

**Curriculum Aim and scope:** The German curriculum will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will at each key stage, provide suitable preparation for further study.

Year	Term	Unit	Content	Links to National Curriculum	Subject Specific Terminology and Key Words	Phonics	Grammar (plus skills KS4/5)	Prior knowledge (including previous key stage/retrieval required)	Assessment and Homework
7	1	Introducing Yourself	Phonics and Pronunciation Introducing Yourself (Name/How are you?/ Greetings) Numbers, Age and Birthday Simple opinions Was ist deine Lieblingsfarbe?	Speak coherently and confidently, with increasingly accurate pronunciation and intonation making use of important social conventions such as formal modes of address initiate and develop conversations	Wie heisst du? ich heiße ... Wie geht's? Mir geht es + adj Numbers 1 – 31 Months of the year Wann hast du Geburtstag? Ich habe am ... Geburtstag Was machst du am Wochenende? plus activities in present tense Opinions rot, blau, grün, gelb, schwarz, orange, lila, rosa, weiss, Meine Lieblingsfarbe ist..?	w ie ei	Asking and answering simple questions Und du? Introduce verb sein (Ich bin) Introduce haben (Ich habe am ... Geburtstag) Ordinal/Cardinal Numbers Present Tense in ich form (e ending) Simple opinions using ich finde + adjective (connectives and intensifiers for m/a)	No prior knowledge required although links to Key Stage 2 language learning can be made (cognates/prior knowledge/reading skills)	3 x 10 word vocab homework assessed in translation test Listening Reading Speaking assessments
Year 7	2	Family and descriptions	Family members Pets Hair and Eye Colour Personality Regular Verbs – Hobbies/favourite things	use and manipulate a variety of key grammatical structures and patterns listen to a variety of forms of spoken language to obtain information and respond appropriately	Hast du Geschwister? Ich habe einen Bruder/eine Schwester (Brüder/Schwestern) Stief/Halb/Einzelkind/keine Geschwister Family vocabulary Adjectives laut lustig	ie/ei (2) ü (1) u (1) ö (1) w (2)	Plurals Gender of nouns Compounds 3rd person form of haben/sein  frequency expressions plural adjective endings	Haben Revision of adjectives/connectives/intensifiers Plurals Gender of Nouns (mein/meine)  adjectives/connectives/intensifiers haben/sein connectives	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments

				transcribe words and short sentences that they hear with increasing accuracy	freundlich interessant gut gelaunt schlecht gelaunt nie/immer/oft/manchmal Ich habe ...Haare/Augen Er/Sie hat colours gross/mittelgross/dick/schlank				
<b>Year 7</b>	3	School	School Subjects Opinion Phrases Adjectives to describe school subjects Telling the time Daily routine activities	use and manipulate a variety of key grammatical structures and patterns listen to a variety of forms of spoken language to obtain information and respond appropriately transcribe words and short sentences that they hear with increasing accuracy express and develop ideas clearly and with increasing accuracy, both orally and in writing	Mein Lieblingsfach ist Ich lerne gern Ich liebe/hasse etc und/aber/denn/poss weil comparatives Es ist.. Uhr viertel vor/nach halb numbers Daily Routine Simple modal with man kann/muss	ie/ei (3) eu (1) ö (2) w (3) i (1) sch (1) au (1)	opinions gern  justifying opinions using connectives comparatives telling the time Es ist Um Regular verbs in ich/er/sie/es form verb 2nd idea modal verbs infinitives verb position	Lieblings Opinion phrases numbers verbs endings in ich form (habe/heisse/liebe) – link to routine vocab recognise verbs (position in a sentence)	3 x 10 word vocab homework assessed in translation test Listening Reading Speaking assessments
<b>Year 7</b>	4	House and Home	Describe area and house you live in; Describe things in your house Family life; what you do at home / in different rooms	use and manipulate a variety of key grammatical structures and patterns	Ich wohne in plus dative town/village/countryside etc Es gibt plus rooms bedroom furniture Present tense verbs plus family members revision of vocabulary from past weeks	au (2) d (1) ei (4) ö (3) ie (4) e (1) er (1)	in plus dative (no consolidation but recognise words for the/a) Es gibt poss – teach wo as vc prepositions plus dative (understanding)	present tense verbs (ich/er/sie endings nouns – capital letters accusative (recognition only) – from pets Nouns revision of nouns verb 2nd idea in plus dative (link to new grammar prepositions) family members – revision of gender with mein/meine nouns/verb 2nd idea	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments
<b>Year 7</b>	5	Tourism/Leisure	Leisure activities; weather Simple positive / negative aspects of	identify and use tenses speak coherently and confidently, with	Countries and weather Simple past tense using war – holidays Leisure activities in the town	w (4) ö (4) a (1) er (1) ig (1)	in plus dative (no consolidation but recognise words for the/a) Past tense war consider introduction of man kann plus infinitive	present tense verbs (ich/er/sie endings nouns – capital letters  regular verb endings	3 x 10 word vocab homework assessed in translation test Listening Reading

