

Subject :	German		Year Group: 9			
	J2J (Y8-Y9)	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5
Scheme title	Oracy	Musik - music	Vorbilder - Role Models	Meine Ambitionen - Ambition	Die Kindheit - Childhood	Rechte und Pflichten - Age limits
Purpose of scheme	Revision of adjectives and opinions to describe a photo and give opinions on it. Students revise questions words and take part in role-play situations based on year 8 SOW. General conversation techniques practised and Oracy focus.	This unit allows students the opportunity to explore German music, using new vocabulary and grammatical structures to share their opinions and talk about preferences.	Students have the opportunity to discuss who their role models are and why.	The conditional tense is revisited here, with the students focussing on future ambitions.	This topic lays the foundations of key grammar to talk about childhood experiences.	This unit focusses on giving students the opportunity to explore their rights and responsibilities in the world.
Knowledge in sequence	Scheme Specific Skills: Oracy focus - reinforcing key sounds/phonics to improve confidence and pronunciation. b. Using present tense, adjectives, opinions and nouns to describe a photo. c. Using present tense, adjectives, opinions, nouns and questions to complete role-plays. d. Using present tense, past, future, conditional, adjectives, opinions, nouns and questions to have a general conversation.	a. Scheme Specific Skills : a. Literary text A - exposure to an authentic story/poem b. present tense verb hören plus gern/ nicht gern to express preference in music genre with justification. c. Exposure to authentic German songs. d. seit plus present tense to discuss instruments they play. e. Comparative of adjectives to compare bands f. use of direct objective pronouns 'sie' 'es' and 'ihn' to talk about how they find 'it'. g. superlatives h. Recap of perfect tense to say what they did at a music festival	Scheme Specific skills a. Literary text B- exposure to an authentic story/poem b. Building on adjectives from HT1 students will use the verb sein to describe role-models. c. Present tense regular verbs revisited in third person to say what role-models do. d. Use of perfect tense to express achievements in life. e. Haben in present tense to talk about body parts. f. Imperative to give instructions for moving/exercising. g. Perfect tense of less common verbs (haben and sein) to talk about past injuries.	Scheme Specific skills. a. Literary text C- exposure to an authentic story/poem b. 'würden' plus the infinitive to talk about extreme ambitions. c. Justification using higher level adjectives than in HT1/2 d. Present tense of arbeiten als to talk about part-time jobs. e. um.....zu to explain why they have jobs. f. finden and mögen to express opinions. g. Revisit seit plus present tense and dative to say how long they have worked somewhere. h. möchten plus infinitive to discuss future ambitions. i. Time phrases to discuss sequences of events 'dann' 'danach' with verb second idea.	Scheme Specific Skills: a. Literary text D- exposure to an authentic story/poem b. Introduce haben and sein in the simple past to say how they were and what they had. c. modal verb in the simple past to say what they could/ were allowed to do/ not do. d. geben in the simple past to talk about what there was in primary school e. revisit the comparative to compare primary with secondary school using appropriate time phrases.	a. Scheme Specific Skills: a. Literary text E- exposure to an authentic story/poem b. Revisit modal verbs dürfen and müssen to discuss what young people are allowed to do at certain ages in German speaking countries. c. Students use the superlative to look at world records. d. Use of the indirect object pronoun 'dir' to discuss what is important to students. e. Build on modal verbs with können and introduce sollen to discuss what they do for the environment. f. Recap of all three tenses to discuss immigration to Germany.
Skills	The following grammar points: a. Present tense b. Perfect tense c. Near future d. Imperfect tense e. Emphasis on pronouns: ich/er/sie f. Justified opinions g. Adjectives h. Connectives i. Asking questions j. Conditional k. Phonics	The following grammar points: a. Present tense -hören/spielen with gern/nicht gern etc b. seit plus dative and present tense c. Opinion phrases with word order d. direct object pronouns 'sie' and 'ihn' e. comparative and superlative f. Adjectival agreement g. perfect tense h. Opinions i. Negatives j. Connectives k. Intensifiers l. Questions m. Time expressions n. Phonics	The following grammar points: a. sein plus adjectives with weil b. regular verb in third person. c. perfect tense with haben and sein d. mit plus dative e. Haben plus accusative f. imperative forms of setzen/legen/heben and stehen g. Perfect tense of verletzen/ wehtun/ brechen/ verbringen/ fallen/ kommen h. Negatives i. Opinions j. Connectives k. Intensifiers l. Questions m. Questions n. Time expressions o. Phonics	The following grammar points: a. 