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|-----------------------|--|---|--|--|--|---|
| Subject :             | German   |   |  | Year Group: 10   | 10   |   |
|                       | J2J (Y9-Y10)   | Half Term 1   | Half Term 2  | Half Term 3  | Half Term 4  | Half Term 5   |
| Scheme title          | Grammar  | Free time and activities  | Identity and relationships with others.  | Environment, healthy living and festivals  | Where people live  | Travel and tourism  |
| Purpose of scheme     | The main aim is to ensure basics regarding grammar are secure. Using high frequency present tense verbs – haben, sein, spielen, machen, sehen, essen, gehen<br>Identifying patterns regarding 4 tenses. Apply knowledge of tenses and complete a translation. The grammar is linked to Theme 1 and 2.  | Free time activities Talking about free time activities: sports, live events, film and TV. Theme 2  | Family, descriptions and relationships with others are covered this half term. Theme 1.  | 3 mini topics are covered this half term. Students will identify environmental problems and discuss how they help the planet. The second topic will give students the opportunity to say what they do in order to stay healthy. Finally there will be a focus on festivals and students will gain knowledge related to German traditions and customs.Theme 1,2,3.  | Talking about your town village or neighbourhood. Discussing what to see and do and discussing your plans and the weather. Describe an ideal town. Giving directions/using prepositions to say where places are. Theme 3.  | Talking about holidays in present, past, future and describing an ideal holiday and practising the conditional tense. Destinations, transport, accommodation, weather, activities and opinions. Booking and reviewing hotels.   |
| Knowledge in sequence | Scheme Specific Skills :<br>a. Revision of key verbs haben and sein in 3 tenses<br>b. Revision of regular present tense verbs – irregular and regular<br>c.Present, perfect, imperfect and future patterns – high frequency verbs. Students look at patterns of verbs and show understanding of the tense a verb is in using time frames to help. Students able to read and translate using different tenses.<br>d.– Apply knowledge of grammar in a German to English translation | Scheme Specific Skills:<br>a. Say what hobbies they do and express preference and opinion using gern/nicht gern.<br>b. Extend sentences with justified reasons - past tense Film.<br>c. Discuss music preferences with gern and nicht gern and time phrases to discuss frequency.<br>d. Refer to past activities and future plans regarding sporting activities including opinions and justifications.<br>f.Use comparatives to compare activities/give preference.<br>g.Refer to live events and favourite sports personalities/teams. | Scheme Specific Skills:<br>a.Describe a person's nationality, character, personality and physical appearance using haben/sein and adjectives<br>b.Describe a person's sexual orientation.<br>c. Describe relationships with friends and describe qualities of a good friend.<br>d. Describe relationships with family and discuss different types of family<br>e.Describe ideal partners and why.<br>f.Describe different types of partnerships pros and cons. | Scheme Specific Skills:<br>a.Describe local environment, including environmental issues.<br>b.Refer to activities to help/protect local area/environment in the past, present and future.<br>c.Refer to and express opinions on wider global issues eg climate change, environmental damage.<br>d.Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.<br>e.Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.<br>f.Describe sporting activities and ways of keeping fit.<br>g.Compare past and present lifestyle choices and future intentions<br>h.Learn about local and national festivals in the UK and in German-speaking countries/communities.<br>i.Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.<br>j.Refer to food on special occasions and at | Scheme Specific Skills :<br>a.Describe town/village/neighbourhood of residence.<br>b.Refer to period of time in residence.<br>c.Describe local area, buildings.<br>d.Describe activities and facilities in area.<br>e.Give opinions including advantages/disadvantages for young people/tourists.<br>f.Describe an ideal home and area, future intentions on where to live with reasons.<br>g.Understanding/giving directions      | Scheme Specific Skills :<br>Refer to and give opinions on:<br>a.Holiday destinations<br>b.Holiday locations<br>c.Means of transport for holidays<br>d. Weather<br>e.Holiday activities<br>f.Holiday accommodation.<br>g. Refer to recent and future holidays.<br>h.Places of interest locally and elsewhere, including descriptions and preferences |
