

GERMAN DEPARTMENT – YEAR 9 course, scheme of work 2018 – 2019:

Main textbook: ZOOM Deutsch 1 + Audio materials + Higher workbook

Guided learning hours: 60 minute + 60 minutes + 40 minutes per week

<i>Time-line</i>	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Year 9, Term 1:				
Weeks 1 and 2	<ul style="list-style-type: none"> • Introduction to German • Common greetings • Questions to ask in the classroom • How to give and ask for name, age, <i>Wohnort</i> • Numbers 1-20 • Saying when your birthday is • Saying what languages you speak • Capital cities and countries • Spelling in German • First person singular 	<p><i>Textbook – Kapitel 0, Seiten 4-23</i></p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p>	<p>Throughout the year work is marked using German Department mark scheme, with three grades given for:</p> <ol style="list-style-type: none"> 1. Communication/ content/ perceived effort 2. Language breadth/ accuracy 3. Overall achievement for the piece of work <p>The descriptors are :</p> <p>P (Prima) S (Sehr gut) G (Gut) A (Ausreichend) M (Mangelhaft)</p> <p>Classroom monitoring of oral work</p> <p>Short written homeworks focusing on correct spelling</p>	<p>Support vocabulary crib sheets for those who find learning new words difficult.</p>
<p>‘British values’ evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>Emphasis on clear verbal communication and careful listening</p> <p>Recognising and respecting other cultures</p> <p>Geographical awareness</p>			
Week 3	<ul style="list-style-type: none"> • <i>Meine Familie</i> • Accusative case indefinite article (masculine, feminine, neuter) • Third person singular • <i>Haustiere</i> • Describing yourself with common adjectives • Difference between <i>ich</i> and <i>du</i> • Basic interrogatives 	<p><i>Textbook – Kapitel 1, Seiten 24-39</i></p> <p><i>Hallo aus Berlin (Meine Familie)</i> YouTube</p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p>	<p>Regular homeworks and classroom observation</p>	<p>Differentiated guidance on word order in common sentences with <i>und / aber</i>.</p>

<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Listening to others and feeding back accurately</p>			
<p>Weeks 4, 5 and 6</p>	<ul style="list-style-type: none"> Classroom items Definite Article nominative case – three genders School subjects Giving a reason for liking or disliking Telling the time Days of the week / Months Inversion with present tense Musical instruments 	<p>Textbook – <i>Kapitel 2, Seiten 40-55</i> <i>Hallo aus Berlin (Meine Familie)</i> YouTube</p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p>	<p>Regular homeworks and classroom observation</p> <p>Create a one-sided document entitled ICH.</p>	<p>Extension – research a famous German-speaking person and write a short paragraph in German about her/him.</p> <p>Help with telling the time for those who find this difficult.</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Using the traditional clock-face</p>		<p>ICT skills – formatting</p> <p>Typing German characters</p>	
<p>Weeks 7, 8 and 9</p>	<ul style="list-style-type: none"> Common leisure activities Use of <i>gern, lieber, am liebsten</i> Present tense of <i>spielen</i> and other common verbs Singular present tense of some irregular verbs Types of computer games Use of <i>denn</i> to give a reason Describing regularity with common phrases of time 	<p>Textbook – <i>Kapitel 3, Seiten 56-71</i> <i>Hallo aus Berlin (Freizeit)</i> YouTube</p> <p>Home produced powerpoints and worksheets</p> <p>Higher Level workbook activities</p>	<p>Regular homeworks and classroom observation</p> <p>Final assessment of selected tasks including grammar, gap-fill, reading comprehension, translation</p>	<p>Differentiated tasks for assessment – students choose from 3 levels.</p> <p>More able students can begin to have freer use of dictionary to look up more advance vocabulary.</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Awareness of linguistic differences in other countries</p> <p>Awareness of the nature of language – i.e. not word for word equivalent in other languages</p>			
<p>Weeks 10, 11 and 12</p>	<ul style="list-style-type: none"> Describing the weather Saying where you live Describing different types of accommodation Numbers over 20 Describing your house and your room Prepositions with the dative case and the definite article Understanding the basics of the case system Use of <i>es gibt</i> 	<p>Textbook – <i>Kapitel 4, Seiten 72-87</i></p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p> <p>https://www.youtube.com/watch?v=Ci4IMTIDtc4</p>	<p>Regular homeworks and classroom observation</p> <p>Produce a poster about where you live</p>	<p>More able students encouraged to aim for accuracy in use of cases.</p> <p>Extension work – translations to and from English on <i>Mein Zimmer</i>.</p>

