

Subject overview for: German

1. Subject overview

Through learning German as a Modern Foreign Language at JMHS, our students will develop these skills:

- **Show greater cultural curiosity and empathy towards other countries to help promote tolerance in British society.** The reasons for learning a language are made explicit and culture an integral part. Resources will be authentic, relevant and current to extend text books and motivate. Classwork will be enhanced by extra-curricular experiences such as German literature, film, music and trips.
- **Be confident communicators. Be leaders.** Students will be given opportunities and the language skills to communicate confidently in speaking and writing for practical purposes, including role play situations. Motivated students can take a lead and be Languages role models – simply in class group work, as Year 9 Language Leaders and as Sixth Form Language Assistants.
- **Be inspired. Be independent learners and have linguistic curiosity and resilience.** The enjoyment and challenge of Languages will motivate students to always look for and build on the vocabulary and grammar they already know and for some to continue with the subject post 16. In KS5 students will be able to connect with other subjects and become aware of the value of languages in the world of work to encourage further language study and working abroad.

2. Key Stage Three summary

Year 8: Taster year

Students have the opportunity to try German in Year 8 as a second language and we expect no prior knowledge. Pronunciation is taught first to build confidence in speaking, and develop an understanding of the strong phonetic link between sound and spelling. Students learn to speak and write about themselves, school and family, with a focus on how to express opinions and use the present tense. The future tense is introduced with New Year's resolutions in January and students then move on to free-time to introduce high frequency vocab such as gern (like) and time phrases. The final topic of home consolidates communication in the two tenses. We continually share with students the vocab of language learning and the German language, country and culture. Grammar is taught in a planned sequence, starting with high frequency phrases and simple forms, gradually adding complexity.

3. Key Stage Four summary

a. Year 9: Transition year

Year 9 is the transition year to prepare students for the GCSE. Learning is sequenced so that three key topics from Year 8 are revisited to retrieve and build on known vocabulary and grammar, developing confidence in speaking and writing. The first, School develops opinions, connectives and word order to include complex structures. Free Time is then used to introduce the past tense and students start to communicate in four tenses; present, perfect, future and conditional. Finally, the topic of Family builds on possessives and pronouns and descriptions. Speaking skills are introduced with photos and simple role plays and writing focuses on learning how to translate effectively and guided writing tasks.

b. Year 10 and Year 11: GCSE German

Year 10 begins the GCSE with learning sequenced to cover three interrelated topics; Home and Daily Life, Travel, and Holidays. These topics share common vocabulary such as food, times and places, but they also retrieve important grammar such as um...zu and the tenses. This allows students to consolidate and embed key language from Year 9. The imperfect tense is introduced in these topics and how to approach literary texts. Higher tier students meet the challenging 150 word writing task. All year 10 end of unit assessments are progressive, covering Foundation and Higher tiers to allow all achieve and aim higher.

Year 11 starts with two final topics and is focussed throughout on building GCSE exam skills. The module World of Work practises improving accuracy in the tenses and checking detail such as adjective endings and complex word order. The final module Wonderful World is varied and involves challenging ideas and new vocabulary in topics such as environment, global events and social problems. This allows students to practise dealing with unknown, often challenging vocabulary in listening and reading texts. We begin thorough preparation for all GCSE exams, starting with the oral exam, and looking at each different exam structure and expectations at Higher and Foundation Tiers and how to succeed at both levels.

4. Sixth Form courses

A level German

The priority in Year 12 is to bridge the learning from Year 11, establish good language study skills and build student confidence. This is especially important in speaking where weekly sessions with our Language Assistant are vital to establish spontaneity and fluency. Students study two topics a half term, one per teacher and have a summative assessment in all skills at the end of topic. Most Year 12 topics have a familiar basis in GCSE (Family, Digital World, Youth Culture, Traditions), but quickly add A level vocabulary and high frequency verbs. Listening and reading comprehension is practised from the outset, whilst summary skills are addressed later. Grammar is taught discreetly and students practise in their own grammar book as directed. From Easter, students revise for the UCAS exam. The rest of the summer term is spent introducing the film and book studied for the written A level exam and launching the IRP (Individual Research Project) with students.

In Year 13, the focus is on completing syllabus topics, study of the chosen set book and film and preparation for the oral exam, and then general exam practice. In the autumn term the aim is to cover the final topic areas and to develop skills for the IRP with a topic area chosen for a practise IRP. Until the actual A level oral exam, the IRP preparation is guided and topic oral cards are practised with the FLA (Foreign Language Assistant). The completion of topic teaching in the spring term then allows a more in-depth study of the book and film for the writing exam. Students have looked at the historical contextual background to both in Year 12 and read the novel during the summer holiday. In the first half-term of summer, our priority will be the skills for mastering grammar, exam preparation and revision guidance.

5. Contribution to preparing for life in modern Britain/equalities

By studying German students will have greater cultural curiosity and empathy towards other countries to help promote tolerance in British society. The reasons for learning a language are made explicit and understanding towards new cultures is integral to learning at all key stages. In Year 8, we begin emphasising the origins of English from German and highlight the positive role cognates play in language learning. The cultural content is diverse, covering school life, food and drink to include a German breakfast, music and customs and traditions. The GCSE course deepens cultural knowledge within these topics, but also looks at tourism, life in Vienna and aspects of German society. Finally, in the Sixth Form, cultural understanding and tolerance, are at the heart of each topic studied, from customs to immigration and the role of the EU. Culture in Austria and Switzerland is included and resources used are authentic, relevant and current to extend text books and motivate. Classwork is enhanced at all key stages with extra-curricular experiences such as German literature, film, music and wonderful trips.

6. Contribution to careers provision

At GCSE, two key modules focus on future studies and employment, School Life and then later in Year 11, The World of Work. We discuss what students are planning to study after their GCSEs and beyond, the advantages of having a summer or weekend job and we look at a CV and job applications. A wide range of potential future careers are covered and we highlight the advantages of speaking a language for their future employability in the global workplace.