



Intent:
 In year 9 students will study 4 topic areas that form the building blocks for a GCSE in German. They will build on the grammar and vocabulary learnt in Year 7 and 8. They will deepen their understanding of the three tenses and will learn to use justified opinions in order to state points of view. Students will understand the link between sound and spelling and be encouraged to practise fine-tuning their own French pronunciation. Students will learn to use their language for the purpose of successful and meaningful communication.

| GERMAN Year 9 | HALF TERM 1: Home, Town & Local area | HALF TERM 2: Daily routine, healthy lifestyle & making plans to go out | HALF TERM 3: Clothes and shopping | HALF TERM 4: Leisure & entertainment. | HALF TERM 5: Exam Preparation | HALF TERM 5: Planning a trip to Berlin |
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| Knowledge (facts, information, concepts and key terminology) | Topic-specific vocabulary, revisit present tense verb endings, sequencers and adverbs of frequency, introduce separable verbs, introduce the future tense using <i>werden</i> . Expressing opinions. | Topic specific vocabulary, introduce reflexive verbs and reinforce present tense verb endings, reinforce the use of sequencers, introduce modal verbs. Reinforce the use of connectives that affect word order and expressing opinions. | Topic specific vocabulary. Revisit the use of the future tense with <i>werden</i> and the perfect tense. Expressing opinions. Accusative spelling patterns. Possessive adjectives. | Topic specific vocabulary. Use of the three tenses. Reinforce word order rules when using; <i>da</i> , <i>weil</i> , <i>wenn</i> , <i>dass</i> . Using these connectives to linking opinions Introduce the word order rule – Time/ Manner/ Place. Recognising the imperfect tense. | Vocabulary for speaking exams including role-play and photo-card specific vocabulary and approach. | Learning about Berlin and life in Germany's capital city. Learning about 'East' and 'West' Berlin. Revisiting and reinforcing the 3 tenses, sequencers, adverbs, connectives, word order rules covered throughout the year. |
| Understanding (ability to connect and synthesise knowledge within a context) | <p>Pick out details when reading and listening</p> <p>Discuss key ideas relating to the topic and know vocabulary pertaining to this topic.</p> | | | | Apply content from previous topics to role play, photo and conversation settings | Pick out details when reading and listening Discuss topic , vocabulary pertaining to this topic. |
| Skills (successful application of knowledge and understanding to a specific task) | <p>Write at least 40 (F), 90 (F / H), words on the topic</p> <p>Sustain a conversation</p> <p>Listening, Reading, speaking and writing</p> | | | | Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing | Speaking test skills Writing strategy Reading and listening Independent research skills. |
| Formal Assessments (those done by all/vast majority of the cohort) | | ASSESSMENT 1 | | | | ASSESSMENT 2 |

By the end of the year students on course for at least a grade 5 will manipulate core/ essential verbs (regular and irregular) across 3 time frames, include justified opinions, manipulate transferable phrases, use a range of language in their writing and spoken work, know vocabulary from the topics studied and be familiar with high frequency cross-theme vocabulary.