

Beths Grammar School KS3 German Curriculum Map

| Term   | <b>INTENT</b>   | <b>IMPLEMENTATION</b>   | <b>IMPACT</b>  |
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|  | <p><b>Substantive Knowledge</b><br/>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>   | <p><b>Disciplinary Knowledge (Skills)</b><br/>This is the action taken within a particular topic in order to gain substantive knowledge.</p>  | <p><b>Assessment opportunities</b><br/>What assessments will be used to measure student progress?<br/>Evidence of how well students have learned the intended content.</p>   |
| <p><b>Autumn Term 1A</b><br/><b>Year 9</b></p> | <p><b><u>Ich liebe Ferien!</u></b></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences. They will be able to describe and narrate holidays in the past, use the present tense to discuss holidays in general and look forward to holidays in the future.</p> | <ul style="list-style-type: none"> <li>• Comparing different places using 'then' and 'now'</li> <li>• Using the past tense with haben to talk about holiday experiences in the past</li> <li>• Discussing ways to travel using the past tense with 'sein'</li> <li>• Talking about the weather combining present and past tense to extend sentences</li> <li>• Talking about holidays by asking and asking key questions</li> <li>• Discussing problems on holidays and writing a hotel review using a range of tenses</li> </ul> | <p>Speaking Q+A<br/>Translation both ways<br/>Reading<br/>Listening<br/>Memrise %<br/>Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%)<br/>Beths Scholar - strong competence (60%)<br/>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into consideration starting point and KS3 target grades in addition to behaviour and homework completion.</p> |
| <p><b>Autumn Term 1B</b><br/><b>Year 9</b></p> | <p><b><u>Bist du ein Medienfan?</u></b></p> <p>Students will use the present and past tense to describe their experiences of film and TV. After discussing these free time activities, students will move onto discuss their reading preferences. Students will read some interesting</p>   | <ul style="list-style-type: none"> <li>• Using the past tense to discuss film preferences using recall of the perfect tense</li> <li>• Talking about programmes you watch using the modal verb 'wollen'</li> <li>• Discussing reading preferences and using prepositions with the dative case</li> </ul>  | <p>Speaking - One Minute Presentation<br/>Creative Writing Task<br/>Memrise %<br/>(weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%)<br/>Beths Scholar - strong competence (60%)</p>  |

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|  | <p>reviews on media and discuss how much screen time they have and what they use it for. Lastly, to develop their love of languages, students will discuss the benefits of learning a language.</p>   | <ul style="list-style-type: none"> <li>• Giving examples of what you use screen time for whilst using model verbs such as sollen, dürfen and können</li> <li>• Talking about different opinions using media reviews</li> <li>• Building upon knowledge of using a range of tenses and discussing speaking different languages and its benefits</li> </ul>   | <p>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into consideration starting point and KS3 target grades in addition to behaviour and homework completion.</p>  |
| <p><b>Spring Term 2A</b><br/><b>Year 9</b></p> | <p><b><u>Die Kindheit</u></b></p> <p>Students will learn a new tense this term and be able to look nostalgically at their own childhood to describe what they 'used to' do. They will also be able to describe and compare different schools as well as use the grammar point 'the most' and 'the least' as superlative expressions.</p>  | <ul style="list-style-type: none"> <li>• Using 'als' in the past to when and using it to discuss childhood experiences</li> <li>• Talking about activities in childhood by using the imperfect tense</li> <li>• Comparing different schools using the comparative and superlative</li> <li>• Reading a fairy story written in the imperfect tense</li> <li>• Writing longer texts using a range of tenses and extended writing</li> </ul>                                   | <p>Speaking - Phonics<br/>Translation both ways<br/>Reading<br/>Listening<br/>Memrise %<br/>Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%)<br/>Beths Scholar - strong competence (60%)<br/>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into consideration starting point and KS3 target grades in addition to behaviour and homework completion.</p> |
| <p><b>Spring Term 2B</b><br/><b>Year 9</b></p> | <p><b><u>Bleib gesund! And Vorbilder</u></b></p> <p>The topic of food and in particular German food will interest students this term as they widen their knowledge around types of food and following recipes. This discussion on food brings students into the wider social topic of healthy eating. Students will discuss dinner parties and typical conversations around role models</p> | <ul style="list-style-type: none"> <li>• Discussing breakfast using the verb essen</li> <li>• Talking about German food using the verb nehmen</li> <li>• Understanding and following recipes using the 'du' form of the imperative</li> <li>• Talking about healthy lifestyles using the verb 'mussen'</li> <li>• Comparing and describing dinner parties whilst referring to longer extended texts</li> <li>• Reflecting on experiences using the perfect tense</li> </ul> | <p>Speaking - Photocard<br/>Creative Writing Task<br/>Memrise %<br/>(weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%)<br/>Beths Scholar - strong competence (60%)<br/>Beths Super Scholar - excellent competence (80%)</p>   |

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|                                      | <p>and wider social issues, before moving on to recognise their own achievements and how others can inspire those around them.</p>  | <ul style="list-style-type: none"> <li>• Discussing role models and how they inspire us as well as our own achievements</li> </ul>   | <p>Awarding of Beths Scholar status is judged holistically taking into consideration starting point and KS3 target grades in addition to behaviour and homework completion.</p>  |
| <p>Summer Term<br/>3A<br/>Year 9</p> | <p><b><u>Rechte und Pflichten</u></b></p> <p>Students will learn about the global issue that affects their lives and the lives of others. They will move onto environmental problems in different countries and talk about what is important to the. They will learn to express their ideas on what could be done to change the world for the better. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p> | <ul style="list-style-type: none"> <li>• Discussing global and social aspects of our lives nowadays</li> <li>• Using correct word order to discuss age limits and what we are allowed to do and when</li> <li>• Talking about what is important to us in our world</li> <li>• Comparing life now with life in the past using a range of tenses</li> <li>• Discussing how we can make a difference in our world by giving opinions and justifying them</li> <li>• Reading and responding to texts on what is important for our own happiness</li> </ul> | <p>Speaking Q+A<br/>Translation both ways<br/>Reading<br/>Listening<br/>Memrise %<br/>Equally weighted</p> <p>Beths Working towards Scholar (&lt;60%)<br/>Beths Scholar - strong competence (60%)<br/>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into consideration starting point and KS3 target grades in addition to behaviour and homework completion.</p> |
| <p>Summer Term<br/>3B<br/>Year 9</p> | <p><b><u>So ist das Schulleben!</u></b><br/><b><u>Mit Freude in die Schule?</u></b></p>   | <ul style="list-style-type: none"> <li>• <b>End of Year Assessment (weeks may vary)</b></li> <li>• Talking about school subjects and clothes whilst using a range of tenses</li> <li>• Using verbs in the present tense</li> <li>• Talking about what's in your pencil case</li> <li>• Using the past tense (imperfect and perfect) with haben and sein - revision and recall of the perfect tense</li> </ul>  | <p><b><u>Assessment Schedule - EOY Exam</u></b><br/>Reading &amp; Listening<br/>Speaking - Answering to unexpected Questions<br/>Translation both ways<br/>Memrise %</p> <p>Beths Working towards Scholar (&lt;60%)<br/>Beths Scholar - strong competence (60%)</p>  |

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|  | <p>Students will recap school subjects and clothing including school uniform. Students will be able to discuss what they are looking forward to in the coming academic year and learn to form more sophisticated opinions with justifications.</p> | <ul style="list-style-type: none"><li>• Talking about what you are and are not looking forward to at school this year by giving reasons with denn or weil</li><li>• Giving opinions with reasons, using denn and weil and Using qualifiers to make your language more descriptive</li></ul> | <p>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into consideration starting point and KS3 target grades in addition to behaviour and homework completion.</p> |
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