

| Subject :             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | German                                        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| Scheme title          | Vorbilder - Role Models                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Musik - Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meine Ambitionen - Ambition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Die Kindheit - Childhood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Rechte und Pflichten - Age limits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tense/ Grammar Recap                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
| Purpose of scheme     | Students have the opportunity to discuss who their role models are and why.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | This unit allows students the opportunity to explore German music, using new vocabulary and grammatical structures to do share their opinions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The conditional tense is revisited here, with the students focussing on future ambitions.               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opportunity to also discuss their own childhood.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pupils explore their own rights and responsibilities, as well as comparing those with that of German adolescents.                                                                              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| Knowledge in sequence | NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is ‘Der Boxer’<br><br>Week 1: Mein Vorbild. Students will be introduced to adjectives used to describe their role models which will be extended into written sentences. Students will also complete listening and reading activities using this language, ending in a final paragraph describing their own role model with opportunities to extend writing using prior knowledge of tenses, complex structures and justifying opinions.<br>Week 2: In meinem Leben. Students will be discussing their experiences and using the perfect tense. This will introduce a number of set phrases to model the perfect tense and introduce vocabulary. Students will use this knowledge in reading, listening, speaking and writing work.<br>Week3: Beweg dich! Students will be | NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is ‘Schneewitchen’<br><br>Week 1: Wild auf Musik. Students will be learning vocabulary for different genres of music as well as adjectives. Students will listen to a range of popular German songs and use new knowledge of genres/adjectives to categorise and describe. Students will also cover subject & object pronouns so they are able to describe ‘it’ and discuss their preferences.<br>Week 2: Musiker gesucht. Students will be discussing being in a band which will cover new vocabulary for musical instruments as well as utilising vocabulary from previous lesson. The main grammar point will be using ‘sein’ to mean for/since. Ich spiele seit 5 Jahre Gitarre (I have played guitar for 5 years). Students will use this knowledge to answer listening and reading | NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is ‘Tschick’<br><br>Week 1 - Introduce language for extreme ambitions - reading and listening activities to allow students to figure unfamiliar words. Students revisit how to form the conditional tense using ‘würden’ plus the infinitive. Some reference to conditional tense with reflexive verbs. Students able to combine talking about their personality traits with what their crazy ambitions are during the second lesson.<br>Week 2 allows for a review of the conditional tense in the context of the topic ‘jobs’ Students introduced to the basic ‘part-time jobs’ vocabulary together with advantages/reasons for having a job. Through a series reading texts they will be able to pick out the um...zu construction. During the second lesson this week, students will practise forming their own extended sentences | NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is ‘Hier und Dort’<br>• Week 1 Talking about your childhood - introduce key vocabulary for childhood objects, review the verbs in the past and present.<br>• Week 2 and 3 - Memories, key phrases for milestones, comparing primary vs second-ary schools<br>• Week 4 and 5 – Märchen - introduce the topic of fairytales, review the use of the simple past tense, common tropes and characters, story-telling vocabulary<br>Progress Point: German-English translation – A written task.<br>• Week 6 - Telling stories – Using knowledge to write own fairy tale. End of Unit Assess-ment: Reading Assessment.                                                                                                                                                 | NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is ‘Die Geschichte von der Wartemaschine’.