

## Yr 9 - Yr 11 Scheme of work: 3 years

Sept 2020 – June 2023

[Yr 9 is an introductory, transition year, with topics and grammar selected accordingly]

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The new GCSE German specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

### Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

## Year 1

Term	Theme	Topic	Grammar
Autumn half-term 1	Identity and culture	<p>Me, my family and friends</p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> </ul> <p>See resource: <a href="#">Meine Familie</a></p>	<ul style="list-style-type: none"> <li>case system and terminology eg subject, direct object, indirect object (nominative, accusative and dative)</li> <li><i>sein</i> in present tense</li> <li><i>haben</i> + accusative</li> <li>weak verbs in present tense</li> <li>revision of word order for separable verbs</li> <li>possessive adjectives in nominative, accusative and dative</li> <li>plural adjective endings for descriptions</li> <li>personal pronouns – nominative, accusative and dative</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	<p>Home, town, neighbourhood and region</p> <p>See resources: <a href="#">‘Where I live’ placemat</a> <a href="#">Meine Stadt</a> <a href="#">Memory challenge: home</a> <a href="#">Dominoes: where will I live?</a> <a href="#">Quiz on home and household tasks</a> <a href="#">Was kann man in Westhampton machen?</a> <a href="#">Wohnorte: describing the place where you live</a> <a href="#">Sentence Street</a></p>	<ul style="list-style-type: none"> <li>definite and indefinite articles</li> <li><i>es gibt</i> + accusative</li> <li>common prepositions and cases (see <a href="#">Prepositions -pairwork practice</a>)</li> <li>verb as 2nd idea rule</li> <li>appropriate adjective endings rules to enhance descriptions</li> <li>expressions of quantity and endings including <i>kein</i></li> <li><i>können</i> as modal verb and word order rule</li> </ul>
Spring half-term 1	Current and future study and employment	<p>My studies</p> <p>See resources: <a href="#">Opinions of school subjects</a></p>	<ul style="list-style-type: none"> <li><i>gern, lieber, am liebsten</i></li> <li>modals <i>müssen, sollen, dürfen, mögen, wollen</i> + word order rule</li> <li><i>weil</i> + word order rule</li> </ul>

		<a href="#">Meine Lehrer</a> <a href="#">Four in a row: German school</a> <a href="#">Four in a row: school</a>	<ul style="list-style-type: none"> <li>comparative with <i>als</i> and superlative in expressing opinions about subjects</li> <li>use of <i>du</i> and <i>Sie</i> in informal/formal exchanges</li> </ul>
Spring half-term 2	Identity and culture	Free-time activities <ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> </ul> See resources: <a href="#">Memory challenge: free time</a> <a href="#">Hobby-Umfrage</a> <a href="#">My hobbies placemat</a> <a href="#">German word order in the perfect tense</a>	<ul style="list-style-type: none"> <li>appropriate strong verbs in present tense</li> <li>review of word order with separable verbs</li> <li>perfect tense with <i>haben</i> and <i>sein</i> for recounting past activities (see <a href="#">Perfect tense: Presentation</a>)</li> <li>verb as 2nd idea and word order with perfect tense</li> </ul>
Summer half-term 1	Identity and culture	Free-time activities <ul style="list-style-type: none"> <li>Food and eating out</li> <li>Sport</li> </ul> See resources: <a href="#">The conditional tense and 'wenn' clauses</a> <a href="#">Reading comprehension and using 'wenn'</a>	<ul style="list-style-type: none"> <li>future tense introduced for eg weekend plans</li> <li><i>wenn</i> clauses and word order rules</li> <li>present, past and future time frames reinforced</li> </ul>
Summer half-term 2	Identity and culture	Customs and festivals in German-speaking countries/communities  See resource: <a href="#">Germany web-quest</a>	<ul style="list-style-type: none"> <li>recap on perfect tense including past participles of common strong verbs</li> <li>describing a past event/festival</li> <li>actions and opinions with appropriate selected imperfect tenses</li> </ul>

## Year 2

Term	Theme	Topic	Grammar
Autumn half-term 1	Current and future study and employment	Life at school/college  See resource: <a href="#">School pressures and problems</a>	<ul style="list-style-type: none"> <li>transfer appropriate modals from my studies to school rules context</li> <li><i>zu</i> + infinitive construction</li> </ul>

