

## Spring Term Curriculum Plan Year 12 German – Berlin

### **Sequencing Rationale**

The first term of A level German extended GCSE topic areas such as family, technology, music, television and festivals to introduce A level vocabulary and skills. Students have learnt how to deal with longer, complex texts and audio, summarise and write discursive essays, and speak about topics in depth. They are ready in the spring term to move onto new sophisticated topic areas such as Berlin and Art and Architecture. We study the unique political history of Berlin to understand how historic events have shaped the city today. We begin with its cultural founder, Frederick the Great and then look at the influence of two world wars, a divided Europe and Berlin since its rebirth as the capital city of an economically strong Germany. The important role played by culture in Berlin today is discussed, including one of its most influential playwrights, Berthold Brecht. Finally, we look at the incredible diversity of Berlin's population and how this contributes to the culture of the city. We continue to build upon the A level skills introduced in the autumn term with a view to increasing grammatical accuracy in translation and improving in the A level skills of summarising and discussing photo cards orally.

### **Curriculum End Goals for Spring Term – what will students learn/ achieve this term?**

1. The role of the four cases in German grammar and how these affect personal pronouns, possessive adjectives and adjective endings
2. Key dates and events in the history of Berlin and Germany, including the Nazis and world war two and then the post war period which resulted in a divided Germany and the unique position of Berlin in East Germany with a wall dividing the city.
3. Revisit the imperfect tense and its use in narrating historic events and story-telling
4. Recognise the main buildings and memorials in Berlin and their history
5. Discuss the importance of culture in Berlin, from its beginnings under Frederick the Great and alternative culture in West Berlin to the wide range of museums and theatre today
6. Listen for detail and predict answers based on question words
7. Know about the life of Bertolt Brecht and his influence on theatre today
8. Revisit the role of infinitive constructions with zu, adding impersonal verbs and the verb to be
9. Understand the significance of the diverse population in Berlin and the main ethnic group, the Turks
10. Carnival der Kulturen and how Berlin celebrates its multicultural population
11. Use the wenn clause with verb, verb to convey if and hypothesise
12. The open character Berlin of Berlin and the CSD celebrations
13. Discuss the history and culture of Berlin with the FLA using A level opinion phrases and expressions to introduce a counter argument or contradict
14. Assimilate cultural facts about Berlin to use in written and oral work to meet Ao4 Cultural Knowledge criteria
15. Prepare and answer questions on an A level photo card with FLA based on an aspect of Berlin life

### **How will students be extended and challenged?**

- Use of authentic material from newspapers and internet in speaking sessions with the FLA
- Encouraged to be more creative with ideas and language through marking feedback and individual guidance when task setting
- Encouraged to use more complex structures such a wenn clause and infinitive structures
- Exposure to current, authentic material about Berlin
- When listening or reading, asked to note down extra details to share with the class
- Extension tasks in Kerboodle

### **How will students be supported to master key knowledge and understanding?**

- Positive encouragement and opportunity for one-to-one Q & A in speaking sessions
- Support cards and sheets with sentence starters, opinion vocabulary in speaking sessions to encourage the use of new vocabulary
- Time to pre-read the authentic material from newspapers and the internet in speaking
- In the transition stage, planned use of the GCSE grammar and translation book exercises
- Regular revision of key grammar ideas and the grammar workbook.
- Regular consolidation of key transferable language with FLA such as opinions
- Strategic pairing of students to enable support from a more able student / buddy system
- Encourage the use of online resources to consolidate vocabulary learning e.g. Memrise, Quizlet etc
- Examples / modelling of desired outcome linked to the marking criteria

### **How will students be assessed?**

- Speaking – Photo card on aspect of Berlin life
- Kerboodle K6 -Berlin End of unit assessment - Listening/ Reading/ Translations end of unit assessment