


<p><b>Year: 11</b> <b>Subject:</b> <b>German</b></p>	<p><b>Curriculum Intent:</b> Students will continue to cover a variety of vocabulary, grammar and linguistic skills to allow them to fulfil their potential in their GCSE exams at the end of Year 11. As part of this, students will have a secure knowledge of the grammar needed to achieve at both Higher or Foundation level, as well as develop a secure knowledge of vocabulary from all topic areas of the GCSE course. In doing this, students will be able speak and write in complex sentences by using more advanced opinion phrases, connectives, reasons and grammatical structures, producing fluent texts in German. They will also have a good understanding of German when reading and listening to a wide range of texts. By the end of Year 11, students will have a clear understanding of the exam skills required in all four elements of the GCSE curriculum: listening, speaking, reading and writing. While covering key content of the course, students will continue to develop their confidence and enjoyment in German through the embedding of German-speaking culture in their learning, which will allow them to continue learning German at KS5 should they wish to do so.</p>					
	<p><b>Term 1</b> <i>HT1: At home and on holiday</i> <i>HT2: World of work</i></p>		<p><b>Term 2</b> <i>HT3: A wonderful world</i> <i>HT4: Revision</i></p>		<p><b>Term 3</b> <i>HT5: Revision</i></p>	
<p><b>Topic Titles (in order of delivery)</b></p>	<ol style="list-style-type: none"> <li>1. Popular holiday destinations</li> <li>2. The weather</li> <li>3. Your holiday style</li> <li>4. How was the holiday?</li> <li>5. Holiday plans</li> <li>6. Welcome to Sylt</li> <li>7. My town: Advantages and disadvantages</li> </ol>	<ol style="list-style-type: none"> <li>1. Jobs</li> <li>2. What do you do at work</li> <li>3. Job descriptions</li> <li>4. My personal profile</li> <li>5. Dream and reality</li> <li>6. Languages open doors</li> </ol>	<ol style="list-style-type: none"> <li>1. Festivals and events</li> <li>2. The Berlin-Marathon</li> <li>3. The Olympic games</li> <li>4. Problems in society</li> <li>5. Homeless and poverty in Berlin</li> <li>6. Environment and school</li> <li>7. How do we become greener</li> <li>8. Campaigns and good causes</li> </ol>			
<p><b>Key knowledge / Retrieval topics</b></p>	<ol style="list-style-type: none"> <li>1. Talking about popular holiday destinations</li> <li>2. Talking about the weather</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing jobs and places of work</li> <li>2. Asking and answering questions about a job</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing international festivals and events</li> <li>2. Discussing ways of being involved</li> </ol>			

	<ol style="list-style-type: none"> <li>3. Discussing different types of holidays</li> <li>4. Discussing holiday experiences</li> <li>5. Discussing holiday plans</li> <li>6. Describing places where people live</li> <li>7. Assessing the advantages and disadvantages of where you live</li> </ol>	<ol style="list-style-type: none"> <li>3. Understanding job descriptions</li> <li>4. Preparing a personal profile for job applications</li> <li>5. Talking about your dream job</li> <li>6. Discussing reasons for learning German and other languages</li> </ol>	<p>in a sporting event</p> <ol style="list-style-type: none"> <li>3. Debating the advantages and disadvantages of a global sporting event</li> <li>4. Explaining how social problems affect young people</li> <li>5. Understanding texts about homelessness and poverty</li> <li>6. Explaining what a school does to be environmentally friendly</li> <li>7. Explaining what a country can do to be environmentally friendly</li> <li>8. Understanding texts about international and local campaigns</li> </ol>			
<p><b>Understanding / Sequence of delivery</b></p>	<ol style="list-style-type: none"> <li>1. Using nach, in and an to say where you are going to</li> <li>2. Using warden in the present tense</li> </ol>	<ol style="list-style-type: none"> <li>1. Using masculine and feminine nouns</li> <li>2. Using conjunctions and intensifiers</li> <li>3. Recognising sequencers</li> </ol>	<ol style="list-style-type: none"> <li>1. Forming questions</li> <li>2. Using prepositions with the accusative</li> </ol>	1.	1.	

