



# Curriculum Map

Subject: GERMAN

Year group: 8

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>THEME:</b> Holidays <b>Vocab:</b> comparing places, holiday accommodation, activities, transport, weather, problems on holiday.  <b>Grammar:</b> imperfect "war", "hatte", "es gab", perfect tense with "haben" and "sein", word order, weather phrases, TMP.	<b>THEME:</b> Media <b>Vocab:</b> films, qualifiers, TV programmes, books, screen time, different languages.  <b>Grammar:</b> different forms of "you", questions in the perfect tense, modal verbs ( <i>wollen, sollen, dürfen, können</i> ), likes and dislikes, prepositions with dative	<b>THEME:</b> Food and healthy lifestyle <b>Vocab:</b> breakfast, traditional German food, recipes, healthy lifestyles.  <b>Grammar:</b> present and perfect of "essen", "trinken" and "nehmen", imperative, "in" and "auf" with accusative, using "mit" with plurals, present tense of "müssen", comparatives.	<b>THEME:</b> School trips <b>Vocab:</b> rules, daily routine, time, directions, festivals, activity holidays.  <b>Grammar:</b> modal verbs, separable verbs, reflexive verbs in present and perfect tenses, questions, preposition "zu", imperative, adjectival endings.	<b>THEME:</b> Going out <b>Vocab:</b> clothes, plans for a date, getting ready, talking about how the date went, uniforms, Fairtrade labels.  <b>Grammar:</b> adjectival endings, "wenn" clauses, future tense, TMP, asking questions in different tenses, <i>um...zu</i> , "seit" with the present tense.
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	<b>Skills:</b> combining present and past tenses, asking and answering questions, writing a hotel review, pronunciation, using fillers to buy time.	<b>Skills:</b> asking questions in the perfect tense, using clues to understand the gist of texts, using a dictionary, using and understanding different tenses.	<b>Skills:</b> understanding and giving instructions, note-taking, predicting content, comparing things	<b>Skills:</b> addressing people politely, using context to work out meanings, adding variety to writing, using time phrases, adapting language already covered.	<b>Skills:</b> written and spoken perfect and future tenses, organising details in sentences with TMP, asking questions in different tenses, balancing points of view in a debate, creating publicity material.
<b>Key Questions</b>	Wie war deine Stadt früher ? Was hast du in den Ferien gemacht ? Wie ist das Wetter ?	Was siehst du gern ? Was liest du gern ? Bist du süchtig ?	Was isst du gern ? Was trinkst du gern ? Was musst du jeden Tag essen ?	Wie komme ich am besten zum/zur.. ? Beschreibe deinen Tagesablauf ?	Was trägst du gern ? Wie ist dein Stil ?
<b>Assessment</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative and summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Developing an <b>understanding</b> of the <b>phonological</b> and <b>graphological systems</b> of the target language and their <b>sound-symbol correspondence</b> , as well as of the <b>key structural, morphological and syntactic patterns</b> . Understanding and dealing with <b>cultural barriers to prevent breakdown in communication</b> and <b>develop intercultural competence</b> . Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b> .				