

Key Stage Three Curriculum – Carre’s Grammar School

German						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Year 7	<p>CONTEXT</p> <ul style="list-style-type: none"> Asking and stating where something is (location) Asking and stating what something is (existence) Saying what something is like (description) Saying what something is not, and is not like (negation) Saying what people have (possession) Asking and answering questions about what you have <p>GRAMMAR</p> <ul style="list-style-type: none"> Singular definite articles (<i>der, die, das</i>) Essential verbs (1st, 2nd, 3rd persons singular) To be, being – SEIN To have, having – HABEN Singular indefinite articles (<i>ein, eine, ein</i>) Using <i>nicht</i>, and <i>kein, keine, kein</i> for negation 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying what people do (in school and at home) Asking and answering questions about activities (at home) Narrating a simple plot/story Talking about one or many (Christmas) <p>GRAMMAR</p> <ul style="list-style-type: none"> Weak verbs (1st, 2nd, 3rd persons singular) Question words: <i>wo, was, wie, wer</i> Negation with <i>nicht</i> + verb Plural noun rules (umlaut+e, no change, +e/+en) Plural definite article (<i>die</i>) Essential verbs (3rd person plural) to be, being - SEIN 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying what you and others have (and what it is/they are like) Talking about more than one, numbers Asking and stating your likes and dislikes Asking for and giving views (on school life) Talking about yourself, to and about someone else <p>GRAMMAR</p> <ul style="list-style-type: none"> Essential verbs To have, having – HABEN (1st and 3rd persons singular, 1st person plural) To be, being – SEIN (1st and 3rd persons singular and plural) There is, there are – <i>Es gibt</i> To find, finding – FINDEN (1st, 2nd, 3rd persons singular) Subject pronouns – <i>er, sie, es</i> (it) and <i>sie</i> (they) 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying what we do Saying what I and others can and cannot do Comparing lifestyles Talking about life outside school Narrating other people’s actions <p>GRAMMAR</p> <ul style="list-style-type: none"> Weak verbs (1st person plural) Model verb – to be able to - KÖNNEN (1st, 2nd, 3rd persons singular) + infinitive <i>Nicht vs kein</i> (<i>kein with plurals</i>) Strong verbs (1st, 2nd, 3rd persons singular) Weak and strong verbs (3rd persons singular and plural) 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying when you and others do things Talking about movement into, and location in, places Asking and answering questions (about family) Describing one day in your life Saying what is where (in German-speaking countries) <p>GRAMMAR</p> <ul style="list-style-type: none"> Word order 2 Verb-subject questions, with <i>wann</i> Prepositions <i>in</i> and <i>auf</i> Row 2/accusative and Row 3/dative) Possessive adjectives <i>mein, dein, sein, ihr</i> (Row 1/nominative) Word Order 2 (with expressions of location) 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying what happens usually and what is happening now Saying what people can/must/want to do to improve their lifestyle Explaining the rules of a game Comparing usual activities with future summer plans Talking about going to places <p>GRAMMAR</p> <ul style="list-style-type: none"> Present tense revision - weak and strong verbs, revisit question-forming Model verbs – to be able to - KÖNNEN, to have to – MÜSSEN, to want to – WOLLEN (1st, 2nd, 3rd persons singular) + <i>man</i> Present tense (1st person singular and plural) and time adverbials

