

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



## German

By studying a language at Dane Court, we believe that students will develop their ability to communicate with other people from around the world. Our main purpose is to equip students with the skills, knowledge and confidence to enable them to thrive, communicate and interact in today's global society. We aim to create caring and open-minded students by encouraging an appreciation and understanding of other cultures and traditions.

Year 7 German Sep 2020 onwards	Enquiry Statement/Aim	Knowledge and Skills
Term 1/2	<p><b>Meine Welt und ich</b></p> <p>Aim - to be able to communicate simple information about yourself</p> <p>(Stimmt 1, ch 1)</p>	<p><b>Vocab:</b> pronouns, countries, numbers, adjectives of personality, question words</p> <p><b>Skills:</b> phonics/pronunciation, learn <i>sein</i>, present tense regular verbs, asking and answering questions, learn <i>haben</i>, introduction to the accusative case</p>
Term 2/3	<p><b>Familie und Tiere</b></p> <p>Aim - to be able to talk about your family and animals</p> <p>(Stimmt 1, ch 2))</p>	<p><b>Vocab:</b> pets, adjectives of size, family members, some free-time verbs, colours, months</p> <p><b>Skills:</b> re-visit/practise present tense regular, learn some key verbs structures + infinitive, learn about plural nouns, using adjectives with nouns, using ordinal numbers</p>
Term 4/5	<p><b>Freizeit – juhu!</b></p> <p>Aim - to be able to talk about your free-time and give your opinions</p> <p>(Stimmt 1, ch 3)</p>	<p><b>Vocab:</b> sports, adjectives of opinion, time expressions, technology vocab</p> <p><b>Skills:</b> learn to use <i>gern/nicht gern</i>, re-visit/practise present tense, learn some irregular verbs in the present tense, learn to express opinions in the present tense, learn about word order in German, learn to talk about the future using the present tense + future time phrase, continue to practise asking/answering questions</p>
Term 5/ 6	<p><b>Schule ist klasse!</b></p> <p>Aim - to be able to talk about your school and justify your opinions about the school</p> <p>(Stimmt 1 ch 4)</p>	<p><b>Vocab:</b> school subjects, wider range of question words, classroom vocab, prepositions of position.</p> <p><b>Skills:</b> continue to express simple opinions, learn to justify opinions with <i>weil</i>, increase understanding of word order rules, learn to tell the time, learn to use possessive adjectives, introduction to the dative case with prepositions</p>



Year 8 German Sept 2021 onwards	Enquiry Statement/Aim	Knowledge and Skills
<p><b>Term 1 and Term 2</b></p>	<p><b>Finish Stimmt 1 ch 4</b> (see end of year 7 for details)</p> <p><b>Gute Reise</b></p> <p>Aim – to be able to talk about your town and go shopping for souvenirs/food/drink. To be able to talk about future holiday plans by learning the future tense</p> <p>(Stimmt 1 ch 5)</p>	<p><b>Vocab:</b> places in town, souvenir/holiday shopping vocab, food and drink vocab</p> <p><b>Skills:</b> learn to use <i>es gibt + ein/kein.</i>, introduction to the conditional with <i>ich möchte</i> (therefore asking for things in shops), continue to develop use of modal verbs, learn to use the <i>werden</i> future tense</p>
<p><b>Term 3 and term 4</b></p>	<p><b>Bist du ein Mediafan?</b></p> <p>Aim – to learn to communicate about different types of media</p> <p>(Stimmt 2 ch 2)</p>	<p><b>Vocab:</b> different genres of films, tv programmes, books, learning the vocab needed to discuss screen time, be able to offer and understand opinions on different forms of media.</p> <p><b>Skills:</b> continue to practise the past (perfect) tense and apply this tense to questions, using and understanding how modal verbs work, continue expressing opinions and justifying them with a range of co-ordinating and sub-ordinating conjunctions</p>
<p><b>Term 4 and term 5</b></p>	<p><b>Bleib gesund!</b></p> <p>Aim – to be able to communicate in German about a healthy lifestyle.</p> <p>(Stimmt 2 ch 3)</p>	<p><b>Vocab:</b> different items of food/drink vocab, names of meals, what makes a healthy lifestyle.</p> <p><b>Skills:</b> re-visit a range of irregular verbs in the present tense, re-visit modal verbs (<i>müssen</i>), continue to express, offer and justify opinions.</p>
<p><b>Term 5 and Term 6</b></p>	<p><b>Klassenreisen machen Spass</b></p> <p>Aim – to be able to talk about a school trip</p> <p>(Stimmt 2 ch 4)</p>	<p><b>Vocab:</b> daily routine/rules, directions, festival/parades</p> <p><b>Skills:</b> develop use of modal verbs, look at separable/reflexive verbs, re-visit telling the time, imperative, applying adjectives to nouns, re-visit irregular verbs (eg <i>tragen</i>).</p>