			local area; tourist attractions Asking for information in a tourist office	increasingly accurate pronunciation and intonation	asking for info at the tourist office Simple pos/neg opinions about where you live		irregular verbs (fahren) Forming questions consider introducing weil (depending on group)	use of opinion phrases denn	Speaking assessments
<b>Year 7</b>	6	End of Year revision project – letter to a penpal	Week 1 – Revision of personal details Week 2 – Revision of family and appearance Week 3 – Revision of school subjects Week 4 – Revision of House and Home Week 5 – Revision of Local Area Week 6 – Assessment	read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture	See above columns	as above	No new grammar – teachers to use time to focus on revisiting grammar and vocab from Year 7	as above	Listening and Reading plus end of year longer written/speaking assessment
<b>Year 8</b>	1	Sport and staying fit	Sports gern/nicht gern Past tense – spielen/gehen Healthy Living Time phrases	identify and use tenses use and manipulate a variety of key grammatical structures and patterns	Sports with spielen and gehen revision of sports regular verbs gern/nicht gern healthy and unhealthy activities - verbs Introduce past tense – spielen/essen/trinken introduce past tense of gehen – ich bin..gegangen	d (2) e (2) r(1) ie (5) ß (1)	Frequency expressions gern/nicht gern dagegen – verb 2nd idea Past tense Simple past tense opinions (Das war) Past tense with sein Past tense opinion – Ich habe das..gefunden	Present tense (explicit) ich, du er, sie Present tense endings gern/nicht gern frequency expressions  Revision of past tense with haben Es war	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments
<b>Year 8</b>	2	Eating healthily and going to a restaurant	Food and Drink Menus reasons for liking/disliking food Party invitation	identify and use tenses speak coherently and confidently, with increasingly accurate pronunciation and intonation initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Food and Drink Items Ich bin der Meinung adjectives to describe food weil/da/obwohl Vocabulary for ordering food Starter/main/dessertut What you will do at a party Develop a conversation in a restaurant	sch (2) ö (5) ch (1) w (5)	lieber/am liebsten irregular verb - essen subordinate conjunctions Expressing the future tense Ich hätte gern Future tense – wir werden	gern/nicht gern Ich esse frequency expressions connectives – und/aber/denn expressing the future – ich möchte Ich möchte plus infinitive at the end Restaurant vocab Past tense – what do you eat and drink	3 x 10 word vocab homework assessed in translation test Listening Reading Speaking assessments

