

Subject :	German		Year Group:	12		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	J2J
Scheme title	Bridging/Familie/Grammar	Extending Grammar/Study Goodbye Lenin/Film/Educational and employment opportunities	Grammar/Citizenship/Cultural trends and traditions	Tourism/a digital society/ Grammar Revision	Citizenship/ Museum culture and artistic trends /Research skills	Der Vorleser (literature) and events leading to reunification Oral preparation
Purpose of scheme	The purpose of this unit is to allow students to explore the trends in changing family structures.	This unit introduces the film to be studied as part of the A Level course.	This cultural unit allows students to explore a variety of cultural trends and traditions in German speaking communities.	Pupils are able to explore the trends in the cyber world, comparing German trends to English.	New vocabulary around artistic culture and trends is introduced here. Pupils also have the opportunity to begin to practise their research skills.	The purpose of this unit is to allow study of Reunification, as well as the introduction of the piece of literature to be studied.
Knowledge in sequence	•Bridging - oDeutsch-sprachige Länder – consolidate and extend knowledge with more A Level vocab - oMit authentischen Texten und Quellen umgehen •Die Familie im Wandel - oBeziehungen zwischen den Generationen – Konflikt, Probleme, Vor- und Nachteile der Mehrgenerationenfamilie - oAlleinerziehende Eltern, Regenbogen- und Patchworkfamilien - oModerne Verhältnisse – die Partnerschaft, das Zusammenleben, die Ehe, die Homo-Ehe, neue Trends, die Heirat und Scheidung - oFreundschaften – die Rolle und Wichtigkeit der Freunde für Jugendliche heutzutage	•Film essential vocabulary to express opinions about films, film reviews. •Watch the film with pauses and discuss in TL (students should have already watched this at least once prior to this) •Goodbye, Lenin – initial analysis of film. •Die Figurenkonstellation im Film – die Familie Kerner •Das Leben in der DDR •Berlin vor und nach der Wende To be taught through context of the film •Wichtige Geschichtsereignisse im Film – die Wende) •Leitmotive – der All •Eügen und Wahrheit •Die Medien •Mutter- und Vaterverhältnisse •Identitätsbildung •Die Ostalgie •Essay writing skills •Regionale Identität in der deutschsprachigen Welt. •Unterschiede zwischen den deutschsprachigen Ländern I(Sprache usw)	•Die Geschichte des deutsch-sprachigen Kinos (berühmte Filme und Regisseure) •Filmfeste, die Berlinale •Die deutsche Musik •Fernsehen •Warum eine Sprache lernen? Warum die deutsche Sprache? •Das deutsche Bildungssystem •Das Abitur und der Leistungsdruck •Vor- und Nachteile einer Ausbildung/Lehre •Der Arbeitsplatz im Wandel – verschiedene Arbeitsformen •Im Ausland studieren und arbeiten – Möglichkeiten, Vor- und Nachteile •Der Arbeitsplatz im Wandel – verschiedene Arbeitsformen •Create confident speakers •Spontaneous speech •Reading aloud – pronunciation •Discussion tasks •Paraphrasing •Prepare and practise picture cards linked to topics.	•Grammar mix •Tourismus: Vor- und Nachteile - Probleme •Tourismus in den deutsch-sprachigen Ländern – wo kann man besuchen und warum? •Die Digitalisierung der Gesellschaft (soziale netzwerke, Ipad, Iphone/Handy/E-Bücher) Vor- und Nachteile, Gefahren •Zeitleuten und Fernsehen in Deutschland •Ili - recognition •Tick list for students based on topics covered so far – revision activities, exam style •Exam skills •Weekly discussion tasks linked to topics •Translation into English and German •Grammar traps	•Das Wahlrecht •Die Bürgerschaft– Rechte und Verantwortung •Ein freiwilliges soziales Jahr (FSJ) •Die Wohltätigkeit und Wohltätigkeitsorganisationen •Museen und ihre Rolle heutzutage. •Kunstabewegungen in den deutschsprachigen Ländern •Introduction to Independent Research Project (IRP)	•Bernhard Schlink, Der Vorleser (1993) text in class and independently – Teil 1 •Analyse main themes in relationship between Michael and Hanna •Key grammar linked to novel •Key events in formation of DDR – including reforms in Eastern Bloc, Perestroika and Glasnost. •Life in DDR •Bürgerrechtsbewegung in der DDR •Key events leading to Mauerfall.