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Year 9 German Sept 2022 onwards	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p><b>Wir gehen aus</b></p> <p>Aim – to be able to talk about getting ready to go out (plans, getting ready and how the date went)</p> <p>(Stimmt 2 ch 5)</p>	<p><b>Vocab:</b> clothes + associated vocab (colours, fabrics...), vocab for daily routine</p> <p><b>Skills:</b> adjective endings, re-visit the future tense, re-visit TMP, looking at reflexive verbs, asking questions, combining 3 tenses</p>
Term 2	<p><b>„Rettet die Umwelt!“</b></p> <p>Aim - to be able to discuss what you should do to help the environment</p> <p>(Logo 3)</p>	<p><b>vocab:</b>environment specific vocab</p> <p><b>skills:</b>learn to use <i>um..zu</i> accurately, learn to use modal verbs in the conditional, re-visit <i>weil</i> and expand with other subordinating conjunctions (eg <i>wenn</i>). Continue to incorporate opinions and justifications.</p>
Term 3 and Term 4	<p><b>„Auf in die Schule!“</b></p> <p>Aim - to be able to communicate about school life and learn about school life in Germany.</p> <p>(GCSE Stimmt green ch 1)</p>	<p><b>Vocab:</b> School subjects, uniform, giving opinions with reasons, school holidays, school day, school rules, school trip and future school holidays. Picture description specific vocab.</p> <p><b>skills:</b> re-visit present tense, adjective endings, learn to use <i>weil</i>, re-visit perfect tense, imperfect tense of key verbs, asking questions, using modal verbs in the present, learn to use the future tense. How to describe a picture</p>
Term 5 and Term 6	<p><b>„Zeit für Freizeit!“</b></p> <p>Aim - to be able to discuss leisure activities and what young people like to do in their free time. To learn about typical German festivals and how it is different from home</p> <p>(GCSE Stimmt green ch 2)</p>	<p><b>Vocab:</b> leisure activities, music genres, film &amp; TV genres, adjectives to describe leisure activities, sport, festivals and celebrations</p> <p><b>skills:</b> build on expressing opinions (<i>gern/lieber/am liebsten</i>), build on justifying opinions, using a wider range of negatives, comparative/superlative, learn to use <i>ich möchte</i>, continue using 3 tenses</p>

Year 10 German Sept 2020 onwards	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p><b>„Auf in die Schule!“</b></p>	<p><b>Vocab:</b> School subjects, uniform, giving opinions with reasons, school holidays, school day, school rules, school</p>

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	<p>Aim - to be able to communicate about school life and learn about school life in Germany.</p> <p>(GCSE Stimmt red)</p>	<p>trip and future school holidays. Picture description specific vocab.</p> <p><b>skills:</b> re-visit present tense, adjective endings, learn to use <i>weil</i>, re-visit perfect tense, imperfect tense of key verbs, asking questions, using modal verbs in the present, learn to use the future tense. (How to describe a picture - speaking skills for exam prep covid restricted Sept 2020)</p>
<b>Term 2</b>	<p><b>„Zeit für Freizeit!“</b></p> <p>Aim - to be able to discuss leisure activities and what young people like to do in their free time. To learn about typical German festivals and how it is different from home</p> <p>(GCSE Stimmt red, ch 2)</p>	<p><b>Vocab:</b> leisure activities, music genres, film &amp; TV genres, adjectives to describe leisure activities, sport, festivals and celebrations</p> <p><b>skills:</b> build on expressing opinions (<i>gern/lieber/am liebsten</i>), build on justifying opinions, using a wider range of negatives, learn comparative/superlative, learn to use <i>ich möchte</i>, continue using 3 tenses, learn conditional</p>
<b>Term 3</b>	<p><b>„Menschliche Beziehungen“</b></p> <p>Aim - to be able to talk about different types of relationships, express opinions about marriage, discuss weekend activities, describe what your life was like when you were younger</p> <p>(GCSE Stimmt red, ch 3)</p>	<p><b>vocab:</b> family members, vocab to describe what makes a good friend,</p> <p><b>skills:</b>describing a photo, review adjectives, build on using possessive adjectives, re-visit the dative with <i>mit</i>, re-visit/learn separable verbs in different tenses, re-visit prepositions, learn to use modal verbs in the imperfect tense. Continue to be able to express and justify opinions.</p>
<b>Term 4 and 5</b>	<p><b>„Willkommen bei mir!“</b></p> <p>Aim - to be able to describe your home and your daily life (including how to stay fit and healthy and your opinions of social media and technology)</p> <p>(GCSE Stimmt red, ch 4)</p>	<p><b>vocab:</b> different types of home, food and drink, daily routine, traditional German meals, social media and technology.</p> <p><b>skills:</b> revisit/revise irregular verbs in the present tense, practise using separable verbs, understand when to use <i>du/Sie</i>, continue practising accusative/dative prepositions, practise giving opinions in different tenses, re-visit/practise using <i>wenn</i> clauses, expressing complex opinions with <i>dass</i></p>
<b>Term 5 and Term 6</b>	<p><b>„ich liebe Wien!“</b></p> <p>aim - to be able to talk about holidays and travelling</p> <p>(GCSE Stimmt red, ch 5)</p>	<p><b>vocab:</b> transport, booking accommodation, travelling and buying tickets, problems with accommodation, asking and giving directions,</p> <p><b>skills:</b> revising subordinating conjunctions and practising using them with 2 verbs, incorporating comparatives and superlatives, recognise the subjunctive and use with <i>wenn</i> clauses, to understand how <i>seit</i> with present tense and time expressions.</p>

