Arranging to go out/meet | Using möchtest du..?  + infinitives | Sound patterns with  ie, ei, umlauts | Free-time activities in German-speaking countries |
| 5 | Was kann man machen?  Asking for and giving information about activities | Man kann + infinitives | Giving a range of opinions/information |
| 6 | Assessment tracking | | | |

Summer – half term one

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| Week | Topic: Where I live | Grammar | Literacy/language | Culture |
| 1 | Wo wohnst du?  Saying where you live | Compound nouns, wohnen | W sound, recognising 'scharfes' s | Language symbols |
| 2 | Beschreib dein Haus  Saying what you have different rooms for | Es gibt – indefinite article revision, accusative | Quantities and negatives | Typical house designs in German-speaking countries |
| 3 | Was gibt es in deinem Zimmer?  Describing your room | Verb 2nd, quantifiers, accusative, in + dative, prepositions | Describing detail  Changing time frames |
| 4 | Wo möchtest du wohnen?  Sentences about the past and now | Imperfect tense with war/hatte  Comparing time frames |
| 5 | Was machst du zu Hause?  Activities in the home | Verb use, regular and irregular  Ich/du/er/sie/wir | Sound patterns, near cognate sounds |  |
| 6 | Assessment tracking | | | |

Summer – half term two

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| --- | --- | --- | --- | --- |
| Week | Topic: Travelling abroad | Grammar | Literacy/language | Culture |
| 1 | Wo liegt das?  Towns and cities in German-speaking countries | Weather words ‘es ist’ | Cognates and sounds, reading/listening for places | Geography of Germany and German-speaking countries  Transport and getting around Germany  Polite or familiar forms of address  Imbiss culture  Value of Euros |
| 2 | Was gibt es in der Stadt?  Saying what there is in a town | Plural forms, revising man kann + inf  Transport and prepositions | Sounds and patterns with plurals |
| 3 | Wo ist die Stadtmitte?  Asking and giving directions | Du and Sie forms of verbs, directions, imperatives | Forms of address |
| 4 | Gehen wir zur Imbissstube? | Ich möchte,  Numbers, prices, please and thank you | Umlaut sounds, question words, transactional role-play |
| 5 | Wohin fahre ich in Urlaub?  Talking about holiday plans | Future time adverbs with present tense | Creative thinking |
| 6 | End of year one assessment tracking | | | |

Year two

Autumn – half term one

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| --- | --- | --- | --- | --- |
| Week | Topic: **Holidays** | **Grammar** | **Literacy/language** | **Culture** |
| 1 | Was macht man im Sommer?  Discussing general holidays | Present tense verbs  Regular and irregular | Imagining and relating ideas | Holiday culture of German-speaking countries |
| 2 | Wo warst du in den Sommerferien?  Narrating holiday experiences | Imperfect tense using war, weather | Relating experiences to others, narrative |
| 3 | Was hast du gemacht?  Saying what you did and where you stayed | Perfect tense, past participles, haben and sein auxillary | Narrative past tense |
| 4 | Was macht man im Aktivurlaub?  Talking about different types of holiday | Using longer words, compound nouns – present and perfect tense | Pronouncing new words through letter strings/sound patterns |
| 5 | Was macht man im Winterurlaub?  Discussing different types of holiday | Nouns, modal verbs and infinitives, present, imperfect and perfect tense | Imagining and creative language |
| 6 | Was ist mein Traumurlaub?  Imagining a dream holiday | Introducing conditional revisiting wenn clauses | Umlaut sounds, word order |
| 7 | Assessment tracking | | | |

Autumn – half term two

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| --- | --- | --- | --- | --- |
| Week | Topic: **Healthy and** u**nhealthy** l**iving** | **Grammar** | **Literacy/language** | **Culture** |
| 1 | Wie sehe ich aus?  Describing physical appearance | Singular and plural nouns, separable verbs | Describing accurately and in detail | Formal and informal register in German-speaking countries |
| 2 | Was ist los?  Complaining of illness and pains | Dative verbs, separable verb (wehtun) compound nouns | Transactional role-play, responding in appropriate register |
| 3 | Was muss ich machen?  Remedies for illness and pain | Modal verbs (müssen, dürfen, können) | Transactional role-play, responding in appropriate register |
| 4 | Isst du gesund?  Talking about healthy and unhealthy diet | Wenn, obwohl, weil, aber | Extending sentences and descriptions |
| 5 | Musst du Training machen?  Talking about healthy and unhealthy lifestyles | Time phrases, time adverbs, word order | Discussing positives and negatives |
| 6 | Assessment tracking | | | |
| 7 | Festivals and customs |  |  |  |

