

Springwood High School German Curriculum Plan

Our Vision:

To encourage students' interest and enthusiasm for other cultures, to enhance communication skills both in their own language and in the target language, to widen students' horizons and open the possibility of living or working abroad in the future, to cultivate students' sense of global citizenship.

Exam boards: Edexcel – GCSE Edexcel - A level

Brief overview of topics, themes, skills or key questions for each term:

Key Stage 3

Why are we teaching a knowledge-rich curriculum; how is it different?

We feel strongly that knowledge is taught to be remembered, not encountered. Therefore, we have incorporated research into cognitive science in the development of our curriculum, in order to ensure that are students leave Key Stage 3 knowing more and remembering more. Our knowledge-rich curriculum builds towards a deeper understanding of the target language by focusing on the core building blocks that underpin language-learning; phonics, vocabulary and grammar. These components are carefully and deliberately sequenced and routinely revisited and recycled throughout Key Stage 3. As a result, students become more proficient in their use of the target language, making clearer links between each piece of knowledge learnt, and are better able to manipulate the target language in a variety of contexts and for a variety of purposes.

Why are we teaching this content, in this order?

The content we teach allows students to speak, write, understand and respond to the target language in a range of contexts and for a variety of purposes. Our choice of topics reflects the varied interests of our students and many of our topics teach practical language, useful to real-life scenarios. As our students progress through the course, they have the opportunity to move on from discussing their own personal tastes and habits to considering wider issues, such as caring for the environment and children's rights. Our course also creates opportunities for students to develop cultural understanding of the target language country through the study of sport, music, food and festivals. These topics provide an excellent foundation for study at GCSE level and beyond.

The way we have chosen to sequence our content ensures a clear, logical progression in the complexity of grammar and phonics and range of vocabulary studied. For example, in Y7 students build proficiency in their understanding of the present tense and use of opinions before progressing to the use of further tenses in subsequent years. The spiral design of our Key Stage 3 curriculum also allows us to regularly re-visit grammar points and vocabulary in new contexts and in increasing depth. Students apply their developing knowledge of grammar, phonics and

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vocabulary through four key skills (listening, speaking, reading and writing) and tasks increase in complexity as the course progresses to reflect students' growing proficiency in the language.

How does our curriculum match the ambition of the National Curriculum?

Our curriculum fully matches the ambitions of the National Curriculum, providing students with the necessary skills, knowledge and opportunities to communicate in the target language in a wide range of contexts and for a variety of purposes. Our course develops linguistic competence through the progressive study of phonics, grammar and vocabulary and students also have regular opportunities to develop intercultural understanding through exploration of the target language country and culture. In lessons, students routinely practise speaking and writing in order to develop fluency and accuracy. They also work with a variety of spoken and written texts, including authentic texts, in order to develop receptive listening and reading skills. By providing a solid foundation of transferable skills and knowledge necessary for success in languages, our curriculum fully equips students for future language study at GCSE and beyond.

How does the curriculum build on that from Key Stage 2?

Whether or not students arrive in Year 7 with prior experience of the language they will study, our curriculum builds on key language skills developed at primary school such as; recognising cognates, memory techniques, pattern recognition and reading for gist. We also continue to foster students' curiosity for other cultures.

By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject

By the end of Key Stage 3, students will have a secure understanding of the phonetic system of the language they study, allowing them to successfully understand and produce the target language with increasing automaticity and fluency. Students are introduced to key sounds at the very beginning of their language studies, and new vocabulary is introduced with robust pronunciation practice. In order to support students, this skill is practised extensively through speaking and listening activities, including dictation and reading aloud.

