Subject: German	Subject Leader: Jacqueline Whitton	Year Group: 12	AUTUMN TERM 1
Topic	Key Learning Points	Key Vocabulary	Assessments
Introduction to A level	 Note: In Year 12, students study two modules at the same time with different teachers so the order of learning points is only indicative of sequencing Organise German A level folder and use it effectively to categorise and retain work Use online material such as Kerboodle audio and Deutsche Welle videos independently to develop listening skills and access current affairs in Germany Speak weekly with FLA, learning both general conversation skills and to give opinions on 	The extent of the vocabulary cannot be defined in an exhaustive list. On top of the vocabulary listed in	Half term 1: Cumulative Listening and Reading
Module 1 Familie im Wandel	 the topics studied this term in German speaking countries. 4. Assimilate cultural facts for written/oral work to meet AO4 Cultural Knowledge criteria 5. Revisit all present tense – irregular, reflexive, modal and separable/inseparable verbs. 6. Revisit perfect tense including irregular verbs and the imperfect tense in a literary text 7. Recall key vocab for relationships and discuss problems within the family 8. Understand the recent changing roles and expectations for partnerships 9. Culture: Name the different type of families and discuss the relevant information about 	the Student book, students will be encouraged to explore and extend their vocabulary and knowledge through	Assessments on Module 1 Familie + Module 3 Jugendkultur (both current)
Module 3 Jugendkultur	 marriages/civil partnerships in Germany, Austria or Switzerland 10. Recognise a wide range of connectives and their word order implications 11. Recall clothes vocab and discuss fashion as a positive and negative influence on young people including specialist vocab for eating disorders 12. Discuss the personal and social importance of music to young people and themselves 13. <u>Culture:</u> Research and give a short presentation on a German singer or band 14. Debate the advantages and disadvantages of television and its future role 15. Understand and use a range of appropriate A level verbs in speaking and writing 		
	 16. Begin to incorporate high-level structures, such as infinitive constructions and relative pronouns in work to raise the level of language 17. Understand how to summarise a listening passage, selecting key information and ideas 18. Understand how to summarise a reading passage from a text to meet criteria and length. Know how to lift vocab from text, but also manipulate verbs and use synonyms 19. Know how the mark scheme is applied to listening and reading summaries. 20. <u>Assessment:</u> Know how to prepare and answer questions on photo cards with FLA 		
	 Extensions Exposure to challenging current, authentic material, music and film When listening or reading, note extra details to share with class 		

Subject: Germa	n Subject Leader: Jacqueline Whitton	Year Group: 12	AUTUMN TERM 2
Topic	Key Learning Points	Key Vocabulary	Assessments
Module 2 Digitale Welt	 Understand compound words in German and how to work out meaning Use the correct word order in German sentences (inversion, Time-Manner-Place) Revisit future tense formation Recall key vocab for internet use and problems, including discussing advantages and disadvantages of the internet Assessment: Interpret and explain German statistics in written and picture formats Know language to discuss figures and how to use statistics to support a statement Debate the benefits and dangers of social networks and discuss the digital society today and its future development Learn and use more sophisticated phrases to talk about possible future developments – 	The extent of the vocabulary cannot be defined in an exhaustive list. On top of the vocabulary listed in the Students will be encouraged to explore and extend their vocabulary and knowledge through independent reading.	Half term 2: Cumulative Listening, Reading and Writing Assessment Module 2 Digitale Welt + Module 4 Feste und Traditionen (both current) FLA - Photocards on Digital world and German festivals
Module 4 Feste Und Traditionen	 Learn and use more sopnisticated phrases to talk about possible ruture developments – Ich kann mir vorstellen, dass Use prepositions with the cases, learn prepositions always followed by dative and accusative case Understand use of accusative/dative with prepositions that can indicate movement Recall any known vocab and facts about German festivals – Weihnachten/ Ostern Recognise and understand the regular and irregular imperfect tense and its use in narrating historic events and telling stories Culture: Research facts about a chosen festival and present to class Culture: Learn about the most important German festivals, including Oktoberfest, Carnival and Christmas, looking at their origins and how the festivals are celebrated today Discuss the economic and social importance of these national festivals to their 		
	respective cities and to Germany as a whole 16. <u>Culture:</u> Name and describe a regional festival in Germany, Austria or Switzerland 17. <u>Assessment skills:</u> Focus on how to succeed in reading summaries about festivals 18. <u>Assessment:</u> Prepare and answer questions on internet/ social media and festival photo cards with FLA with focus on cultural knowledge Extensions • Use of authentic material from newspapers/ internet in speaking sessions with FLA • Encouraged to be more creative with ideas, language and structures through feedback and individual guidance		