Key Stage Three Curriculum – Carre’s Grammar School

	<ul style="list-style-type: none"> Using articles (definite and indefinite) after a verb (Row 2 / accusative) Subject-verb inversion questions Using <i>mein, meine, mein</i> in front of a verb (Row 1 / nominative) 		<ul style="list-style-type: none"> Question words: <i>Wie viele?</i> Model verb – to like, liking - MÖGEN (1st, 2nd, 3rd persons singular) Object pronouns – <i>ihn, sie, es</i> (it) and <i>sie</i> (they) 		<ul style="list-style-type: none"> Word order 2 (with expressions of time) Compound nouns <i>zu</i> vs <i>nach</i> (meaning ‘to’) numbers 1-31, dates 	
	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y7 examination taking place during this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>			
Year 8	<p>CONTEXT</p> <ul style="list-style-type: none"> - Comparing usual and recent summer experiences; asking and answering - Staying with a German-speaking family - Asking the meaning and spelling of unknown words - Things I like and things that make me happy - Describing others - Explaining likes and dislikes <p>GRAMMAR</p> <ul style="list-style-type: none"> • Present vs Past (perfect - weak 	<p>CONTEXT</p> <ul style="list-style-type: none"> - The world in numbers - Contrasting what you did alone and with others - Saying where you went, how you got there and what you did - Talking about recent journeys - Talking about how you do things and how well you enjoy them - Preparing for a party <p>GRAMMAR</p> <ul style="list-style-type: none"> • Object pronouns (<i>mich, dich, ihn, sie, es</i>) 	<p>CONTEXT</p> <ul style="list-style-type: none"> - Talking about exchanging gifts - Saying what you think about things; asking and answering - Comparing places and people now and then - Explaining what you did, used to do <p>GRAMMAR</p> <ul style="list-style-type: none"> • Revisit ‘für’+ R2 (acc.), ‘von’ + R3 (dat.) • Conjunction <i>dass</i> + Word order 3 • Imperfect tense (<i>war, hatte, es gab</i>) 	<p>CONTEXT</p> <ul style="list-style-type: none"> - Saying how well, and how willingly you and others do things - Talking about what you and others prefer to do; asking and answering - Comparing what you do now with what you used to do - Talking about how long you’ve been doing things <p>GRAMMAR</p> <ul style="list-style-type: none"> • Present tense separable verbs: 1st and 3rd persons plural • Present tense + <i>gern, + lieber</i> 	<p>CONTEXT</p> <ul style="list-style-type: none"> - Talking about plans for this weekend - Saying what I want vs what I have to do - Comparing dreams and plans - Describing attributes (buildings and places) <p>GRAMMAR</p> <ul style="list-style-type: none"> • Present tense (present and future meaning) • Modal verbs (KÖNNEN, DÜRFEN, WOLLEN, SOLLEN) 	<p>CONTEXT</p> <ul style="list-style-type: none"> - Location and direction; where you were and where you went - Narrating past events; asking and answering - Planning an event on a budget; the ideal and the real - Dreams and goals for the future - Things that are important to you <p>GRAMMAR</p> <ul style="list-style-type: none"> • Past (perfect + SEIN) vs past (imperfect + SEIN) 1st person singular

Key Stage Three Curriculum – Carre’s Grammar School

	<ul style="list-style-type: none"> verbs), 1st person singular • ‘in’ + R3 (dat.) + indefinite articles • Past (perfect + HABEN), 1st, 2nd, 3rd person singular • HABEN / SEIN (present), idioms (Hunger, Lust haben) • Sie (you, formal) vs du • Prenominal adjective agreement - R1 (nom.) definite and indefinite articles, R2 (acc.) indefinite articles • Plural Rule 5 - nouns (f) ending - in add -nen • Word order 3, conjunctions <i>weil</i> vs <i>denn</i> 	<ul style="list-style-type: none"> • <i>nicht</i> vs <i>nichts</i>, numbers 32 – 100 • Present vs Past (perfect - weak verbs), 1st persons singular and plural • ‘von’ + R3 (dat.) • ‘um’ + [number] + <i>Uhr</i> (simple time) • Past (perfect + HABEN vs SEIN) • ‘mit’ + R3 (dat.), ‘an’ + R2 (acc.), R3 (dat.), ‘durch’ + R2 (acc.), ‘für’ + R2 (acc.) • Word order: manner (M) before place (P) • Present tense + adverb <i>gern</i> • Present tense separable verbs • Possessive adjectives R2 (acc.) 	<ul style="list-style-type: none"> • Comparative adjectives, <i>als</i> meaning ‘than’ 	<ul style="list-style-type: none"> • ‘seit’ + present tense (past meaning) 	<ul style="list-style-type: none"> • Future tense (WERDEN + infinitive) vs WOLLEN 1st, 2nd, 3rd persons singular • Prenominal adjective agreement R1 (nom.), R2 (acc.), ‘mit’, ‘aus’ + R3 (dat.) with indefinite articles 	<ul style="list-style-type: none"> • Direct object pronouns ‘it’ and ‘them’ • Future tense (WERDEN + infinitive) vs WOLLEN 1st, 2nd, 3rd persons plural • Conjunction <i>wenn</i> + Word order 3 • ‘aus’ + R3 (dat.) meaning ‘from’
	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y8 examination taking place during this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>	
<p>Year 9</p>	<p>Relationships with family and friends Talking about yourself, your family and pets. Talking about family relationships.</p>	<p>Technology in everyday life Talking about social networks. Using the present tense to refer to the future Coordinating conjunctions</p>	<p>Freetime activities Talking about music, cinema and TV. Revision of word order rules Revision of separable verbs</p>	<p>Freetime activities Talking about sports Saying what you like/would like to do. Using time expressions. Revision of future tense.</p>	<p>Relationships with family and friends Talking about relationships in more detail. Talking about marriage and its alternatives.</p>	<p>Freetime activities Discussing past music, cinema and TV preferences. Discussing eating out. Discussing the positives and negatives of sport.</p>