By the end of Year 9, students will have a developing understanding of key aspects of grammar underpinning the target language. Students will have been introduced to three tenses (present, past and future) and should be able to recognise and use them in their work with increasing accuracy and fluency. They will also be able to express justified opinions in the target language and should have an understanding of foundation grammatical principles, such as genders and adjectival agreement. Although students are encouraged to identify patterns in the target language, grammar is taught explicitly through carefully scaffolded activities and practised alongside familiar vocabulary in all four skills (listening, speaking, reading and writing) in order to ensure proficiency.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introductions - Introducing yourself and giving basic information. -Counting -The alphabet - Writing a short letter	Family and pets - Describing yourself, your pets and other people - developing speaking skills	Free time - Talking about hobbies and sport. - Talking about online activities - Reading, listening, writing and translation assessed.	Technology - Talking about mobile phones and computers. Using the present tense to describe future. Introduction to school subjects. - Writing, translation and general conversation	School day - Describing the school day - describing your timetable and learning to give opinions and justify them - Reading, listening, writing and translation assessed.	Home and away - Describing your town - Buying souvenirs, snacks and drinks - discussing holiday plans - Writing and translation describing plans for the weekend.
8	Holidays - Talking about a city and types of accommodation in different tenses. -The weather - Writing about a past holiday	Free time - Talking about film TV and reading preferences -Speaking skills assessed.	Food and drink - Talking about breakfast - Learning about mealtimes and food in German speaking countries - Writing skills assessed	Rules Understanding rules in youth hostels and telling time in German. -Daily routine -Directions - Speaking skills assessed	Clothes and styles -Describing a festival -Clothes an styles - Talking about plans for going on a date - Assessment of listening, reading and writing.	Describing a past event - getting ready/daily routine -using a variety of tenses -short writing task and translation skills

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9	Role models - Learning parts of the body and the verb haben - Talking about role models - Describing past experiences - Short writing and translation task	Future plans and music - to use werden to form the future tense - talk about injuries in the perfect tense - talking about different types of music - preparation for writing task	Music festival - Talking about different bands and different types of music - adding opinion phrases - describe a music festival using the perfect tense - writing and translation task	Crazy ambitions and jobs - describe crazy ambitions using the conditional tense - describe jobs using modal verbs - describe what you would like to be - writing/translation task	Childhood - Talking about your childhood and childhood activities - Comparing secondary and primary schools - Talking about primary school friends - Writing about fairy tales	Rights and duties - Talking about age limits - Discussing what is important to us - Comparing life now and in the past - raising money for good causes - work on role play tasks
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Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	School - talking about school subjects and clothes - what you are /not looking forward to - what you did in the holidays - describe a school day	Free time - discussing cultural activities - different types of leisure activities - music and television/ film - describing how you use technology	My personal world - festivals in the German speaking world - describing familial relationships - discussing role models - describing celebrations	Lifestyle and wellbeing - talking about sport - describing types of food and drink	Lifestyle and wellbeing and my neighbourhood - talking about healthy lifestyle and changes you can make to your lifestyle - talking about priorities in life - describing where you live - talking about modes of transport	My neighbourhood - asking for directions - shopping - talking about your ideal place to live

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	-discussing school rules					
11	Holidays -making reservations -talking about problems on holiday -Different types of holidays -The weather -describing where you would like to go in the future	The environment -discussing environmental problems -talking about ways we can improve the environment -discussing important problems in the modern world	My future -Talking about dream jobs -Discussing our strengths and weaknesses -Debating the advantages of taking a gap year	General Revision and Exam prep	General Revision and Exam prep Speaking Exam	General revision and exam prep Listening, reading and writing exams.

Key Stage 5

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Film study of "Goodbye, Lenin!" Music in the German speaking world	Literature study of "Der Vorleser" by Bernhard Schlink Technology	The environment Festivals and traditions	The German School system	Living and working in German speaking countries	Revision Begin preparation of IRP task

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13	Immigration East and West Germany	Migration Events leading to the end of communism in the German speaking world	The consequences of communism in the German speaking world	Different life experiences Preparation for speaking exam	Course revision Speaking exam	Course revision and exams
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Enrichment Activities:

Yr 7 Spelling Bee: A cross trust spelling competition where pupils compete to spell as many German words as they can using the German alphabet.

Languages games club: This club takes place weekly at lunchtime using computers to play language games.

Cross-curricular: Lessons regularly touch on topics covered in or related to other subjects such as; climate change and alternative energy sources (Science), Information about Germany and German speaking country and the impact of tourism (geography), knowledge of grammar and understanding inference in literary texts (English), Different German festivals and religious customs (RE), Healthy lifestyle, including diet (health and social care/food technology/PSHE), practising numbers and time (maths) etc.