| Skills                | Scheme Specific Skills:<br>a.Past v Present v Future<br>b.imperfect<br>c.Negatives<br>d.conditional<br>e.Conditional perfect<br>f.Intensifiers<br>g.Questions<br>h.Time expressions<br>i.Adjectives<br>j.Phonics   | Scheme Specific Skills:<br>a.Present<br>b.Perfect<br>c.Future<br>d.Negatives<br>e.Connectives<br>f.Questions<br>g.Adjectives<br>h.Opinions<br>i.Articles<br>j.Intensifiers<br>k.Time expressions<br>l.seit plus present tense<br>m.Relative pronouns<br>n.Imperfect Tense<br>o.Comparative<br>p.Direct object pronouns<br>q.Superlative<br>r. Phonics   | The following grammar points:<br>a.Present<br>b.Perfect<br>c.Future<br>d.Negatives<br>e.Connectives<br>f.Questions<br>g.Adjectives<br>h.Opinions<br>i.Articles<br>j.Intensifiers<br>k.Time expressions<br>l. Dative prepositions<br>m. Numbers<br>n. Adjectival agreement.<br>o.Imperfect tense<br>p.Possessive<br>q.Reflexive verbs<br>r. Phonics   | The following grammar points:<br>a.Present<br>b.Perfect<br>c.Future<br>d.Negatives<br>e.Connectives<br>f.Questions<br>g.Adjectives<br>h.Opinions<br>i.Articles<br>j.Intensifiers<br>k.Time expressions<br>l. modal verbs<br>m. möchten plus infinitive<br>n.um....zu<br>o. Wenn clauses<br>p.direct object pronouns<br>q.imperfect modals<br>r. Phonics  | The following grammar points:<br>a.Present<br>b.Perfect<br>c.Future<br>d.Negatives<br>e.Connectives<br>f.Questions<br>g.Adjectives<br>h.Opinions<br>i.Articles<br>j.Intensifiers<br>k.Time expressions<br>l.Dative prepositions<br>m.Accusative case with indefinite article<br>n.Formation of plural nouns Quantifiers in plural forms (viele, einige, wenige, alle)<br>o.Formation of compound nouns eg Wohnzimmer<br>p. Phonics | The following grammar points:<br>a.Present<br>b.Perfect<br>c.Future<br>d.Negatives<br>e.Connectives<br>f.Questions<br>g.Adjectives<br>h.Opinions<br>i.Articles<br>j.Intensifiers<br>k.Time expressions<br>l.Dative case after mit/in<br>m.In + Accusative case<br>n. Imperfect tense (haben/sein)<br>o Phonics                                      |
| Key Words             | Scheme Specific Vocabulary<br>1.haben<br>2.sein<br>3.ich hatte<br>4.ich war<br>5.ich mache/ich spiele/ich esse/ich fahre/ich sehe/ich lese<br>6.ich habe....gemacht/gespielt/gegessen/ges ehen/gearbeitet<br>7.Ich bin gefahren/gegangen<br>8. Ich werde... spielen /essen/sehen/fahren<br>9.Ich hätte...gespielt/gemacht<br>10.Ich wäre....gefahren<br>11.Vorgestern/übermorgen   | <a href="#">Scheme Specific Vocabulary</a>  | <a href="#">Scheme Specific Vocabulary</a>   | <a href="#">Scheme Specific Vocabulary</a>   | <a href="#">Scheme Specific Vocabulary</a>   | <a href="#">Scheme Specific Vocabulary:</a>   |
| End Point             | Students able to apply knowledge of tenses to speak, write and translate with increased confidence.  | Students can write a 90 word essay as well as understand key vocabulary around this topic through reading and listening activities.   | Students can write a 90 word essay as well as understand key vocabulary around this topic through reading and listening activities.  | Students can write a 90/150 word essay on this topic as well as understand key vocabulary around this topic through reading and listening activities.  | Students showing the ability to tackle speaking tasks and translation tasks with increased confidence as well as understand key vocabulary around this topic through reading and listening activities.   | Students can write a 90/150 word essay on this topic as well as understand key vocabulary around this topic through reading and listening activities.   |
| Assessment method     | End of year exams - reading and listening.   | End of Unit Assessment: Reading Assessment.<br>Progress point (Mid-Term): 90 Word Exam Writing Question-prepared with class in advance but completed as closed book.  | End of Unit Assessment: Listening Assessment -- exampro. H/F/O<br>Progress point (Mid-Term): 90 Word Exam Writing Question -prepared with class in advance but completed as closed book.   | Progress Point:Photo card and role-play (health/environment)<br>Assessment: 90 word essay - festivals  | End of Unit Assessment: Reading<br><br>Progress Point: Dictation   | Assessment: 150/90 essay question (closed book)   |