Key Stage Three Curriculum – Carre’s Grammar School

	<p>Talking about marriage and partnership. Discussing opinions on marriage.</p> <p>Personal pronouns (nominative, accusative and dative) Regular and irregular verbs in present tense Separable and reflexive verbs & accusative reflexive pronouns Comparative forms of adjectives Revision of the future tense personal, object and relative pronouns (nominative, accusative and dative) Revision of some modal verbs</p>	<p>Talking about social media Talking about mobile technology</p> <p>Using object pronouns. Revision of the Perfect tense. Revision of plurals and negatives. Spotting similarities between German and English when listening. Thinking creatively in speaking.</p>	<p>Learning about compound nouns in German Revision of irregular verbs in the Perfect tense Listening for key information</p> <p>Talking about what you eat and drink, at home and out. Talking about food and drink in Germany.</p> <p>Comparatives. Superlatives. Negatives. Revision of regular and irregular present tense verbs. Revision of present tense modal verbs. Making questions. Extending vocabulary. Listening for essential words.</p>	<p>Customs and Festivals Learning and talking about customs and traditions in German speaking countries. Talking about and discussing festivals in German speaking countries</p> <p>Talking about quantities, weights and containers. Question words. Dual case prepositions. Revising the perfect tense. The imperfect tense of modals and other useful verbs. Using the context to aid understanding. Paraphrasing when speaking. Breaking down compound nouns. Spotting different words to express the same idea.</p>	<p>Possessive adjectives in nominative, accusative and dative cases. Coordinating conjunctions. Revision of adjectives, comparatives and superlatives (adverbs). Distinguishing different word types in German.</p> <p>Technology in everyday life Discussing the positives and negatives of social media and mobile technology.</p> <p>Revision of the imperative. Revision of Perfect and Imperfect tenses. Making the most of near-cognates. Achieving a fluent English translation. Key phrases for discussing positives and negatives.</p>	<p>Perfect tense with regular, irregular, separable and reflexive verbs. Word order in adverbial phrases. Spotting feminine nouns in German.</p> <p>Customs and Festivals Finding out more about customs, traditions and festivals in German speaking countries.</p> <p>Using adjectives and verbs as nouns Weak masculine nouns Word order (verb as the 2nd idea; TMP; subordinate clauses) Revision of personal pronouns (nominative, accusative and dative). Indefinite pronouns. Using the context when listening. Changing the category of words.</p>
	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y9 examination taking place during this term, covering all the work studied up to this point in the academic year. Vocabulary tests will also take place every week, using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key reading and speaking assessment task based on the work completed this term. Vocabulary tests will also take place every week, using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>	

Key Stage Three Curriculum – Carre’s Grammar School

Homework is given in accordance with the timetable produced for each Year group. Tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

Y9 is seen as a transition year between the work studied at KS3 and that which will be studied during KS4. As such, the main focus of the work studied will involve the development, practice and refinement of the key skills necessary in order to be successful at this level.