

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 11</p>	<p><u>Current and future employment</u> Students pick up their GCSE course in Year 11 with a unit of work on careers, building on prior learning from Year 9. They learn how to talk about work experience they have done in the past, part time jobs that they may have at the moment and the jobs they hope to do in the future.</p>	<ul style="list-style-type: none"> • To be able to discuss the importance of A-Levels • To compare the benefits of university with apprenticeships • To be able to understand job descriptions • To be able to recognise sequencers while reading professional profiles • To be able to use 'weil' to justify your application to a job • To be able to use a variety of tenses to talk about your dream job • To be able to use um...zu to discuss reasons for learning German & other languages • Coping with numbers and dates while debating the advantages and disadvantages of hosting international sporting events 	<p><u>Assessment Schedule:</u> Speaking - role play Translation into English Reading Listening Module 7 writing week /32 Memrise %</p>

Beths Grammar School Y11 German Curriculum Map - AQA GCSE German

<p>Autumn Term 1B Year 11</p>	<p><u>Global issues</u></p> <p>Students learn to discuss environmental and social issues, talking about which issues concern them the most and what can be done to help solve these problems. Giving arguments for and against big events e.g. olympics, carnivals, world cups using debate language</p>	<ul style="list-style-type: none"> • Using adjectives with etwas and nichts while understanding the impact of social problems on young people • Developing an understanding of adjectival nouns while reading texts on homelessness and poverty • To be able to use comparative and superlative adverbs and adjectives while discussing environmental projects at school • To be able to discuss what people can do to be environmentally friendly while using subordinate clauses • To be able to read texts about local and national campaigns while gaining an understanding of the passive 	<p><u>Assessment Schedule:</u> MOCK EXAMS Module 8 writing week /32</p>
<p>Spring Term 2A Year 11</p>	<p><u>Revision of modules 1-4 and exam practice</u></p> <p>Students revise modules 1-4 of the GCSE textbook, reviewing the topics of family and friends, free time activities, technology, celebrations and town/region while practising higher tier listening, reading, writing and speaking questions.</p>	<ul style="list-style-type: none"> • Learning speaking questions for all themes and completing reading and listening past papers from years 2018-2021. • Revision of module 1: relationships with family and friends. • Revision of module 2: free time activities and technology. • Revision of module 3: celebrations. • Revision of module 4: home, town, neighbourhood and region. 	<p>In-class tests on green book answers across all themes (in preparation for the speaking and writing exams).</p> <p>Reading and listening past papers from 2018-2021</p>
<p>Spring Term 2B Year 11</p>	<p><u>Revision of modules 5-8 and exam practice</u></p> <p>Students revise modules 5-8 of the GCSE textbook, reviewing the topics of holidays, school, careers and global issues while</p>	<ul style="list-style-type: none"> • In class practice of role play and photo card past papers from years 2021-2024. • Revision of module 5: holidays. • Revision of module 6: school. • Revision of module 7: current and future employment. • Revision of module 8: global issues (social and environmental). 	<p>Weeks 2 and 3 – Year 11 mock 2</p> <p>Lesson 1 – Writing and photo card</p> <p>Lesson 2 – Listening, reading and role play</p> <p>Lesson 3 – General conversation</p>

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	practising higher tier listening, reading, writing and speaking questions.		Reading and listening past papers from 2021-2024
Summer Term 3A Year 11	<p><u>Preparation for writing exam</u></p> <p>Students revise how to answer 16 and 32 mark questions in the writing exam as well as the translation into French and do past paper practice in class, covering all three themes.</p>	<ul style="list-style-type: none"> • In class practice of writing past papers from years 2018-2024. • Students will be set questions from the AQA GCSE grammar and translation workbook and the AQA GCSE revision workbook for homework. 	<p>Real GCSE speaking exam (week 1 or 2).</p> <p>Writing past papers from 2018-2024.</p>
Summer Term 3B Year 11	<p><u>Study leave – real GCSE exams</u></p>		