'würden' plus infinitive b. weil/denn/da with word order c. Higher level adjectives d. Present tense of arbeiten als e. Jobs with no article and masculine/feminine forms. f. Opinions - using finden and mögen g. revisit seit present tense h. möchten plus infinitive i. time phrases for sequence with verb second idea j. Negatives k. Connectives l. Questions m. Time expressions n. Time expressions o. Adjectives p. Phonics	The following grammar points: a. hatte and war (simple past) b. modal verbs in the simple past c. simple past of geben d. comparatives of common adjectives e. Time phrases for past and present plus verb second idea f. Past v Present g. Opinions h. Negatives i. Articles j. Connectives k. Intensifiers l. Questions m. Time expressions n. Adjectives o. Phonics	The following grammar points: a. dürfen and müssen plus infinitives (less common verbs) b. superlative c. indirect object pronoun dir/mir d. weil clauses for more advanced translation e. können and sollen plus infinitive f. wir form of present tense verbs g. Opinions h. Negatives i. Articles j. Connectives k. Intensifiers l. Questions m. Time expressions n. Adjectives o. Phonics
Key Words	Scheme Specific Vocabulary: 1. Auf dem Foto gibt es 2. er ist 3. sie ist 4. sie sind 5. ich finde das Foto 6. es ist 7. ich möchte 8. ich suche 9. ein Hemd 10. einen Pulli 11. ein Kleid 12. eine Mütze 13. Wieviel 14. gross 15. klein 16. mitteligross 17. modisch 18. kurz 19. zu plus adjective 20. Wo ist? 21. wie komme ich am besten? 22. Gehen Sie/ geh/ geht 23. nehmen Sie/ ihn/ ich sehe 25. Man kann ...infinitive 26. Ich habe...gemacht/ gekauft/ gegessen/ gesehen 27. Ich bin....gegangen/ gefahren.	Scheme Specific Vocabulary : 1. ich höre gern/nicht gern 2. Meine Lieblingsband ist 3. Ich spiele seit...plus dative 4. Geige 5. Klavier 6. Schlagzeug 7. Meiner Meinung nach 8. sie macht gute/schlechte Laune 9. Ich finde sie/ihn 10. begabter/ kreativer/dynamischer 11. am begabtesten /kreativsten /dynamischsten 12. Ich habe....gegessen/ gesehen/ getragen/angezogen/ gekauft/ geschlafen/gefunden	Scheme Specific Vocabulary: 1. Er/ sie ist 2. Mein Vorbild ist 3. begabt/erfolgreich/selbstbewusst/ grosszügig/kreativ/ bescheiden/berühmt 4. er/sie singt/tanzt/spielt/macht/fährt 5. Ich habe....gearbeitet/ gemacht/ gewonnen/ verdient/ gesehen/ trainiert/ studiert 5. Ich bin....gegangen/gefahren. 6. mit +dat 7. ich habe ein/eine/einen 8. Mund/ Augen/Lippe/Kopf/ Schulter/Bauch/Knie /Bein/Po/ Fuss/Arm/ Hand/ Ohr 9. Hebl/Setz/Leg/streckt/steht 10. Ich habe...verletzt/ vrebracht/gebrochen 11. Ich bin....gefallen/ gekommen	Scheme Specific Vocabulary: 1. Ich würde...infinitive 2. weil/da/denn 3. kühn/ mutig/ feige/ abenteuerlustig/ängstlich/verrückt/ vorsichtig 4. Ich arbeite als 5. Bademeister/In 6. Hundesausführer/in 7. Babysitter/In 8. in einem Café 9. um Geld zu verdienen 10. Um Spass zu haben 11. um Leute kennenzulernen 12. um mein Lebenslauf zu verbessern 13. um selbständiger zu werden. 14. Ich finde den Job 15. Ich mag 16. Ich arbeite seit plus dative 17. Ich möchte ...arbeiten/studieren/ heiraten/ verdienen/ reisen/werden 18. danach/dann/in zehn Jahren/später	Scheme specific vocabulary: 1. Ich hatte 2. ein tolles Rad/ einen roten VW/ einen kleinen Computer/eine schöne Puppe/ eine komische Mütze 3. Ich war 4. Als ich jünger war 5. Als ich 5 Jahre alt war 6. Ich konnte/durfte/musste 7. alleine in die Stadt/Schule gehen 8. einen Handstand machen 9. meinen Namen schreiben 10. lächeln/ zählen 11. In der Grundschule 12. In der Sekondarschule 13. es gibt 14. es gab 15. viele/keine Hausaufgaben 16. strenger Regel 17. ein/kein Schwimmbad 18 einen Klassen Hamster/ kein Haustier 19. die Lehrer waren strenger 20. bunter 21. die Klassenzimmer waren grösser/kleiner	Scheme specific vocabulary: 1. Man darf/ man muss 2. Mit dreizehn/sechzehn/achtzehn/ einundzwanzig 3. Blut spenden/heiraten/ einen Piercing haben/ in die Disco bleiben/ die Schule verlassen/ ohne Eltern in Ulraub fahren/ den Name ändern 4. die längste/ trockenste/ wärmste/ jünste/grösste/schnellste 5. Geld/Familie/Freunde/gute Noten/ mein Handy/ die Mode 5. ist mir wichtig 6. ziemlich/ sehr/ nicht 7. was ist dir wichtig? 8. man kann/soll plus infinitive 9. recyceln/ Müll sortieren/ duschen statt baden / einen Kapuzenpulli tragen/ mit dem Rad fahren/ Obst und Gemüse selbst kultivieren.
End Point	Students are aware of some of the requirements of the speaking exam at GCSE and speak with increased confidence and better pronunciation. They can describe, express opinions and apply different tenses.	Students are able to express confident music preferences and react to authentic materials. They can use the perfect tense to discuss a past musical event.	Students can express their own views and experiences around past achievements. They can talk about their own bodies and give instructions.	Students are able to confidently communicate their ambitions using the simple future and continue to apply present/past with continued confidence.	Students can use the simple past to compare present events with those of the past.	Students can express their viewpoints on social issues and continue to modal verbs and opinions with increased confidence.
Assessment method	N/A	End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): English-German translation and writing.	End of Unit Assessment: Reading Assessment. Progress Point: German-English translation + Written task.	End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): Reading aloud	End of Unit Assessment: Reading Progress Point: Dictation	Assessment: EOY Assessment L+R