			<ul style="list-style-type: none"> <li>● common conditionals such as: <i>ich möchte; ich hätte gern; könntest du; würdest du; wir sollten</i></li> <li>● more on adjective endings to describe buildings, facilities etc</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	<p>Travel and tourism</p> <p>See resources:</p> <p><a href="#">Four in a row: holidays</a></p> <p><a href="#">Verkehrsmittel</a></p> <p><a href="#">Quiz: word order</a></p> <p><a href="#">Im Reisebüro</a></p> <p><a href="#">Poem: 'Am Strand'</a></p> <p><a href="#">Ein Gespräch über Urlaubspläne</a></p> <p><a href="#">Inference grids: holidays</a></p> <p><a href="#">Mein letzter Urlaub</a></p> <p><a href="#">Hotel bingo</a></p> <p><a href="#">Am Bahnhof</a></p> <p><a href="#">Holiday mind reader activity</a></p> <p><a href="#">Talking about holidays</a></p>	<ul style="list-style-type: none"> <li>● consolidation of Perfect tense (see <a href="#">Perfect tense - board game</a>)</li> <li>● imperfect tense of common strong verbs</li> <li>● sequencing words, expressions and phrases</li> <li>● connectives <i>als, bevor, bis, dass, nachdem, ob, obwohl, während, weil, wenn, wo</i> to develop greater complexity in spoken and written accounts of past events or experiences</li> <li>● weather expressions</li> <li>● time, manner, place word order rule</li> </ul>
Spring half-term 1	Current and future study and employment	<p>Education post-16</p> <p>See resources:</p> <p><a href="#">Meine Zukunftspläne</a></p> <p><a href="#">Future plans</a></p> <p><a href="#">Die Zukunft</a></p>	<ul style="list-style-type: none"> <li>● revisiting future and conditional tenses</li> <li>● adverbs such as <i>vielleicht, hoffentlich</i> and word order</li> </ul>
Spring half-term 2	Local, national, international and global areas of interest	<p>Social issues</p> <ul style="list-style-type: none"> <li>● Healthy/unhealthy living</li> </ul> <p>See resources:</p> <p><a href="#">Sorting foods</a></p> <p><a href="#">Vocab starters: die Gesundheit</a></p> <p><a href="#">Das ist gut für die Gesundheit</a></p>	<ul style="list-style-type: none"> <li>● recap on modal verbs + word order (see <a href="#">Modal verbs: Activity</a>)</li> <li>● modals in affirmative and negative</li> <li>● <i>um...zu</i> + infinitive</li> <li>● range of negative expressions</li> <li>● <i>als</i> + selected Imperfects eg <i>war, hatte</i> and modals</li> </ul>

			<ul style="list-style-type: none"> <li>● previous health habits using selected imperfect tenses</li> </ul>
Summer half-term 1	Identity and culture	<p>Marriage/partnership</p> <p>See resource:</p> <p><a href="#">Future tense revision</a></p>	<ul style="list-style-type: none"> <li>● revisiting adjectives to describe ideal partner</li> <li>● use of relative pronouns to enhance descriptions</li> <li>● revision of future tense to outline future plans</li> <li>● pronouns in accusative and dative recap</li> </ul>
Summer half-term 2	Identity and culture	<p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>● Social media</li> <li>● Mobile technology</li> </ul> <p>See resources:</p> <p><a href="#">Past tense puzzlers</a></p> <p><a href="#">Das Imperfekt</a></p>	<ul style="list-style-type: none"> <li>● perfect and imperfect tenses together</li> <li>● how life has changed</li> <li>● how things were before technology – imperfect tense of weak and selected strong verbs</li> <li>● complexity in expressing opinions and views re life without technology</li> </ul>

## Year 3

Term	Theme	Topic	Grammar
Autumn half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>• The environment</li> </ul> See resource: <a href="#">Quiz: modal verbs</a>	<ul style="list-style-type: none"> <li>• modal verbs linked to behaviours (must do/can do/should do/could do etc) (See <a href="#">Quiz: modal verbs – Lesson activity</a> and <a href="#">Quiz: modal verbs - Teaching notes</a>)</li> <li>• past tense for effects of behaviours on environment</li> <li>• <i>wenn</i> sentences revised for outlining consequences of actions</li> <li>• pluperfect tense perspective</li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>• <i>dieser, jeder</i> in all cases</li> <li>• <i>wenn</i> clauses of type <i>wenn ich wäre, würde ich...</i></li> </ul>
Autumn half-term 2	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> <li>• Homelessness/poverty</li> </ul> See resource: <a href="#">Kinderarmut in Deutschland</a>	<ul style="list-style-type: none"> <li>• reinforcing and consolidating more complex areas of language generally</li> </ul>
Spring half-term 1	Current and future study and employment	Career choices and ambitions	<ul style="list-style-type: none"> <li>• revisit subordinate clause word order rules to achieve complexity in speaking and writing</li> </ul>
Spring half-term 2	End of course examination focus		
Summer half-term 1	End of course examination focus		

## Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (*ich kann, man kann...*) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.