<b>Year 8</b>	3	Town	Places in town (gender of nouns) Saying what you can do in the town Future tense – what will you do	identify and use tenses use and manipulate a variety of key grammatical structures and patterns speak coherently and confidently, with increasingly accurate pronunciation and intonation initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Buildings in town – es gibt Man kann with leisure activities – infinitive verbs Was kann man in Berlin machen Future plans in the town plus research town in Germany for the assessment (if IT room available)	ie/ei (6) er (1) ä (1)	understanding of accusative and gender (explicit teaching) Man kann plus infinitive (explicit teaching) um...zu (consider group)	gender of nouns/capital letters man kann may have been seen in Year 7 but no formal teaching Man kann plus infinitive es gibt Future tense (link to man kann structure) verb 2nd idea revision of past tense	3 x 10 word vocab homework assessed in translation test Listening Reading Speaking assessments
<b>Year 8</b>	4	Clothes/Fashion	Clothes Adjectives to describe clothes and adjective endings Shopping vocabulary Outfit description	express and develop ideas clearly and with increasing accuracy, both orally and in writing	clothes vocabulary adjectives to describe clothes clothes/adjectives/materials Shopping for clothes vocabulary - role play practice	w (6) ä (2)	Irregular verb tragen adjective endings accusative aus plus material (recognition only) Formal questions – use of Sie	gender and accusative gender/colours irregular verbs gender/adjective endings Question words Answering questions gender/adjectives/endings in accusative/irregular verb tragen	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments
<b>Year 8</b>	5	Music	Types of music Cultural content – German music in the charts describing music mobile phones and new technology	express and develop ideas clearly and with increasing accuracy, both orally and in writing	Vocab for types of music and music bands etc in Germany Expressing preferences Giving reasons for preferences Talking about a music event – narrating a longer answer Technology – mobile phones vocab	r (1) er (2) l (2)	Comparatives Sequencers – verb 2nd idea Narrating an event	Opinions phrases weil Future tenses of common verbs (eat/drink/listen to/buy) Past tense of common verbs sequencers narrating an event comparatives	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments
<b>8</b>	6	End of Year revision project – leaflet for the Berlin marathon (suggested)	Sports and Activities to try What you should/shouldn't do Healthy Eating – design a diet plan with foods to eat and how often and what to avoid	read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture	see above	see above	No new grammar – teachers to use time to focus on revisiting grammar and vocab from Year 7	as above	Listening and Reading plus longer writing – leaflet about planning to run the Berlin marathon (suggested) alternatively writing to your pen pal

			Berlin/ Marathon – research the route – Was kann man dort sehen? Design a running kit /sport strip for your sports team Make a running/exercise playlist – say why you have chosen the music						about the topics learnt this year
9	1	Environment and Local Area	measures to protect environment local area – positives / negatives global issues	develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues	Activities to be environmentally friendly What you have done recently to be green/family members global problems and solutions Opinions and reasons Photo description vocab	ü (1) u (10) z (1) sch (3) v (1)	Modal structures to make suggestions man sollte – link to previous structures um ...zu obwohl Explicit teaching of present tense to translate continuous present	Frequency expressions Past tense revision modal verbs and frequency expressions weil opinion phrases verb 2nd idea present tense verb endings	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments
9	2	Visiting a tourist attraction	giving / understanding / finding out practical details about an attraction justifying / giving reasons for visiting giving opinions in different tenses about an attraction	speak coherently and confidently, with increasingly accurate pronunciation and intonation initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Describing location of theme parks/giving reasons to visit Information regarding a visit global problems and solutions Opinions and reasons Narrating an extend response	u (2) w (7)	man sollte – link to previous structures um ...zu obwohl  Greater range of sequencers	um zu opinion phrases comparatives Past tense revision modal verbs and frequency expressions weil opinion phrases Past tense plus verb 2nd idea	3 x 10 word vocab homework assessed in translation test Listening Reading Speaking assessments
9	3	Film and Cinema	Giving opinions / reasons for liking / disliking different kinds of film Discussing film-watching habits (cinema vs DVD) Arranging to go and see a film	identify and use tenses use and manipulate a variety of key grammatical structures and patterns express and develop ideas clearly and with	Types of films, opinion phrases, reasons for liking/disliking Persuade someone to watch your film Use the future tense to talk about what will happen in a film ich plane/habe Lust/hoffe Role Play vocab for going to the cinema	i (3)	Vocabulary to persuade higher level future tense phrases zu plus infinitive	gern/nicht gern weil opinion phrases Vocab revision Present tense endings future tense with werden Asking and answering questions Revision of vocab, past tense	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments

			Giving key details about plot and character; review a film	increasing accuracy, both orally and in writing	Writing a film review				
9	4	Jobs	Discuss ideal jobs, referring to personal qualities Apply for a job by letter and in an interview Present a candidate for 'Klassensprecher' using a range of tenses Describe what people do as part of their working routine	identify and use tenses express and develop ideas clearly and with increasing accuracy, both orally and in writing	Professions Revisions of personality vocab Jobs Revision of vocab from last 2 weeks Revision of vocab form above – present a candidate for role of Klassensprecher Daily Routine/activities vocab	ä (3) l (42) ch (2) sch (4)	Jobs without article Male/female noun endings agreement würde plus infinitive (consider group) Writing formally – structures for letters consider use of würde+ infinitive/wäre (explicit teaching?) Imperfect modals Ich musste etc plus infinitive	future tense (möchte) revision of qualifiers/sein use of formal Sie poss revision of modal verbs (muss/kann) revision of two verbs in a sentence/modal verbs (same structure but different tense)	3 x 10 word vocab homework assessed in translation test Listening Reading Speaking assessments
9	5	Relationships and Dating	Discuss and write about the qualities of an ideal (boy/girl)friend Using a range of sentence types to ask someone out (verbally and in writing) Play the role of someone being asked out, or asking out, speaking spontaneously and using memorised phrases	identify and use tenses use and manipulate a variety of key grammatical structures and patterns	Revision of personality vocab and adverbs Range of questions and responses to being asked out Sequencers and common verbs for describing a day out (revision) Narrating an extend response Problem page vocab	au (3)	conditional wenn clauses Möchtest du... sollen in du form	comparatives asking and answering questions war – imperfect tense common past tense verbs sequencers modal verbs (man sollte/du solltest)	3 x 10 word vocab homework assessed in translation test Listening Reading Writing assessments
9	6	End of Year Revision Project – Berlin Wall or similar	Competition – be creative and come up with an interesting way to display about the Berlin Wall You could include information about: Why Germany was split into East and West Germany	read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture	Use pp to describe events Berlin Airlift Internet Scavenger Hunt Visit to the GDR museum (online) Use pp to describe events Life of a soldier/stasi officer/spy Escape attempts Watch news reports from the time (PP) Write a love letter to a long lost love First date in the west	as above	No new grammar – see opportunities for re-visiting in next column	Photo description Comparatives Write a description of life in either West/East – es gibt/ modal verbs Revision of vocab from term 4 – adjectives to describe personality Past and Future Tense When we last met/When we meet again Film review – film vocab	Creative work on Berlin Wall Students continuing to complete grammar booklet

			When the Berlin Wall was built and why What it was like to live behind the Berlin Wall Information about how the Berlin Wall fell		Watch film, use film booklet to include content				
10	1	School	Subjects, opinions, daily routine School rules, uniform, homework Comparison with school in Germany (different problems / pressures)	Theme: School ● What school is like: school types; school day; subjects; rules and pressures; celebrating success ● School activities: school trips, events and exchanges	Wie findest du die Schule? Was lernst du gern/nicht gern? Was ist dein Lieblingsfach? Warum? Beschreib dein Schultag - Was trägst du in der Schule? Wie findest du die Schuluniform? Was hast du gestern in der Schule gemacht? Was wirst du nach den GCSEs machen?	sch (revision): Schulbildung sp (revision): Sprachenassistentin	Subordinating conjunctions + opinion phrase	Present tense (haben / sein / regular verbs) Present tense (irregular verbs) Common perfect tense forms Verb 2nd idea / inversion rule Gender of nouns (basic work on cases) Basic modal structures (school rules)	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions
10	2	Cultural Life	Leisure activities, musical tastes (giving, justifying, comparing opinions) Cinema visits (problems / annoyances), watching TV Celebrations e.g. Christmas	Theme: Identity and culture ● Cultural life: celebrations and festivals; reading; music; sport; film and television Theme: Identity and culture ● Bringing the world together: sports events; music events;	Was sind deine Hobbys? Liest du gern? Was für Musik hörst du gern? Wie findest du Sport? Was ist deine Lieblingsendung? Was hast du letztes Wochenende mit Familie/Freunden gemacht? Was wirst du in den Schulferien machen? Bist du schon auf einen Festival oder Event gegangen?  Welches Festival oder Sports Event möchtest du in der Zukunft besuchen? Warum?		Separable verbs Linking present / past tenses (e.g. Normalerweise ... jedoch gestern ...) Reflexive verbs	Basics of nominative / accusative Common tense patterns, focusing on start / end of structures	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions
10	3	Family and Relationships	Personality, family relationships, friendships Marriage, having children What makes your family unique? Helping at home	Theme: Identity and culture ● Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends	Wie findest du deine Familie? Kommst du gut mit deinen Geschwister/Eltern aus? Beschreib ein guter Freund Wie ist dein bester Freund/deine beste Freundin? Was hast du letztes Wochenende mit deiner Familie gemacht?		Conditional sentences (e.g. ideal family, would you marry etc) 2-part phrases (e.g. einerseits ... andererseits)	Cases – nominative, accusative + dative; prepositions + specific case; dual case Subordinating connectives prepositions	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions

				and family; role models	Was wirst du nächstes Wochenende mit Freunden machen? Wirst du in der Zukunft heiraten?				
10	4	Technology	Modern technology (chatrooms, mobile phones etc) Eating out, eating habits, food, drink	Theme: Identity and culture ● Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)	Wie findest du soziale Medien? Wofür benutzt du das Internet? Hast du ein Handy? Was hast du gestern gemacht? Wie wirst du Technologie in der Zukunft benutzen?		n/a	'zu' clauses Dative case Adjective endings	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions
10	5	Travel and Tourism	Travel, journeys, accommodation Problems when travelling Directions Shopping habits	Theme: Local area, holiday and travel ● Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping ● Town, region and country: weather; places to see; things to do	Role Play vocab/repair strategies Formulating questions	Phonics w (revision): Wie?, Was?	Imperfect past (regular / irregular verbs)	Subordinating connectives Imperfect form of modals verbs Relative pronouns (Nom / Acc) Possessive adjectives	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions
10	6	Revision of key vocab/grammar/exam skills	practice exam tasks in all skills peer / self-assessed tasks using exam criteria / mark schemes reviewing mock performance; fix it; common issues	To prepare students adequately for the assessments as set out by Edexcel	see above		n/a	Revision of key grammar concepts from year; self-checking grammar errors; prioritising mistake types; eliminating common errors	mock exam in 4 skills
11	1	Holidays	Describing holidays past, future & dream Problems on holiday Holiday with / without parents Beach, town or activity holiday? Abroad or UK?	Theme: Local area, holiday and travel ● Holidays: preferences, experiences and destinations ● Travel and tourist transactions: travel and accommodation; asking for help and	Was für Urlaube machst du gern? Was ist dein Lieblingsurlaubsziel? Wie findest du Urlauben auf Balkonien? Wohin bist du letztes Jahr gefahren? Wo wirst du dieses Jahr fahren? Was wirst du machen?	eu (revision): Flugzeug [short] u (revision): U-Bahn qu (revision): bequemer	Genitive	Perfect tense Future reference Conditional Reflexive verbs Dual case prepositions	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions



			Booking into a hotel; making a complaint	dealing with problems; directions; eating out; shopping	Wo würdest du fahren, wenn du viel Geld hättest?				
11	2	Work	Types of work; different responsibilities; what is important in a job Job interviews; personal attributes Future job plans; family, lifestyle, house etc Some cross-topic revision; mock exams	Theme: Future aspirations, study and work ● Using languages beyond the classroom: forming relationships; travel; employment ● Ambitions: further study; volunteering; training ● Work: jobs, careers and professions	Was für einen Beruf möchtest du in der Zukunft haben? und was möchtest du nicht machen? Hast du Berufserfahrung? Wie war dein Arbeitspraktikum? Wie wichtig sind Fremdsprachen? Möchtest du an der Uni studieren?	äu (revision): Verkäufer [long] i (revision): mir [long] ö (revision): ich möchte, nötig	n/a	General grammar revision based on student work	mock exam in 4 skills
11	3	Social Issues	Helping others; volunteering Environment; Life in 3rd world Mock review; past paper exam skills practice	Theme: International and global dimension ● Bringing the world together: campaigns and good causes ● Environmental issues: being 'green'; access to natural resources	Welche Umweltaktion sollte man in der Schule machen? Welche Umweltprobleme sind dir wichtig? Hast du einen Vorbild? Möchtest du freiwillig arbeiten?	[long] ä (revision): gefährlich	Mixed grammar revision based on student work	Mixed skill tasks from past papers of all boards	Listening and Reading tests Writing bullet points speaking card/role play plus marked questions
11	4	Exam skills	Translation (German to English/English to German) Literary Texts Listening – Gap Fills Speaking revision – Photo-cards and Role Plays Writing – targeted practice for foundation students	To prepare students adequately for the assessments as set out by Edexcel	as above columns		Mixed grammar revision based on student work	Mixed skill tasks from past papers of all boards	past papers
12	1	Familie im Wandel Die digitale Welt	<b>Teacher 1</b> Das Internet Soziale Netzwerke Die Digitalisierung der Gesellschaft Goodbye Lenin - Film <b>Teacher 2</b> Beziehungen innerhalb der Familie	Introduction to reading and listening skills developed through theme-related texts and materials and study of a film Framework for developing: ●vocabulary	<b>Teacher 1 and 2</b> Social issues and trends Aspects of German-speaking society  Familie im Wandel Die digitale Welt	n/a	<b>Teacher 1</b> Cases with prepositions Future tense and other ways of expressing future time <b>Teacher 2</b> Word formation: adjectival nouns, verbal nouns, compound nouns etc	<b>Teacher 1</b> Future tense Word order patterns: inversion, time-manner-place <b>Teacher 2</b> Present tense including modal verbs Perfect tense	End of unit assessments in listening, reading, speaking and translation

