

| KAA Curriculum Overview   |   | German  |   | Year 10  | EOY Exam   | Sequencing and Progression   |   |   |
|---|---|---|---|--|--|--|---|---|
| <b>Rationale</b><br>Year 10 is designed to introduce students to the content and format of the GCSE course. It allows them to experiment and practice exam techniques in all four skills, which can then be refined in Year 11. In addition to this, they further their understanding and knowledge of core topics taught at KS3. They will be introduced to a range of new topics such as the environment and social issues. We continue to build upon their grammar knowledge to ensure their language is as accurate as possible and that they are comfortable and secure in using 4 tenses. |   |   |   |  | <b>Listening</b> – Full 2019 paper (H+F)<br><b>Reading</b> – Full 2019 paper (H+F)<br><b>Writing</b> – Full 2019 paper (H+F) – edited to include just Y10 topics<br><b>Speaking</b> – Full 2019 paper (H+F) – edited to include just Y10 topics            |  | <i>Continues to build upon key skills and topics studied at KS3. Assessments build up on junior versions in Y9 into full GCSE versions.</i> | <i>Students should have a clear understanding of the format of each GCSE paper and what key skills are needed. They should be able to comfortably talk about any topics in Theme 1 + 2.</i> |
| <b>Term</b>   | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |   |   |
| <b>Link to MTP Overview</b>   |   |   |   |  |  |  |   |   |
| <b>Topic studied &amp; Fertile Question</b>   | <b>Unit 1 – Familie</b><br>Describing relationships<br>Marriage and future plans<br>Revision of present + future tenses<br>Separable + reflexive verbs<br><b>Unit 2 – Technologie</b><br>Uses of technology<br>Pros and cons of the internet<br>Revision of past tense                | <b>Unit 2 – Technologie (cont)</b><br>Dangers of social media<br>Justifying opinions (wenn+weil)<br>Uses of mobile phones<br><b>Unit 3 – Freizeit</b><br>Types of music + films<br>Different sports<br>Different foods  | <b>Unit 4 – Feste und Bräuche</b><br>What are traditions<br>German festivals and traditions<br>Christmas in Germany<br>Revision of all tenses<br>Verb as 2 <sup>nd</sup> idea<br>General Conversation Intro   | <b>Unit 5 – Meine Stadt und Gegend</b><br>Types of houses<br>Describing your house<br>Types of local areas<br>Describing your town<br>Using modal verbs<br>Using negatives<br>EOY Speaking Preparation   | <b>Unit 6 – Soziale Probleme</b><br>Charity work<br>Healthy Eating and living<br>Genders of nouns<br>Case system<br><b>Unit 7 – Globale Probleme</b><br>Environmental problems<br>Environmental solutions<br>Conditional tense<br>150 Word Essays          | <b>Unit 7 – Globale Probleme (cont)</b><br>Global Warming<br>Homelessness<br>Refugees<br><b>EOY Revision</b><br>Revision of all tenses<br>Opinions + justifications<br>Higher Tier structures<br>Listening + Reading skills              |   |   |
| <b>Adjustments following last assessments / evaluation.</b>   | Review of homework tasks  |   | Homework needs to be re-integrated following lockdowns  | Some lessons were a bit short – add extra content  |  | Swap to 2019 paper for EoY now that we have enough papers  |   |   |
| <b>Key knowledge and skills students need to have gained by the end of the unit</b>   | Able to describe their family members and friends and their relationships with them<br>Able to accurately use the present tense with regular and irregular verbs<br>Able to describe what they use technology for<br>Able to explain the pros and cons of technology and social media | Able to discuss the dangers associated with the internet<br>Able to give opinions about the internet and reasons why<br>Able to describe their favourite music and films and explain why<br>Able to discuss what they like eating and explain why   | Able to name different festivals and traditions<br>Able to talk about their favourite festival and explain why<br>Able to describe a German festival  | Able to describe their house and town and give an opinion about it<br>Able to accurately use modal verbs to talk about what you can do in town<br>Able to attempt a variety of photo cards and role plays  | Able to talk about what they do to help others<br>Able to talk about healthy and unhealthy diets and lifestyles<br>Able to say what environmental problems there are in the world and their town<br>Able to offer some solutions to environmental problems | Able to discuss the issues of homelessness and global warming<br>Able to explain what we can do for a better world<br>Able to accurately use all four tenses<br>Able to read and listen to a range of texts                              |   |   |
| <b>How is understanding assessed at the end of the unit?</b>  | <b>Speaking Assessment</b> – GCSE style role play and photo card given to pupils in advance<br><br><b>Reading Assessment</b> - comprehension questions increasing in difficulty and translation section with Ger-Eng (Units 1/2)  | <b>Writing Assessment</b> – full GCSE paper split into H and F.<br>F – photo, 40 word essay, translation into Ger and 90 word essay<br>H – 90 word essay, 150 word essay and translation into Ger<br><br><b>Listening Assessment</b> – comprehension questions increasing in difficulty (Units 1/2/3) | <b>Speaking Assessment</b> – GCSE general conversation section (assessed at H and F level)<br>Speaking Question answers used – no notes (Units 1/2/3/4/5)<br><br><b>Reading Assessment</b> – Split into H and F - comprehension questions increasing in difficulty and translation section with Ger-Eng (Units 1/2/3/4/5) | <b>Writing Assessment</b> – full GCSE paper split into H and F.<br>F – photo, 40 word essay, translation into Ger and 90 word essay<br>H – 90 word essay, 150 word essay and translation into Ger<br><br><b>Listening Assessment</b> – Split into H and F - comprehension questions increasing in difficulty (Units 1/2/3/4/5/6) | <b>EoY Speaking Assessment</b> – Split into H and F - Full GCSE assessment – Role play, photo card and general conversation (only covering Units 1-6)  | <b>EOY Writing Assessment</b> – full GCSE paper – edited to include only topics studied in Y10<br><br><b>EOY Listening Assessment</b> – full GCSE paper (2019 paper)<br><br><b>EOY Reading Assessment</b> – full GCSE paper (2019 paper) |   |   |