

Subject:	German		Year Group:		7	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	J21 (Y7-Y8)
Scheme title	Meine Welt und ich	Familie und Tiere	Meine Freizeit	Meine Schule	Gute Reise	Struwwel Peter
Purpose of scheme	This Half Term is an introduction to the basic vocabulary and key verbs in German to give students the fundamentals needed before continuing their German studies.	This scheme allows pupils to explore talking about their family and pets.	Students will be able to conjugate present tense verbs and express opinions about a range of freetime activities.	Students learn key vocabulary to do with school and give opinions about subjects.	Students discuss current and future holiday plans and gain insight into German-speaking tourist areas.	Students to read and explore a series of authentic German texts.
Knowledge in sequence	<p>Scheme Specific Skills:</p> <p>Week 1 – Students are introduced to the Y7 German course this week and begin to learn the 'basics' of the language, including numbers, days of the week and the alphabet.</p> <p>Week 2 – The Y7 MFL Spelling Bee is launched this week. The Spelling Bee will be introduced to students during their lessons this week and they will spend some time learning the alphabet and key sounds/phonic.</p> <p>Week 3 – This week will continue to be focussed on the basics of the language and key sounds/phonic. Students will continue to practise key sounds and key vocabulary to build the foundations for their future language lessons.</p> <p>Week 4 – Sort German words by der/die/das and practise numbers. Use the verb sein (simple present, singular) when talking about numbers and ages.</p> <p>Understanding numbers 1-19 and asking someone's age. Using key words to help pronunciation. Using the German alphabet and the verb wohnen (simple present, singular) to say where you live. Progress</p>	<p>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 kleine Raupe Nimmerst'</p> <p>Week 1 – Learning key pet vocabulary and talking about pets, with a focus on using pronouns accurately. Recognising plural forms of nouns and using them confidently when writing about what pets you have. Asking and answering questions, as well as writing creatively, about pets.</p> <p>Week 2 – Using adjectives and pet names to make up new 'superpets'. Talking about 'superpets', using kann + infinitive and learning more about the modal verb können. Listen for information about superpets, as well as describing a superpet.</p> <p>Week 3 – Review of present tense and practising using the regular verb wohnen. Talking about family members and age, practising numbers and key family vocabulary. Discussing the</p>	<p>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 'Mister Kitzel'.</p> <p>Week 1 – Talking about which sports you play. Using gern with the verb spielen and using the full paradigm of spielen. Using gern/nicht gern.</p> <p>Introducing sport vocabulary and pronunciation and learning key vocabulary to express opinions. Ask and answer questions about sports pupils like. Adding gern or nicht gern to say whether you like doing something or not. Write about the sports other pupils like and ask and answer questions about sport.</p> <p>Week 2 – Introduce vocabulary for leisure activities and practise using this vocabulary through speaking, listening, reading and writing. Review and practise language for leisure activities. Continue using gern and learn the key irregular verbs: fahren, lassen and</p>	<p>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 'Grünes E mit Speck'</p> <p>Week 1 – Introduce vocabulary for school subjects and review ways of giving opinions. Practising using the correct word order with well. Focussing on accurate pronunciation and intonation during conversation about school subjects. Exploring positive/negative adjectives and review and practise language for giving opinions about school subjects. Talking about your own school subjects, whilst using well to give reasons and opinions. Ask and answer questions about subjects you like/dislike and extend dialogues about subjects you like/dislike using well. Write out sentences using well and write about subjects that pupils like/dislike.</p> <p>Week 2 – Introduce days of the week. Work on aural comprehension of time.