<br><br>Week 1 – Cultural insight into German speaking countries and how young people feel/what they are allowed to do and age limits. The first week will focus on discussing what young people are allowed to do (in German speaking countries and the UK), including internet access/going out with friends. Grammar focus is using expressions with man/darf/man darf nicht + infinitive. Students should feel comfortable answering questions about what they are allowed to do. We will also recap word order with conjunctions.<br>Week 2 – Week 2 allows students to express what is important to them in the world. To avoid repetition, the grammar focus this week will be on forming superlatives and comparatives.                                                                                               | Week 1 – Haben and Sein present tense. Adjectives, connectives and time phrases.<br>Week 2 – Haben and Sein imperfect tense and time phrases. Negatives.<br>Week 3 – Haben and Sein – present, imperfect and conditional. GCSE photocard introduction.<br>Week 4 – Present, perfect and future patterns – high frequency verbs: Machen, essen, lernen, kaufen, spielen, besuchen.<br>Week 5 – Translation assessment                                                                                                                                                                                                                                                                                                                                                                 |     |
| Skills                | •The present tense (irregular verbs)<br>•Using ‘weil’<br>•Give basic information to say who you are inspired by<br>•Use the definite article and split verbs to produce accurate sentences<br>•Use the present and or imperfect tense<br>•Using ‘werden’ to form the future tense<br>•Manipulate three tenses<br>•Tackling longer reading texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | •Using subject pronouns<br>•Using ‘seit’ (for/since)<br>•Making comparisons – comparatives & superlatives<br>•Using a variety of verbs in the perfect tense<br>•Asking and answering questions spontaneously<br>•Recognising and manipulating language from different types of texts<br>•Giving and seeking simple opinions<br>•Adapting verbs to describe different roles (within a band)<br>•Using separable verbs correctly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | •Communication skills<br>•Biking messages and listening skills<br>•Give and seek simple opinions<br>•Use of the conditional tense<br>•Give developed opinions<br>•Manipulate three tenses and the conditional<br>•Bm...zu<br>•Using correct word order<br>•Using ‘in’ and ‘auf’ with the dative and accusative<br>•Transcribing and decoding language<br>•Understanding and responding to a wide range of texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | •Bills for ‘when’ in past tense<br>•Using ‘hatte’ and ‘war’<br>•Using ‘konnte’, ‘durfte’ and ‘musste’ (modals in simple past)<br>•Contrasting simple past and present tenses<br>•Manipulate three tenses and present tenses<br>•Using the comparative and superlative<br>•Using the perfect tense<br>•Understanding detail in longer texts<br>•Set phrases to discuss your past, including simple language to say what you used to do<br>•Basic understanding of common verbs in the imperfect<br>•Discuss and compare your childhood with your present including schools and activities.<br>•Give reasons for your opinions. Understand a variety of regular and irregular verbs in the imperfect tense<br>•Adapt linguistic structures to create basic fairytales.<br>•German school system.<br>•Develop creative language in appropriate style to recount fairytales and understand unfamiliar language in context within Grimm’s fairy tales.   | •Dictionary Skills<br>•Using correct word order<br>•Practising using ‘weil’ accurately<br>•Understanding and using past, present and future tenses<br>•Using a variety of modal verbs<br>•Participating in a debate<br>•Reading and responding to authentic and literary texts<br>•Comparing facts and figures<br>•Creating your perfect country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | basic grammar: letters, numbers / ordinal numbers 2nd etc / Colours / Simple connectives /Days of the week from dates and titles.<br><br>Haben/Sein<br>Nach, in, an.<br>Pronouns, nouns and articles (Demonstrative article dieser)<br>Adjectives<br>Es gibt with ein and kein<br>Register – du or Sie<br>Wenn clauses (including with the subjective)<br><br>Clauses and subordinate clauses with two verbs<br>Prepositions in and an, accusative and dative. Prepositions with the genitive.<br>Dative with mit<br>Conditional/Imperfect<br>Adverbs of time and place<br>Opinions with weil and then (including opinions in the past), Complex opinions with dass<br>Present tense verbs inc irregular verbs, Seit + present tense, present tense with werden<br>Mein(e) / de(in)e |     |