Spring – half term one

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| --- | --- | --- | --- | --- |
| Week | Topic: **Shopping and Food** | **Grammar** | **Literacy/language** |  |
| 1 | Was kaufen wir auf dem Markt?  Buying fresh food | Larger numbers, amounts, weight/measurements | Questions and answers  Polite and familiar register | Everyday life in German speaking countries  Knowing the value of items in German-speaking countries |
| 2 | Möchtest du ins Café gehen?  Ordering drink and snacks | Numbers (money), question forms and answers, using mögen | Sound patterns and letter strings (food cognates), being polite in situations |
| 3 | Bekommst du Taschengeld?  Discussing money and spending habits | Verbs in present, past, imperfect, future including separable and reflexives | Changing tense appropriately, structuring longer accounts |
| 4 | Gehen wir einkaufen?  Talking about a shopping spree | Wenn-clause, word order, time adverbs, opinions and reasons | Adding range to detail |
| 5 | Assessment tracking | | |

Spring - half term two

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| --- | --- | --- | --- | --- |
| Week | Topic: **Going** out | **Grammar** | **Literacy/language** | **Culture** |
| 1 | Warum kannst du nicht?  Giving excuses for turning down an invitation | Negatives, weil, da, denn and word order issues | Intonation and emphasising key words | Fashion of German-speaking countries |
| 2 | Was trägst du auf einer Party?  Fashion and party outfits | Adjective endings, accusative/dative, connectives | Exchanging ideas and opinions |
| 3 | Magst du tanzen?  Talking about past, present and future parties and events | Present, past and future tenses | Changing tense appropriately, structuring longer accounts |
| 4 | Was machst du normalerweise am Tag?  Describing a typical day | Reflexive verbs | Non-literal translations |
| 5 | Gibt’s Probleme?  Outlining problems | Modal verbs | Using modals correctly for emphasis |
| 6 | Revision | | | |
| 7 | Assessment tracking | | | |

Summer - half term one

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| --- | --- | --- | --- | --- |
| Week | Topic: **After school** | **Grammar** | **Literacy/language** |  |
| 1 | Magst du Filme?  Discussing a range of film genres and TV programmes | Comparatives and superlatives |  | Modern Technology in German-speaking countries  Famous German sportspeople and champions |
| 2 | SMS oder E-Mail schicken?  All about modern technology habits | Comparatives, quantifiers, modal verbs, key vocabulary | Structuring points in debate |
| 3 | Magst du Trendsportarten?  Talking about trendy sports and champions | Range of question forms  Answering in appropriate register | Looking at register of language in interviews |
| 4 | Wir möchten ins Konzert…und du?  Discussing music trends and events | Mögen with ich, du, er/sie, wir | Discussing plans and outcomes | Local TV, film or music trends |
| 5 | Was ich gestern gemacht habe?  Reminiscing about memorable events | Past and imperfect tense, times, times of day, extended detail | Extending detail with more descriptive accounts  Idiomatic phrases |
| 6 | Revision | | | |
| 7 | Assessment tracking week | | | |

Summer - half term two

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| --- | --- | --- | --- | --- |
| Week | Topic: **Travel** | **Grammar** | **Literacy/language** | **Culture** |
| 1 | Machst du beim Austausch mit?  Discussing an exchange visit to Germany | Giving opinions in a variety of ways incl. wollen  Du/Sie issues | Which register with host families | Key cities, towns and sights in Germany and German-speaking countries  Cities, towns and sights of Austria |
| 2 | Klassenfahrt nach…?  Austria or Switzerland? | Asking for directions  imperatives  Es gibt/gab | Imperative register  Question forms |
| 3 | Wohin könnten wir noch fahren?  Exploring other sights and attractions of German-speaking countries | Separable verbs  Understanding authentic materials  Websites | Umlauts with more complex structures, spelling |
| 4 | GCSE preparation time – Role-plays, Photo cards, translations | | |
| 5 | GCSE Preparation time – Role-plays, Photo cards, translations | | |
| 6 | Assessment tracking | | |
| 7 | End of KS3 | | |