</p>	<p>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 'Gedächte' (mixed poems)</p> <p>Week 1 – Introduce vocabulary for buildings in a town. Understand the structures es gibt + ein/kein. Use the structures es gibt + ein/kein to talk about a town. Give a presentation about a town. Translate compound nouns into German. Focus reading of longer text to extract specific information. Further work with compound nouns.</p> <p>Week 2 – Using möchten with the infinitive. Practising conversations using the correct mode of address. Review and practise language for souvenirs. Saying which souvenirs you want to buy and using ich möchte to say what you would like. Create dialogues about prices of souvenir objects. Use ich möchte in the third person. Extract specific vocabulary from source text. Write a dialogue about shopping to perform and answer questions about</p>	<p>Week 1 and Week 2 – Students will be introduced to der Struwwelpeter and some other authentic characters. They will use context to understand authentic materials and pick out key details from a story. They will also use language learned to produce creative work of their own.</p> <p>Week 3 – Students will be introduced to and understand the story of the kleine Maulwurf. They will be advised to use context to understand authentic materials and have the opportunity to pick out key details from the story, before creating some sentences in German describing key details of the story.</p> <p>Week 4 – This week, students will learn about Disney films in German. They will use prior knowledge to translate German film titles and become more familiar with German Disney films. There will also be the opportunity to listen to authentic German songs and pick out key vocabulary to help with understanding.</p>
Skills	<p>The following grammar points:</p> <ul style="list-style-type: none">•Definite articles (der/die/das)•Indefinite articles (ein/eine)•-sein/ist•Use of capital letters for nouns•Negation (nicht+adjective)•Meine/mein	<p>The following grammar points:</p> <ul style="list-style-type: none">•Weak verbs (1st, 2nd, 3rd persons singular), 1st plural, some strong verbs (essen, sprechen)•-haben and sein (revisited)•Rurals (three rules learnt so far)•Numbers 1-12 and es gibt•Object pronouns ihn/sie/es and sie meaning them. The verb mögen 'ich mag', 'du magst' 'er/sie mag'•Rural definite article (die)•Essential verbs (3rd person plural) to be, being - SEIN	<p>The following grammar points:</p> <ul style="list-style-type: none">•Subject pronouns er/sie/es and sie meaning they•-haben and sein (revisited)•Rurals (three rules learnt so far)•Numbers 1-12 and es gibt•Object pronouns ihn/sie/es and sie meaning them. The verb mögen 'ich mag', 'du magst' 'er/sie mag'•The verb finden - finde/findest/finde•Present tense weak verbs in 'ich/du/er and sie forms•Question forming with 'was/wer and wie•Weil	<p>The following grammar points:</p> <ul style="list-style-type: none">•Definite articles (der/die/das)•Indefinite articles (ein/eine)•-sein/ist•Use of capital letters for nouns•Negation (nicht+adjective)•Meine/mein•-haben•Modal verbs –ich kann•Strong and weak verb patterns	<p>The following grammar points:</p> <ul style="list-style-type: none">•Definite articles (der/die/das)•Indefinite articles (ein/eine)•-sein/ist•Use of capital letters for nouns•Negation (nicht+adjective)•Meine/mein•-haben•Modal verbs –ich kann•Strong and weak verb patterns	<p>Reflexive verbs in the present tense using accusative and dative</p> <p>Wenn clauses (verb to + past participle)</p> <p>Future tense (werden + infinitive)</p> <p>Common verbs in the imperfect tense (war, hatte, es gab)</p> <p>Word order</p> <p>Opinion phrases (e.g. Meine Meinung nach)</p> <p>Gern</p> <p>Time phrases</p> <p>Adjective endings</p> <p>Sentence starters</p> <p>High frequency verbs and adjectives</p> <p>Key irregular verbs (e.g. sein)</p>