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Year 9, term 2:				
<p>Weeks 1, 2 and 3</p>	<ul style="list-style-type: none"> • Common items of food and drink • Where to eat • Shopping for food • Describing healthy and unhealthy eating habits • Weights, measures and prices • Use of <i>kein</i> • Use of <i>Man soll</i> with infinitive at end of sentence 	<p>Textbook – <i>Kapitel 5, Seiten 88-103</i></p> <p>Home produced power points and worksheets</p> <p><i>Hallo aus Berlin (Essen und Trinken)</i> YouTube</p> <p>Higher Level workbook activities</p>	<p>Regular homeworks and classroom observation</p> <p>Formal vocabulary test</p>	<p>Students can research and present to class (+powerpoint?) some German specialities. More able can present a recipe.</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Awareness of types of food in other cultures Discussion of healthy eating habits</p> <p>Students find out about specific specialities in German / Austrian / Swiss cultures</p>		<p>Discuss the importance of learning vocabulary as you go along and tips on how to learn.</p>	
<p>Weeks 4, 5 and 6</p>	<ul style="list-style-type: none"> • Places in the town • Use of <i>mein</i> • Use of <i>können, wollen</i> • Asking for and giving directions • Formal and informal <i>du/Sie/ihr</i> • Basic transactions (shopping/buying tickets) • Understanding tourist information leaflets 	<p>Textbook – <i>Kapitel 6, Seiten 104-119</i></p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p>	<p>Regular homeworks and classroom observation</p> <p>Students create a colourful poster about a town or city in a German-speaking country.</p>	<p>Worksheet contain tasks at different levels.</p>

<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Cultural awareness of history, geography etc of places in German-speaking countries. Map reading skills.</p>		<p>ICT - research skills; how to research efficiently; how to adapt material from online sources.</p>	
<p>Weeks 7, 8, 9 and 10</p>	<ul style="list-style-type: none"> • Common items of clothing • Accusative case indef. art + adj+ noun • Use of <i>wir</i> • Shopping for clothes – useful phrases • Prices • Future tense with <i>werden</i> • Comparative of adjectives • Accusative case pronouns • Plurals • Use of modal verbs (<i>können, wollen, sollen, dürfen, müssen</i> in present tense and <i>mögen</i> in conditional) • Use of <i>weil</i> and <i>wenn</i> with subordinate word order • Dual clause sentence with subordinate clause first (verb,verb) 	<p>Textbook – <i>Kapitel 7, Seiten 120-135</i></p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p>	<p>Regular homeworks and classroom observation</p> <p>Regular translation activities to check understanding</p> <p>Formal reading comprehension test</p>	<p>Test includes variety of sections targeted at different levels.</p> <p>Classroom activities are varied (e.g. formal teaching, games, group and pair work) to cater for a variety of learning styles.</p> <p>Differentiated classroom readers.</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Dictionary skills to find plural forms Awareness of the euro and its value The difference between formal and informal communication</p>			
<p>Year 9, term 3:</p>				
<p>Weeks 1, 2 and 3</p>	<ul style="list-style-type: none"> • Parts of the body • Possessive pronouns (nominative and accusative case) • Common ailments • <i>weh tun / Schmerzen</i> • Use of <i>seit</i> with present tense • Healthy living • Time phrases • Use of <i>um...zu...</i> 	<p>Textbook (Zoom 2) – <i>Seiten 84-99 ch 3A</i></p> <p>Home produced power points and worksheets</p>	<p>Regular homeworks and classroom observation</p> <p>Short oral test in pairs (either a short roleplay from memory or a presentation to the class about healthy versus unhealthy lifestyles)</p>	<p>More able students given longer passages of German to read.</p> <p>Crib cards for less able to give help with remembering words and phrases.</p>

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<p>Weeks 4, 5, 6 and 7</p>	<ul style="list-style-type: none"> • Talking about holidays • Describing holiday activities • Talking about a past holiday • Perfect tense with <i>sein</i> and <i>haben</i> / regular and irregular verbs • Prepositions with the dative case • Reinforcement of present, past and future tenses • Separable verbs • Interrogatives 	<p>zoom 1 Textbook – <i>Kapitel 8, Seiten 136-151</i></p> <p>Home produced power points and worksheets</p> <p>Higher Level workbook activities</p> <p><i>(Nur für dich – The Wise Guys) – possible extension lesson</i></p>	<p>Regular homeworks and classroom observation</p> <p>Write a short account entitled <i>Mein letzter Urlaub</i></p>	<p>Structured tasks for less confident students (e.g. cloze tests) / more open ended writing and speaking tasks for more able (e.g. holiday postcard based on set of bullet points)</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Research of German-speaking holiday destinations</p>			
<p>Weeks 8, 9 and 10</p>	<p>Final review of the year</p> <p>What you can do in German – positive reinforcement of achievements</p>		<p>Formal final examination with listening, reading, writing and oral components</p>	<p>Exam targets different levels to allow for success at all levels of ability</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>The importance of self-assessment</p> <p>Recognising and celebrating achievements</p>			