

# 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. Year 8 and Year 9 summary (Key Stage Three)

The Key Stage 3 German curriculum at JMHS has been carefully designed to engage students and build upon the language skills acquire in Y7 with French however, we expect no prior knowledge of German. 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 introduce themselves and pronounce words in German. Then they learn to talk about family, school, and free-time with a focus on using opinions, using important verbs like “to be” and “to have” and regular verbs in the present tense. In the final topic, students learn to describe where they live. 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.

In Year 9 learning is sequenced so that key topics from Year 8 are revisited to retrieve and build on known vocabulary and grammar, developing confidence in speaking and writing. Cultural knowledge is shared in all topic areas. The first topic, School develops opinions, connectives and word order to include complex structures. The popular topic of Free-time is then revisited and used to introduce the past tense and students start to communicate in four tenses; present, perfect, future and conditional. The final topic of Family and friends builds on descriptions, possessives and pronouns. Speaking skills are introduced with photos and writing focuses on how to translate effectively and guided writing tasks.

### Summary of Content:

At Key Stage 3 students cover a topic each half term always linking to the previous learning

Year Group	Term	Topics Covered	
8	Autumn	HT 1 - Introductions and first language	HT 2 - Family and describing people, verbs “to have” and “to be”
	Spring	HT 3 - School subjects and opinions, present tense	HT 4 - School life and hobbies present tense.
	Summer	HT 5 - Freetime	HT 6 – Where I live / revision

9	Autumn	HT 1 – School life and opinions, connectives	HT 2 – School rules and trips
	Spring	HT 3 – Free time and preferences	HT 4 – Free time and past tense
	Summer	HT 5 – Family and friends	HT 6 – Relationships and weddings

### 3. Year 10 and Year 11, GCSE summary (Key Stage Four)

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 daily life, food, times and describing places and allow students to consolidate and embed key language and grammar from Year 9. We also introduce important new grammar concepts such as the structure um...zu and revisit the tenses, adding the imperfect tense and how to approach literary texts written in this tense. Cultural highlights include a look at Vienna and the island of Sylt. Higher tier students meet the challenging 150 word writing task and how to approach it. All year 10 end of unit assessments reflect current learning, interwoven with previous topic vocabulary and grammar. Termly summative assessments are progressive, with exercises at Foundation and Higher tiers to allow all students to achieve and aim higher.

Year 11 starts with the 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 very varied in content and involves challenging ideas and new vocabulary in topics such as global events, social problems and issues and the environment. These sophisticated topics allow students to practise dealing with unknown, often challenging vocabulary in listening and reading texts, which is a vital skill for success at the higher GCSE grades. In the spring term, we begin thorough preparation for the GCSE exams, starting with the mock speaking exam. We look at each different exam format in the four language skills and the expectations at Higher and Foundation Tiers, and of course how to succeed at both levels.

#### a. AQA GCSE

Year Group	Term	Topics Covered	
10	Autumn	HT 1 - House and home	HT 2 - Fitness and technology
	Spring	HT 3 - Travel and hotels	HT 4 - Restaurants and shopping
	Summer	HT 5 - Holidays and weather	HT 6 - My town and the island of Sylt
11	Autumn	HT 1 – World of work	HT 2 – November mocks, sporting events and social problems
	Spring	HT 3 – Global and social issues, February mocks preparation	HT 4 – February mocks, GCSE speaking and writing exam preparation
	Summer	Revision and Exam period	

## 4. Sixth Form courses

### AQA 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 Foreign Language Assistant are vital to establish spontaneity and fluency. Students study two topics each 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, Festivals and traditions), but quickly add A level vocabulary and new high frequency verbs. Listening and reading comprehension is practised from the outset, whilst the new summary skills are introduced gradually. Grammar is taught discreetly and students practise in their own grammar book as directed. In the second half of the spring term, we introduce the book and film studied, starting with the historical background and looking at essay technique. At Easter, students revise for the UCAS prediction exam, which is an AS paper. The rest of the summer term is spent studying the film and book for the written A level exam and launching the IRP (Individual Research Project) for the A level oral exam 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 topical issues of immigration, politics and reunification 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.

Year Group	Term	Topics Covered	Sequencing rationale
12	Autumn	<ul style="list-style-type: none"> <li>HT 1 - Familie und Jugendkultur</li> <li>HT 2 - Digitale Welt und Feste</li> </ul>	Family, music, film, technology and festivals are all GCSE topics so students are able to recognise and build on known language
	Spring	<ul style="list-style-type: none"> <li>HT 3 - Kunst &amp; Architektur und Berlin</li> <li>HT 4 - Historical background to book/ film plus exam revision</li> </ul>	Art and architecture help develop description and opinion skills. Berlin provides the historical setting for both book and film and prepares for the topics of politics and reunification in year 2
	Summer	<ul style="list-style-type: none"> <li>HT 5 - UCAS Prediction exam and book/ film studies</li> <li>HT 6 - Intro IRP and book/film studies</li> </ul>	Students focus on essay technique and key essay themes in the book and film. The individual research project (IRP) for the speaking exam is introduced.
13	Autumn	<ul style="list-style-type: none"> <li>HT 1 - Einwanderung und Integration</li> <li>HT 2 - Rassismus</li> </ul>	Immigration is a key issue for Germany. These 3 topics areas share common language and are interrelated (immigration – its positive and negative sides)
	Spring	<ul style="list-style-type: none"> <li>HT 3 - Jugendpolitik und Deutschland und die EU</li> <li>HT 4 - Wiedervereinigung und IRP</li> </ul>	Politics, the EU and reunification are sophisticated topic areas, but vital to understanding Germany today and succeeding at A level.
	Summer	<ul style="list-style-type: none"> <li>HT 5 - Speaking exam, revisit book/ film and revision</li> </ul>	<b>Exam period</b>

## **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 always highlight the advantages of speaking a language for their future employability in the global workplace.