<b>Year 11 German Sept 2021 onwards</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills</b>
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<b>Term 1</b>	(Finish Stimmt ch 5 „ <i>ich liebe Wien</i> “ from the end of year 10 – see y10 for details)	
<b>Term 2</b>	„ <i>im Urlaub und zu Hause</i> “  aim - to learn about different holiday experiences and describe where I live.  (GCSE Stimmt red, ch 6)	<b>vocab:</b> revise weather vocab, the vocab for different types of holiday, vocab to enable talking about different experiences and plans. Revise places in town and extend with pros/cons of where you live.  <b>skills:</b> to understand when <i>nach/in/an</i> mean “to”, revise the future tense with <i>werden</i> , (learn to use the genitive case and the pluperfect tense), learn to recognise (and use) infinitive constructions with <i>zu.</i> , being able to say what you could/should/would do.
<b>Term 3</b>	„ <i>Rund um die Arbeit</i> “  aim - to be able to talk about the world of work, characteristics needed for different jobs, applying for jobs and your future plans  (GCSE Stimmt red, ch 7)	<b>vocab:</b> revise/learn jobs vocab, vocab to understand job descriptions, vocab to describe places of work. Learn vocab to describe a dream job. Vocab on why learn a language  <b>skills:</b> practising asking/answering questions, re-visit/practise using a range of connectives/intensifiers/sequencers, re-visit <i>weil</i> to help justify opinions, to be able to use the imperfect of <i>wollen</i> , be able to use key phrases in the conditional, re-visit and use <i>um...zu</i> . Practise using a range of tenses
<b>Term 4</b>	„ <i>eine wunderbare Welt</i> “  (GCSE Stimmt red, ch 8)	<b>vocab:</b> vocab to describe events/festivals. Re-visit numbers/dates. Learn vocab to explain the effects of social problems. Extend range of opinion phrases. Learn vocab on topic of homelessness/poverty. Learn environment vocab  <b>skills:</b> forming questions/revise a range of question words, be able to use prepositions with the accusative case. Develop an awareness of adjectival nouns. Review comparatives/superlatives. Review modals/conditional. Develop an awareness of the passive
<b>Term 5</b>	skills based revision through topics (See doc from Spring 2020)	<b>vocab:</b> <b>skills:</b>
<b>Term 6</b>		

<b>Year 12 ab German Sept 2020 onwards</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills</b>
<b>Term 1</b>	“How do I present myself to others?”	<b>vocab:</b> spelling and numbers, families, appearance, describe where you live, household tasks, meeting/greeting