Subject: German	Subject Leader: Jacqueline Whitton	Year Group: 12	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
	Rey Learning Points 1. Recall vocab to express opinions adding words to emphasise, counter-argue and debate 2. Use comparatives and superlatives correctly 3. Be able to react to a picture of a piece of art or architecture using appropriate vocab 4. Culture: Be aware of architectural/artistic movements such as Expressionism and Bauhaus 5. Understand the influence and role of art and architecture in society today 6. Culture: Name famous artists and architects in German speaking countries 7. Use online material such as Deutsche Welle, Planet Schule, Goethe Institut videos to develop listening skills and access current, original material. 8. Speak with the FLA, expressing opinions and reacting to a variety of art images. 9. Understand and begin to use high-level tenses, such as the pluperfect and passive tenses to raise the overall level of language 10. Know the four cases in German grammar and how these affect articles, personal pronouns, possessive adjectives and adjective endings 11. Revisit the imperfect tense and its use in narrating historic events 12. Know key dates and events in the history of Berlin and Germany, including Nazis, world war 2 and the post war period of a divided Germany and the wall. 13. Be aware of the unique geographical position of Berlin in East Germany. 14. Culture: Recognise the main buildings and memorials in Berlin and their history 15. Discuss the importance of culture in Berlin, from Frederick the Great and Bertolt Brecht to the wide range of museums and theatres today 16. Revisit the role of infinitive structures with zu, and add impersonal verbs 17. Use the wenn clause with verb, verb to convey if and hypothesise 18. Understand the history of Berlin's diverse population and main ethnic group, the Turks 19. Culture: Know the festivals Carnival der Kulturen and CSD and how Berlin celebrates its multicultural and diverse population 20. Assessment: Prepare and answer questions on photo cards with FLA featuring different art forms and aspects of Berlin life focussing on expressing op	•	
	 to do own research on German web sites and you tube channels Encouraged to be creative with ideas, language and structures - wenn clauses and infinitive constructions 		

Subject: German	Subject Leader: Jacqueline Whitton	Year Group: 12	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
Book and Film studies	 Key vocabulary to discuss films and literature in German. <u>Culture</u>: Recall key dates and events in German history after 1945 to understand the historical and social context of the book and film <u>Culture</u>: Be aware of the main political developments in East Germany and Russia and the effects on everyday life for the citizens of East Berlin, the setting for both book and film. Know the general themes in the book and film and then focus on two selected themes for 		Half term 6: Cumulative exam papers
	in depth study in year 12 5. Know how to organise ideas in a clear structure and show analysis in an A level film/ literary essay using PEA and how this is reflected in the year 12 essay mark scheme. 6. Write accurately at length about an aspect of a film and book, analysing a specific theme and expressing personal opinions with justification and evidence (PEA) 7. Understand the requirements of formal language and asking questions during the AS speaking exam		Paper 1 – AS Listening, reading and writing – full paper
Exam skills	8. Discuss photo cards freely with the FLA and make references to German/ Austrian and Swiss culture with examples and statistics where appropriate 9. Discuss and give opinions spontaneously on topics and a range of contemporary issues 10. Formulate a revision plan and organise work in order to prepare for the AS exam 11. Summarise a passage to given criteria, based on a range of reading texts and audio 12. Transfer information in translations with a high degree of accuracy 13. Use exam strategies and understand exam board criteria in order to maximise success 14. Know the A level mark schemes for photo cards (speaking), translations into English and German and summaries (listening and reading)		Paper 2 – AS writing paper – adapted essay titles to match teaching
IRP	15. Know how to revise for the AS end of year exam. 15. Understand what the Individual Research Project (IRP) is and its role in the A2 oral exam 16. Listen to several previous student IRPs to discuss content and possible IRP themes 17. Know the timescale for general topic choice and research and to record sources in IRP booklet Revision resources: Text book, Grammar workbook, folder notes, Kerboodle (Vocab builder/ Exam pulse)		

How parents can support learning in the subject this academic year

- Provide a quiet place to work with good internet access where possible.
- Show an interest in the German, Swiss and Austrian cultural topics and current affairs studied at A level and share any personal knowledge and experiences of the German speaking countries culture and history

Recommended Reading

- Use online language learning apps or websites to expand and practice A level vocabulary: Quizlet.com / Memrise / Kerboodle
- Watch Deutsche Welle videos and news footage to keep up with current affairs
- Undertake research for presentations and IRP on google.de rather than rely on English websites
- Listen to any German music, watch German films on Netflix to enjoy learning the language.

