

## Spring Term A level German Year 13 German – Die Friedliche Revolution

### **Sequencing Rationale**

In this second half of the A2 curriculum, Aspects of German political life, we have already studied the important role Germany plays in the EU and politics for young people in the country. Students know a range of key vocabulary and concepts to describe the modern political structure and parties in Germany. This final section considers another vital historical influence on modern German politics, focussing on the division of Germany into two states and the German reunification nearly thirty years later. This historical topic not only revisits and builds on the year 12 study of Berlin, but also provides excellent background and context knowledge for the study of both the book and film this year. Students learn to discuss the events and developments leading up to German reunification and then evaluate the desired and actual outcomes of reunification. Finally, they will compare and contrast the culture and identity of the old and new federal states in Germany. The grammar focus for this term is to widen the students use of the tenses, especially the imperfect and pluperfect tenses to describe past events and the conditional and subjunctive tenses to express conjecture and opinions in an essay.

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

1. Recall key historical dates and facts about the division of Germany into two states and the symbolic building of the Berlin wall
2. Understand some of the lifestyle differences in the two German states.
3. Learn key facts about the events leading up to the fall of the Berlin wall and the reunification of modern Germany
4. Explain why the reunification is called “Die friedliche Revolution” – the peaceful revolution
5. Discuss some of the hopes and political promises of reunification and contrast the reality and problems following it
6. Recognise and use the subjunctive in reported speech
7. Identify the “new” federal states which used to be in Eastern Germany and some of the cultural differences which still exist between Osis and Wesis.
8. Use online material such as Kerboodle audio, Deutsche Welle and Planet Schule videos to develop listening skills and access current and original material beyond the textbook.
9. Understand and use a range of appropriate A level vocabulary to talk about historical facts and the different Bundesländer in speaking and writing
10. Speak one to one with the FLA about the historical facts of reunification and the consequences in modern Germany
11. Develop skills to plan an essay addressing the specific question of the title and using analytical language to discuss ideas
12. Use conditional tenses to express conjecture and hypothesise in essays.
13. Assimilate cultural facts to use in written and oral work to meet Ao4 Cultural Knowledge criteria
14. Prepare and answer questions on an A level photo card with FLA based on the reunification of Germany and the fall of the wall

### **KEY KNOWLEDGE AND UNDERSTANDING**

- Strategies to understand unfamiliar, complex language using cognates, word families, synonyms and antonyms and context and to decipher key information required in texts and audio
- Time-management for self-control in listening tasks
- Skills for accurate and flexible translation from German to English and English to German
- Structure and application of A level mark schemes in the writing exam and how to achieve the analysis for the higher grades
- The significance of the AO4 element of cultural knowledge in A level mark schemes.

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

- Asked more challenging questions to model a high level of understanding
- Use of challenging authentic material from newspapers and the internet in speaking sessions with the FLA
- Be encouraged to be more creative with ideas and language through marking feedback and individual guidance when task setting
- Be encouraged to use more complex structures
- Exposure to current, authentic material, music, film and literature to raise aspirations
- Differentiation of homework tasks set
- When listening or reading, asked to note down extra details to share with the class
- Take a lead in pair work or presentations
- Use analytical language in essays and tenses such as
- Focus on the top box of the marking criteria when setting and marking a task
- Extension tasks in Kerboodle

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

- Regular revision of tenses through card activities and the grammar workbook.
- 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 sessions with FLA and note vocabulary before discussions
- If possible extra input from the teacher in the fifth hour
- 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 literature and film essays linked to the marking criteria