Key Words	<p>Scheme Specific Vocabulary:</p> <p>1. sein 2. die Flasche 3. das Fenster 4. das Heft 5. die Tafel 6. der Tisch 7. da 8. hier 9. wo 10. der, die, das 11. sagen 12. sagt 13. was? 14. die Klasse 15. falsch 16. richtig 17. nicht 18. oder 19. das Ding 20. die Form 21. der Mensch 22. wie? 23. ein, eine 24. wie geht's? 25. das klar? 26. sie 27. hat 28. wer? 29. der Freund 30. der Fußball 31. das Haus 32. das Haustier 33. der Lehrer 34. das Wasser 35. die Welt 36. Wahr 37. das Beispiel 38. der/die/das Erste 39. die Frage 40. die Frau 41. der Grund 42. die Band 43. das Buch 44. das Lied 45. der Sänger 46. die Sängerin 47. leider 48. Lieblings-</p>	<p>Scheme Specific Vocabulary:</p> <p>lernen [203] machen [49] reden [356] schreiben [245] spielen [197] wohnen [380] die Aufgabe [317] der Montag [794] das Klassenzimmer gehen [69] hören [1557] tanzen [2011] einmal die Woche [136] 20/90 jeden Tag [88/108] kaum [259] manchmal [394] nie [196] oft [215] sehr [70] lesen [323] sprechen [157] wiederholen [1044] zeigen [154] zuhören [1946] die Antwort [707] freiwillig [1714] kommen [61] stehen [87] der Kopf [279] der Körper [617] der Junge [630] das Mädchen [537] die Mutter [227] die Nacht [335] die Tür es gibt [14, 57] wünschen [684] der Arzt [614] der Platz [344] das Spiel [500] das Stück [417] der Zug [613] grün [556] wie viele? [28, 60] bekommen [234] sind [3] [234] die Familie [310] der Hund [1046] die Idee [641] die Katze [1500] die Kirche [519] die Woche [209] früh</p>	<p>Scheme Specific Vocabulary:</p> <p>1. Das 2. Das Spiel 3. Ich 4. Du 5. Er/sie/es 6. Haben 7. Sein 8. Wer? 9. Was? 10. Wie? 11. Eins-zwölf 12. Mag 13. Magst 14. Die Kunst 15. Die Fremdsprachen 16. Die Naturwissenschaft 17. Das Fach 18. [88/108] kann [259] manchmal [394] nie [195] oft [215] sehr [70] lesen [323] sprechen [157] wiederholen [1044] zeigen [154] zuhören [1946] die Antwort [707] freiwillig [1714] kommen [61] stehen [87] der Kopf [279] der Körper [617] der Junge [630] das Mädchen [537] die Mutter [227] die Nacht [335] die Tür es gibt [14, 57] wünschen [684] der Arzt [614] der Platz [344] das Spiel [500] das Stück [417] der Zug [613] grün [556] wie viele? [28, 60] bekommen [234] sind [3] [234] die Familie [310] der Hund [1046] die Idee [641] die Katze [1500] die Kirche [519] die Woche [209] früh</p>	<p>Scheme Specific Vocabulary:</p> <p>wir sind [3] schwimmen [1832] Angst vor [465/55] Einzelkind [263/106] die Moschee [->4034] das Schlagzeug [->4034] türkisch [1908] beide [130] gemeinsam [346] zusammen [553] immer [68]</p> <p>Additional known vocabulary or cognates to recycle:</p> <p>der Vater [216] tanzen [2007] benutzen [872] essen [655] ich kann [23] du kannst [23] er kann [23] sie kann [23] können [23] sehen [81] tragen [307] trinken [608] das Butterbrot [3561/1757] etwas [107] die Hose [2422] der Hut [2685] der Keks [->4000] die Leute [163] das Obst [->4000]</p> <p>Additional known vocabulary or cognates to recycle:</p> <p>Bücher E-Bücher [297] Videos [2335] Filme [526] Computer [739] im Park [->4000], lesen [323] reden [356] spielen [195] machen [49] nichts [111] ein Stück [417] Tischtennis [->4000] hören [1557] kochen [1005]</p>	<p>Scheme Specific Vocabulary:</p> <p>Fallen, springen, das Geschäft, das Kino, das Konzert, das Museum, die Stadt, angenehm, in, auf, der Bruder, die Eltern, die Geschwister, das Kind, der Schauspieler, die Schwester, mein, dein, ihr, sein, über, dauern, erreichen, fahren, schaffen, suchen, viel, das Land, Schottland, die Schweiz, die Stunde, Wien, dort, normalerweise</p>	<p>Märchen = fairytale der Struwwelpeter = shock-headed Peter Aschenputtel = Cinderella der böse Friedrich = naughty Frederic das Dornröschen = Sleeping Beauty Schneewittchen = Snowwhite der Daumenlutscher = the thumb sucker er trägt = he wears sie trägt = she is wearing</p>
End Point	Students are able to translate key phrases from German into English	Students are confident using new vocabulary and grammatical concepts listed above.	Students can display their knowledge of new vocabulary through Reading and Listening activities and can use new vocabulary confidently with accurate pronunciation.	Students are able to translate key phrases from German into English and English into German. They can also recognise new vocabulary confidently.	Students will be able to recognise and utilise new vocab and skills (listed above) through the skills of Speaking and Listening, reading and writing.	Students have a better understanding of how to read for gist using cognates and picture clues. They are more confident reading aloud and pronouncing some of the more complex German phonic sounds.
Assessment method	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.	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.	Assessment: EOY Assessment L+R+W Progress Point: Peer assessed photo card (speaking)	N/A