			Partnerschaft und Ehe Verschiedene Familienformen	<ul style="list-style-type: none"> <li>•comprehension skills, including summary-writing</li> <li>•essay-writing skills in the context of the chosen work</li> <li>•speaking skills</li> <li>•translation skills, both from and into the target language. Catering for the students entered for AS assessment at the end of year 12.</li> </ul>					
12	2	Festivals and traditions (Feste und Traditionen) Youth culture: fashion and trends, music, television (Jugendkultur : Mode, Musik und Fernsehen)	<b>Teacher 1</b> Feste und Traditionen – ihre Wurzeln und Ursprünge Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute Vielfältige Feste und Traditionen in verschiedenen Regionen Goodbye Lenin - film <b>Teacher 2</b> Mode und Image Die Bedeutung der Musik für Jugendliche Die Rolle des Fernsehens			n/a	<b>Teacher 1</b> Separable, inseparable and reflexive verbs Passive with <i>werden</i> <b>Teacher 2</b> Cases with verbs Imperative	<b>Teacher 1</b> Imperfect/simple past tense <b>Teacher 2</b> Pronouns	End of unit assessments in listening, reading, speaking and translation
12	3	Art and architecture (Kunst und Architektur) Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)	<b>Teacher 1</b> Künstler und Architekten Kunst und Architektur im Alltag Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft Goodbye Lenin <b>Teacher 2</b> Berlin – geprägt durch seine Geschichte Theater, Musik und Museen in Berlin Die Vielfalt innerhalb der Bevölkerung Berlins	Teacher 1 and 2 Political and artistic culture Artistic culture in the German-speaking world  Kunst und Architektur Das Berliner Kulturleben damals und heute		n/a	<b>Teacher 1</b> Pluperfect tense Subordinate word order, including relative clauses  <b>Teacher 2</b> Infinitive constructions with and without zu Imperfect subjunctive in conditional clauses	<b>Teacher 1</b> Comparative and superlative Subordinate word order  <b>Teacher 2</b> Adjective endings Infinitive constructions with zu	End of unit assessments in listening, reading, speaking and translation

