



# Curriculum Map

Subject: GERMAN

Year group: 9

	Stimmt 3 Unit 1	Stimmt 3 Unit 2	Stimmt 3 Unit 3	GCSE MODULE 1
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>THEME:</b> Describing yourself and others <b>Vocab:</b> the body and face, character traits, past tense activities, future plans, high frequency words. <b>Grammar:</b> present tense regular and irregular verbs, perfect and future tenses.	<b>THEME:</b> Music <b>Vocab:</b> types of music, adjectives, instruments, time phrases, past tense activities, high frequency words.  <b>Grammar:</b> developing understanding of case system – revising the subject and object in sentences. Subject pronouns, how to use 'for/since', comparatives, perfect tense of regular and irregular verbs.	<b>THEME:</b> Ambitions for the future <b>Vocab:</b> characteristics, jobs, tasks at work, professions / plans for the future, at the ski resort.  <b>Grammar:</b> conditional tense, modal verbs, word order (verbs in 2 <sup>nd</sup> position). More work on cases and prepositions with a focus on dual prepositions 'in' and 'auf'.	<b>Thematic context: Studying and my future</b> <b>Vocab:</b> school subjects, key adjectives with opinions, school rules, describing a school trip.  <b>Grammar:</b> present, imperfect and perfect tense. Subordination (weil, dass), nominative and accusative cases, adjectival endings, modal verbs.
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	<b>Skills:</b> use group talk phrases, write accurately assessing spelling and grammar, understand longer written passages, recognise ways of translating phrases into good English.	<b>Skills:</b> Create questions from statements, use a range of question words, speak spontaneously, understand gist and detail, break down compound nouns to work out meaning, translating into English.	<b>Skills:</b> Use context and near-cognates to work out unknown words, use knowledge of verb structures to identify tenses.	<b>Skills: mastering core vocabulary and structures,</b> manipulating verbs, study skills for GCSE, asking for and giving information about school, subject preferences, discussing th, using subordinate clauses to add detail, giving reasons for opinions.
<b>Key Questions</b>	Wer ist dein Vorbild ? Was hast du in deinem Leben gemacht ? Was ist passiert ?	Spielst du ein Instrument? Was für Musik hörst du gern? Hast du eine Lieblingsband ?	Was für eine Person bist du? Was würdest du machen?	Was ist dein Lieblingsfach? Was trägst du in der Schule? Sind Schulregeln wirklich nötig? Beschreibe einen typischen Schultag! Hast du schon eine Klassenfahrt gemacht?
<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>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</b> and <b>syntactic patterns</b> . Understanding and dealing with <b>cultural barriers</b> to <b>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> .			