Skills	•Grammar definitions •The case system •Noun gender (including common endings and adjectival nouns) •Adjectival agreement (weak, mixed and strong endings) •Articles •Prepositions •Demonstrative •Comparative/superlative •Relative pronouns •Questions •Word order (main clause, subordinating conjunctions) •Consolidate present, perfect, and future tenses, modals •Bisng verbs together, modal, zu and um...zu •Simple past •Ili •Exam requirements – ensure all students aware •Create confident speakers •Spontaneous speech •Reading aloud – pronunciation •Discussion tasks •Fluency games	•Pluperfect •Future II •Seit + present •Negatives •Passive voice - recognition •Tense mix •Grammar gap fills •True/false activities listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the present tense are key.	•Linked to themes •Create confident speakers •Spontaneous speech •Reading aloud – pronunciation •Discussion tasks •Prepare and practise picture cards linked to topics. •True/false activities listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the present tense are key.	•True/false activities listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the present tense are key	•Personalised grammar revision, ensure students are aware of their weaknesses and provide an individual action plan. Independent work on areas for improvement •Grammar gap fills •Explicit teaching of research skills •Mini research-project •Gap fill listening, grammar gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English to be an integral part of teaching. •Expressing opinions, comparing and sound use of the present tense are key.	•True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching. •Expressing opinions, comparing and sound use of the present tense are key.
Key Words	Beziehungen/Verhältnisse, Ehe und Hochzeit, Alleinerziehende, verheiratet, geschieden, Kernfamilie, Mehrgenerationen-haus, sich mit jemandem verstehen, streiten, sich trennen, verheiraten, sich gewöhnen an, auf jemanden aufpassen.	lügen (gelogen), sich verändern, verschlafen, einen Film drehen, sich entwickeln, sich straiten, feiern, verheimlichen, vortäuschen, umstellen, sich erinnern an, verstecken, abhauen, hochfertigen, im Handumdrehen/ aus heiterem Himmel kommen, Republikflucht begehen, eine Notlüge, das Wir-Gefühl/die Ellenbogengesellschaft, das Bett hüten müssen.	Gemeinde, Höhepunkt, Veranstaltung/ Ereignis, Trachtenfest, Wurzel, Nachfrage, Umzug, ansteigen, anspornen, stamen, schützen, bereichern, Dies hängt zusammen mit..., Dies wird erklärt durch..., angesichts der Tatsache, Der Grund dafür ist, dass..., Der Kern der Sache, deshalb/daher.	Sicherheitsmaßnahmen, Gruppenzwang, Altersbeschränkung, Zustimmung, Umweltbelastung, Nutzungsbedingung, Abonnent(in), anklicken, kommunizieren, herunterladen, hochladen, publizieren, mit etwas nichts anfangen können, das Mittel zum Zweck, nichts für etwas übrig haben, Schwein haben, ich verstehe nur Bahnhof, Lügen haben kurze Beine.	Architektur, Bildende Kunst, Kunstdenkmakl, Maler(in), Zeitgenosse, Baustil, Kunststück, ,entwerfen, restaurieren, bauen, verbinden, beeinflussen, manche Leute behaupten, dass... aber andere denken..., es stimmt, dass, Ich bin für/gegen..., entweder...oder, anders gesagt, ..., auf der einen Seite, auf der anderen Seite.	verführen, beeinflussen, sich befassen mit, sich erinnern an, verurteilen, gelten, sich verlieben, enthüllen, fungieren als, verheimlichen, eine Verbindung herstellen, sich entwickeln, die Vergangenheitsebewältigung, der Analphabetismus, die KZ- Aufseherin/der Ich-Erzähler, Der Holocaust/die Shoah/im KZ, Die Täter- Opfer-Dialektik, die Schuld tragen, Einsicht in etwas (acc) bekommen, ein Verbrechen/Selbstmord begehen, Sein Verhältnis zu seiner Familie/mit Hanna.
End Point	Students are able to translate from English into French and French into English from texts based on changing family trends.	Students will have watched the film and had ample opportunity to discuss key elements and themes in German, as well as complete times essays on it.	Students are able to tackle a Speaking Photo Card Assessment around the topic of Christmas Markets or German Rap.	Pupils will have acquired the skills needed to complete mock AS Listening, Reading, and Writing Papers.	Students to have begun preparation for their Independent Research Project.	Students to have read the literature and to continue preparation on their Independent Research Project.
Assessment method	UNIT ASSESSMENT: •Grammar test on topics studied. •Translation task German-English (Present, Perfect, Preterit), Future and Ili) •Listening/reading (based on topics covered) •Photo card oral assessment – Hochzeit der schönste Tag im Leben?	UNIT ASSESSMENT: •Timed one hour essay (based on characters – 2 choices) •Timed one hour essay (harder – relate to themes) •Listening/reading (based on topics covered) •Photo card oral assessment – Prüfungsstress	UNIT ASSESSMENT: •Timed one hour essay (harder – relate to themes) •Photo card oral assessment –Weihnachtsmärkte oder der Der Deutsche Rap ist furchtbar •Listening/reading assessment (linked to topics covered so far)	UNIT ASSESSMENT: •Mock Orals based on previous year's speaking cards •AS Mock Papers – use specimen papers	UNIT ASSESSMENT: •Practice papers in class •2 min oral presentation followed by discussion on a theme different from the one they are going to choose •Previous year's mock AS paper	UNIT ASSESSMENT: •Reading/Listening: Reunification •Discussion speaking card on AS topics