12	4	Exam Preparation AS Level	<p><b>Teacher 1</b> Revision of topics Goodbye Lenin Speaking Prep Exam prep</p> <p><b>Teacher 2</b> Revision of Topics Exam prep</p>		see topic and vocab from above		Essay writing skills	revision of grammar from above	AS mock exam papers
12	5	Exam preparation AS Level	<p><b>Teacher 1 and 2</b> Exam Technique Reading and Listening skills Summarising in List and Read Translation Ger-Eng and Eng to Ger Speaking – concentrate on AO4 facts Revision of key grammar as per student work</p>		see topic and vocab from above	n/a	n/a	revision of grammar from above	AS exam
12	6	Germany and the European Union (Deutschland und die Europäische Union) Set text e.g. Andorra	<p><b>Teacher 1</b> Die Rolle Deutschlands in Europa Vor- und Nachteile der EU für Deutschland Die Auswirkungen der EU-Erweiterung auf Deutschland</p> <p><b>Teacher 2</b> Andorra – set text</p>	Through the thematic study of social and political issues students will develop listening and reading comprehension skills vocabulary and grammar speaking skills based on stimulus cards translation into and from the target language summary writing.	<p><b>Teacher 1</b> Aspects of political life in the German-speaking world Deutschland und die Europäische Union</p> <p><b>Teacher 2</b> Set Work 2</p>	n/a	<p><b>Teacher 1</b> Future perfect tense Use of prepositional adverb to anticipate a <i>dass</i> or infinitive clause eg <i>darauf, dass</i></p> <p><b>Teacher 2</b> Literature vocab and essay writing skills</p>	<p><b>Teacher 1</b> Revision: perfect, imperfect and pluperfect tenses</p> <p><b>Teacher 2</b> essay writing skills from Goodbye Lenin</p>	End of unit assessments in listening, reading, speaking and translation Comprehension questions on set text
13	1	Politics and youth (Die Politik und die Jugend) Immigration (Einwanderung)	<p><b>Teacher 1</b> Politisches Engagement Jugendlicher Schwerpunkte der Jugendpolitik Werte und Ideale Goodbye Lenin</p> <p><b>Teacher 2</b> Die Gründe für Migration</p>	<p>Intensive practice of skills for exam and assessment: speaking with stimulus card and independent research outcomes.</p> <p>Intensive practice of essay-writing skills.</p>	<p><b>Teacher 1</b> Aspects of political life in the German-speaking world Die Politik und die Jugend</p> <p><b>Teacher 2</b> Multiculturalism in German-speaking society Einwanderung</p>	n/a	<p><b>Teacher 1</b> Word order, including variations for emphasis Particles eg <i>ja, doch, wohl</i></p> <p><b>Teacher 2</b> Weak masculine nouns Complex adjectival phrases</p>	<p><b>Teacher 1</b> Revision: passive</p> <p><b>Teacher 2</b> Revision: adjective endings including comparative and superlative</p>	End of unit assessments in listening, reading, speaking and translation Essay questions on set text

			Vor- und Nachteile der Einwanderung Migrationspolitik Andorra					
13	2	German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)  Integration (Integration)	Teacher 1 Friedliche Revolution in der DDR Die Wiedervereinigung – Wunsch und Wirklichkeit Alte und neue Bundesländer – Kultur und Identität  Teacher 2 Maßnahmen zur Integration Hindernisse für die Integration Die Erfahrungen verschiedener Migrantengruppen	Teacher 1 Aspects of political life in the German-speaking world German re-unification and its consequences  Teacher 2 Multiculturalism in German-speaking society Integration (Integration)	n/a	Teacher 1 Pluperfect subjunctive in conditional clauses Teacher 2 Possessive adjectives and other determiners eg welcher Subjunctive in indirect speech (1)	Teacher 1 Revision: cases Revision: conditional sentences with imperfect and pluperfect subjunctive Teacher 2 Revision: word order	End of unit assessments in listening, reading, speaking and translation Essay questions on set text
13	3	Racism (Rassismus) Speaking prep/IRP Exam Skills	Teacher 1 Exam Skills Revision Speaking Prep/IRP  Teacher 2 Die Opfer des Rassismus Die Ursprünge des Rassismus Der Kampf gegen Rassismus	Teacher 1 Exam prep – IRP and Speaking exam  Teacher 2 Multiculturalism in German-speaking society Racism	n/a	Teacher 1 n/a Teacher 2 Relative and interrogative pronouns Subjunctive in indirect speech (2)	Teacher 1 Revision of key AO4 facts for speaking exam Teacher 2 Subjunctive in indirect speech Revision: present and future tenses	End of unit assessments in listening, reading, speaking and translation Essay questions on set text
13	4	Speaking exam and planned revision of all topics	Planned revision of book ,film and AS topics and A level exam technique	n/a	n/a	as above	as above	Past exam papers