Points to note

Year 12 German Sequencing Rationale

Autumn 1: The priority at the start of A level German is to bridge the learning from year 11, establish good study skills and build student confidence, especially in speaking. The first lessons offer a brief introduction to the three German speaking countries, covering geographical and historical facts and provide a basis for cultural understanding. Students study two modules each half term and topics are familiar from GCSE, but the focus at A level is on the social aspects. In the first module Family, this means looking at different types of modern family and partnerships and in Youth Culture, considering the negative pressures on youth from television and fashion. and tense spotting. GCSE grammar is revisited and built upon throughout the term, starting with present tense verbs, connectives and word order and the perfect tense. The new reading and listening summary skills are taught explicitly before the first assessments and practised regularly with authentic audio and texts.

Autumn 2: Study of the Digital World includes cyber-mobbing and the importance of social media in everyday life, where students learn to interpret statistics and prepare a presentation about internet and social media use in Germany. The Festivals module explores the origins and traditions of a range of festivals in Germany, Austria and Switzerland, but also considers the social and economic importance of Christmas and big regional festivals such as Carnival and Oktoberfest. Translation alarm bells are used to identify and discuss challenging aspects of translating into German such as verb agreement and tense spotting. Students look at a literary text to recall the imperfect tense, which is used regularly at A level to tell stories of traditions and recount events. They also learn a new tense, the passive, later in the term. End of unit assessments have been created to test all A level skills, including photo cards, but enabling students to achieve and move on in the language with confidence.

Spring: The first term extended GCSE topic areas to introduce A level vocabulary and skills. Students have learnt how to deal with longer, complex texts and audio, summarise and translate, and speak about topics in depth. They are now ready to move onto new sophisticated topic areas such as Art and Architecture and Berlin, expanding their cultural knowledge and building on giving personal reactions and opinions. In Art and Architecture, students have an overview of art history in Germany, Austria and Switzerland and look at the influence and role of art and architecture today. They will meet new vocabulary specific to the figurative arts, which they then use in personal research to give a presentation about an architect of their choice. The Berlin module looks at the unique political history of Berlin to understand how historic events have shaped the city today and provides essential historical background for our study of a chosen A level German book and film. 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. Students study the important role played by culture in Berlin, 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. GCSE grammar is retrieved and extended throughout this module with a review of word order, use of comparatives and superlatives to enrich descriptions and discussion, and the pluperfect tense to describe events that had happened in the past. The four cases are considered in depth practising how they affect articles, personal pronouns, possessive adjectives and adjective endings in turn. Students continue to strive for increased grammatical accuracy in translation and improvement in the A level skills of summarising and discussing photo cards orally.

Summer: The summer term concentrates on three very important areas of A level German. Students start to study the chosen film and book for the written exam in A2 and we launch the Individual Research Project (IRP) for discussion in the oral exam in A2. The summer term also allows time for some structured exam revision and preparation for the UCAS prediction exam later in the term. The film and book are taught by different teachers to allow specialism and the introduction of both in year 12 focuses on the historical and social contexts of book and film and some of the main themes. Students learn key vocabulary to discuss character, plot and film techniques as well as useful phrases to discuss both. We teach students how to approach an A level literary and film essay using the PEA structure and work on essay plans in class with them. End of year exam revision for an adapted AS paper, covers all skills with particular emphasis on summaries as new skills and translations as the most discerning. Photo card practice is developed with the FLA throughout the term and assessed as part of the AS exam. Finally, the IRP is launched in the final half term with a guidance booklet and listening to previous student examples. This launch enables students to begin research in a chosen wider topic area over the summer holidays, keeping a record in their IRP booklet of websites and ideas.