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		<b>skills:</b> using the present tense (haben,sein, regular, irregular), learning about the nominative and accusative cases
<b>Term 2</b>	“What is my role in society? How does my life differ from a German-speaking teenager?”	<b>vocab:</b> Classroom communication,describing your school, subjects & opinions, daily life at school, your opinions,after exams <b>skills:</b> learning to use <i>gern/lieber/am liebsten</i> to express opinions, learning to talk about events in the past using the perfect tense, justifying opinions using complex connectives
<b>Term 3</b>	“how do I use media in my daily life?”	<b>vocab:</b> Hobbies, tv, cinema, music, sport, technology (different types of media), Fasching/Karneval in Germany <b>skills:</b> to learn to express location using prepositions, extending the range of subordinating conjunctions, continue to use different tenses
<b>Term 4</b>	“How does travel broaden our horizons?”	<b>vocab:</b> Countries, nationalities, weather, Planning a hol (accomm/problems), Holiday in the past, Customs and celebrations, Easter in Germany <b>skills:</b> learning about and using modal verbs, learning to use the conditional mood
<b>Term 5</b>	“How do science and technology influence my life?”	<b>vocab:</b> Talk about your home town, finding the way, public transport, advantages/disadvantages of where you live, your future home <b>skills:</b> being able to use a range of negatives, using the connective <i>wenn</i> , learning to use the comparative, understanding what a relative pronoun is and using them
<b>Term 6</b>	“What can I do to help the environment?”	<b>vocab:</b> global warming, environmental issues <b>skills:</b> expressing opinions, justifications, continuing use of modals/conditional mood, learning to use <i>um...zu</i>

Yr13 ab German Sept 2020 onwards	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b>	“How do I achieve a healthy and balanced lifestyle?” “How are customs and traditions different?”	<b>vocab:</b> Managing money, ordering food, finding out what’s on, (festivals in Germany) <b>skills:</b> Modal verbs, conditional revision, imperfect tense, subordinating conjunctions, perfect tense, prepositions with the genitive
<b>Term 2 and Term 3</b>	“How do I achieve a healthy and balanced lifestyle?”  “What options do I have in the workplace?”	<b>vocab:</b> Food and drink, healthy lifestyle, illness/injury, coping with a breakdown/accident <b>Skills:</b> Reflexive verbs (all tenses), Gern/lieber..., Um...zu, Relative pronouns/clauses, Pluperfect tense Infinitive clauses. Continue to re-visit all grammar points in the context of exam practice - reading/writing/listening/speaking <b>vocab:</b> Part-time work, jobs, career plans, work experience, interviews, applications. <b>skills:</b> Word order revision, Tenses revision Alternatives to future tense

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<b>Term 4</b>	skills based revision	
<b>Term 5</b>		
<b>Term 6</b>		

From the Ofsted curriculum research review series, June 2021

[Link to review page](#)

## Phonics

- Curriculum plans show clear logic behind progression in phonics, including around when to teach differences between English sound–spelling correspondences and those of the target language.
- Planned practice and review of phonemes and how these link to graphemes is in place.
- Curriculum plans show how small differences in sound can unlock meaning for pupils.

## Vocabulary

- Curriculum plans recognise that vocabulary is an important component of language knowledge.
- Curriculum plans recognise the importance of building a strong verb lexicon, especially in the early stages of language learning.
- Curriculum planning of vocabulary, grammar and phonic knowledge and progression should go hand in hand, as they are all related and connected.
- Curriculum leaders consider both the breadth and depth of vocabulary knowledge they will teach. They:
  - make sure that they prioritise high-frequency words
  - consider carefully which topic-based vocabulary (other than high-frequency words) they teach
  - ensure that learners can use these words across different contexts



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- consider how ‘deeply’ items of vocabulary need to be learned and at what point
- consider how and when to introduce more advanced semantic aspects of vocabulary knowledge (such as synonyms, antonyms, shades of meaning and how they change with context).
- Teachers aim to increase learners’ automatic and fluent recall through:
  - a schedule of planned revisiting to ensure that words are retained in long-term memory
  - introducing and using vocabulary in comprehension and production, in both the oral and written modalities and across different topics.
- Curriculum leaders also think strategically about:
  - which words are the most important for the scheme of work so that teachers can focus on these to develop learners’ level of mastery
  - gradation (what pupils learn and when across the years of study)
  - making links between words within word families and recognising similarities and differences between English and the language being learned
  - how to link vocabulary to external accreditations or assessments.

## **Grammar**

- When planning the curriculum for grammatical progress, leaders consider the nature and rate of grammatical progression, the complexity of grammatical concepts and structures, and which aspects of a grammatical structure are introduced and when (such as which parts of a verb paradigm).
- Leaders make sure that all pupils can understand grammatical concepts and structures rather than being required to work it out for themselves, through:
  - an explicit but succinct description of the grammatical feature to be taught
  - practising the grammar point (through listening and reading)
  - practice in productive use of the features being taught (through speaking and writing).
- Teachers consider productive use of grammar in free writing and speech in a range of contexts. Using a language spontaneously is central to pupils’ language ability and based on their ability to manipulate language.
- The curriculum includes ample opportunity to revisit the same grammar in different contexts, for different tasks, with a range of vocabulary.