| Key Words             | Key vocabulary: mein Vorbild, Lieblings-, begabt, selbstbewusst, selbstos, arrogant, launisch, erfolgreich, Erlebnis, Preise, Geld verdienen/spended, setz, spring, steh, streck, krankhaus, verliert, gebrochen, verbracht, arbeiten, studieren, sammeln, Menschenrechte, Wohltätigkeitsorganisation, kämpfen, inspiriert.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key vocabulary: ich höre, gern, nie, Musik, toll, fantastisch, energiegeladen, langweilig, laut, altmodisch, sie klingt, sie macht gute/schlechte Laune, Lieblings, Lieder, Melodie, ich spiele seit, Instrument, ich finde, teilnehmen, kennenlernen, anziehen, ausprobieren, essen, trinken, aussehen, Erfahrung.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Scheme specific vocabulary: 1. abenteuerlustig 2. mutig 3. kühn 4. verrückt 5. ich würde... 6. nie 7. bestimmt 8. Fallschirmpringen machen 9. Extremsportler 10. Zorbling 11. Brennesseln 12. Kakerlaken 13. Um...zu 14. Geld verdienen 15. Lebenslauf 16. selbständig 17. Kennenlernen 18. Bademeister 19.Kellner 20. Hundeführer 21. Fussballprofi 22. Fremdsprachen 23. berühmt 24. Im Ausland 25. Skiverleih 26. Kinderkrippe 27. Gletscher 28. Piste 29. Skilehrer 30. Zuerst 31. dann 32. später 33. seit 34. in 35 auf                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Topic-specific Vocab: Meine Lieblingssachen, als ich klein war, als ich... Ihre alt war, mein Lieblingskleidungsstück, - Spielzeug, - Kuscheltier, - Sendung.<br>Mit wem/altern Kontext du das machen? Mit (sechs) Monaten konnte ich ... bis 20 zählen, schwimmen, die Uhr lesen, meinen Namen schreiben, lächeln, Rad fahren, laufen, lesen, sprechen<br>viele/leine Hausaufgaben, in einem Klassenzimmer bleiben, das Klassenzimmer wechseln, (N)ein schwimmbad, Schüler, Lehrer und Lehrerinnen sind strenger, freundlicher. bunter. größer. er war der ... / Sie war die ...Musikalischste, Ungepflegteste, Frechste, Größte, Kleinste, Älteste, Intelligenteste, Sportlichste, Lauteste ging, arbeitete, kam, aß, sagte, begann, schliefen, öffnete, sah, sprang, begannen, liefen<br>Es war einmal... auf einem Planeten, in Amerika, auf einer Insel, ... ein (kleiner) Junge, ein (schönes) Mädchen, eine (alte) Dame. Er/Sie/Es... wohnen | 1. Ab ... Jahren darf man ... 2. den Namen ändern 3. die Schule verlassen 4. ein Piercing haben 5. ein Haustier kaufen 6. ein Mofa fahren 7. ein Kind adoptieren 8. bis 24 Uhr in Discos oder Clubs bleiben 9. Blut spenden 10. ohne Eltern in den Urlaub fahren 11. sich tätowieren lassen 12. heiraten 13. mit Einwilligung der Eltern 14. ohne Einwilligung der Eltern 15. Es gibt keine Altersgrenze 16. das glücklichste Land 17. das reichste Land 18. das sicherste Land 19. das gesündeste Land 20. hat den besten Lebensstandard 21. ist mir das Wichtigste 22. ist mir wichtig 23. Ausschlafen 24. gute Noten 25. sie mich glücklich macht 26. es Spaß macht 27. ich Fit bleiben will 28. er mein bester Freund ist 29. Meine Freunde sind mir das Wichtigste 30. die Sicherheit 31. die Gesundheit 32. die Bildung 33. die Umwelt 34. das Einkommen 35. mein Handy 36. ich habe ein neues Leben angefangen 37. Mein Haus in ... war ... 38. Die Schule in ... war ... 39. Früher habe ich viel Zeit mit (meiner Großmutter) verbracht 40. Jetzt | uaage – verb, infinitive, pronoun, negation, word order, conjugate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| End Point             | Students can translate chunks of texts around role models from German into English, as well as pick up on new language through audio clips.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students can express their own views on different styles of music through writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students are able to pick up on new vocabulary through listening activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Translation from German to English can be completed confidently on the topic of childhood, as well as new vocabulary being recognised from larger chunks of text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students can write about their own opinions on rights and responsibilities. They can also pick up key vocabulary and grammatical structures through listening clips.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | nts feel confident with the basics of grammar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |
| Assessment method     | End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): English-German translation and speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | End of Unit Assessment: Reading Assessment. Progress Point-German-English translation + Written task.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): German-English translation and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | End of Unit Assessment: Reading Assessment. Progress Point: German-English translation + Written task.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment: EOY Assessment L+R. Progress Point: Peer assessed photo card (speaking)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | End of Unit Assessment : Translation German-English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |