

Term	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 7	<p><u>Meine Welt und ich</u> Students will be able to introduce themselves and their friends/family members, using greetings, posing questions, giving details of names, ages and birthdays, using the 1st and 3rd person of the verbs heißen and sein. Students will be able to state where they live and where that is using wohnen and sein. Students know numbers 1-100, days and months and understand how to change from cardinal to ordinal in German, in order to be able to state when their birthday is. Pupils will be able to talk about their likes and dislikes using, using simple opinion verbs and second verb in the infinitive.</p> <p>No prior learning expected but the teacher can draw upon words and facts pupils might already know about the German language and culture.</p>	<p><u>Meine Familie und ich</u> Students will be able to give details about their siblings and other family members, stating their name, ages and their likes/dislikes using heißen, sein, mögen, hassen and lieben in the 3rd person. Pupils will be able to give physical and character descriptions using sein and haben, ensuring correct agreement for masculine/feminine. They will also be able to use a variety of qualifiers and intensifiers to add extra detail. Students will be able to say who they do and don't get along with and why, using sich verstehen mit...den er/sie ist... Students will also be able to state what pets they have, what their pets are like and be able to express opinions about pets, which are justified opinions using the correct word order after 1denn and weil. As well as expressing opinions about free time activities, they will also be able to use weather and time expressions, to say when they do them using the future tense in the 1st person.</p> <p>Unit 1 is the prior learning for this unit.</p>	<p><u>Meine Schule</u> Students will be able to give details of their school day, revisiting days and numbers to be able to describe their school day. Students will strengthen their ability to express justified opinions to convey their likes and dislikes of school subjects. The understanding of word order rules will be re-visited and strengthened. Students will develop their knowledge of adjectives and be able to make simple comparisons. Students will re-visit physical and character descriptions to describe their teachers and they will be able to give more complex justified opinions with appropriate word order. Students' ability to describe will be developed, by being able to give physical descriptions to talk about their school and its facilities. Students will also be able to express how they would like to improve their school and its facilities. Students will also be able use the future tense in 1st person format to talk about what they do after school.</p> <p>Unit 1 and 2 are the prior learning for this unit</p>	<p><u>Wie ist es zu Hause?</u> Students will know a range of key locations and points of compass to be able to describe where they live. They will be able to sue the key verb wohnen with preference structures such as gern, nicht gern, lieber and am liebsten. Students will continue to improve their ability to justify opinions, with increasingly accurate word order. Students will acquire vocabulary about types of houses and giving justified opinions about their home. Students will also learn how to describe location, using prepositions to describe what is in their home and where it is. Students will also be able to talk about their town and local area, detailing facilities using es gibt ein/kein and the modal structure man kann to say what can be done in that town/area. Students will be able to sue the conditional tense to say what they would like to have in their town/local area. Students will re-visit their use of the future tense to be able to say where they will in the future and to extend their use of justified opinions and comparatives.</p> <p>Unit 1, 2 and 3 are the prior learning for this unit</p>	<p>REVISION AND CONSOLIDATION OF LINGUISTIC COMPETENCIES AND PREPARATION FOR UL END OF YEAR ASSESSMENTS</p>
	Unit 5	Unit 6	Unit 7	Unit 8	
Year 8	<p><u>Die Welt der Arbeit</u> Students will know a range of jobs, professions and career paths and be able to use key verbs in the first and third person such as studieren, arbeiten, servieren and organisieren to talk about the positions that family members hold and also where they work. Students will be able to talk about characteristics and what characteristics are required for which job roles. Students will use the future tense to express their career plans and wishes and also the conditional tense to be able to talk about their dream job. Students will then be able to talk about other future wishes for in 5, 10, 20 years' time and using key verbs such as heiraten, reisen, gehen, kaufen, spielen, sein.</p> <p>Unit 1, 2 3 and 4 are the prior learning for this unit</p>	<p><u>Ausgehen oder zu Hause bleiben.</u> Students will know a range of key verbs to talk about what they do in their free-time. Students will be able to conjugate the verbs across a range of pronouns. Some of these verbs will be regular verbs such as spielen, trinken, but students will also be able to understand irregular verbs such as vowel changing verbs in the 3rd person such as essen. Students will revise and extend their opinions phrases to talk about what they like doing in their free-time. The opinions structures ich möchte and ich hoffe zu, will be introduced. Students will consolidate their use of using denn and weil to justify their opinions, reinforcing word order expectations Students will then apply these free-time activities in the future tense to be able to express what they would like to do in</p>	<p><u>Tagesroutine und Gesundheit.</u> Students will learn a range of separable and reflexive verbs to be able to talk about their daily routine during the week and at the weekend too. Students will extend their use of reflexive and separable verbs and be introduced to pronouns in the accusative and dative case to be able to give extra detail about their daily routine by talking about what they do in the evening when they get home from school. Students will extend their use of tenses by introducing the conditional tense, with the structure wenn ich die Wahl hätte, würde ich, to detail how they would change their daily routine. Students will consolidate their use of the perfect tense by being able to</p>	<p><u>Die Ferien.</u> Students will begin the topic of holidays focusing on destinations and accommodation. Students will revisit their use of the perfect tense with sein using the past participle forms of haben and bleiben. Students will understand the use and meaning of nach and in der and in einem, in einer, in einen. Students will further develop their use of the perfect tense using sein to say how they travelled to their holiday destinations. They will also use the imperfect tense to give opinions about how the journey was. Students will revisit the formation of the perfect tense using both auxiliary verbs haben and sein to describe the activities that they did on holiday and to use the</p>	<p>REVISION AND CONSOLIDATION OF LINGUISTIC COMPETENCIES AND PREPARATION FOR UL END OF YEAR ASSESSMENTS</p>

		<p>the future, future tense time markers like in der Zukunft will be used with ich werde, ich möchte, ich will and ich hoffe zu. Students’ use of justified opinions will be revisited in the context of TV, cinema and music preferences. Students will also learn the formation of the perfect tense using the both the auxiliary verbs haben and sein, to be able to talk about what they did in they free-time last weekend. They will be able to use a range of past tense time phrases as well as sequencing connectives such as zuerst and dannach. Students will also participate in role-play scenarios linked to the topic such as arranging to go out, buying tickets, purchasing clothes and ordering food.</p> <p>Unit 1, 2, 3, 4 and 5 are the prior learning for this unit</p>	<p>talk about what they have done recently after school. Past time phrases will be revisited as well introducing vor as in vor zwei Tage, two days ago. Students will be able to talk about their daily lifestyle in terms of health and well-being. They will use the structure um..zu, to state what they should/must/shouldn’t/mustn’t do in order to be fit. They will use the modal verbs sollen and müssen with an infinitive. Students will also revisit and consolidate their use of the future tense to talk about what they will do in the future to maintain a healthy diet and lifestyle.</p> <p>Unit 1, 2, 3, 4, 5 and 6 are the prior learning for this unit</p>	<p>imperfect to give opinions about these activities. Students will revise their use of the perfect and imperfect tense (where appropriate) to be able to describe the weather during their holiday. Students will revisit their use of the present tense for verbs such as fahren, bleiben, spielen, machen, gehen, sein, essen and trinken to talk about holidays in the present tense or normal holiday destinations. Students will also be able to express opinions about holiday types, expressing their preferences for types of holidays. They will revise their opinion and infinitive phrases and be able to use the relative pronoun wo with correct word order and the modal structure man kann + infinitive. Students will recap their knowledge of the future tense by talking about a holiday they would like to go on in the future, they will revisit future time markers and the verbs werden, wollen, hoffen zu and mögen across a range of pronouns. Students will also revisit the formation of the conditional tense, this time using the phrase wennich die Geld hätte, würde ich to detail what they would do on holiday if they were rich.</p> <p>Unit 1, 2, 3, 4, 5, 6 and 7 are the prior learning for this unit</p>	
	Unit 9	Unit 10	Unit 11	Unit 12	
Year 9	<p><u>MEINE FAMILIE UND BEZIEHUNGEN</u></p> <p>Students will be able to give a detailed physical and character description of themselves and their family members, expressing justified opinions about what they like and don’t like and why. They will be able to state who they do and don’t get on well with and why. They will also be able to discuss their role models and who inspires them and why and discuss the characteristics and qualities that make a good friend/friendship. Students will be introduced to more complex adjectives which are non-cognate based to add extra variety to their language. Students will revisit their use of the perfect tense using haben and sein to be able to talk about recent activities with family and friends They will be able to express justified opinions using sich gefallen in the perfect tense and a range of justifications, denn, da and weil with correct verb positioning. Students will</p>	<p><u>Feste und Feiertage</u></p> <p>Students will be able to talk about normal mealtimes, what foods they eat at different times of the day and to be able to express justified opinions about the foods they eat. Students will then learn about a variety of different food types that are eaten in Germany and different regions in Germany and at what mealtimes. Students will understand the cultural differences around foods and mealtimes between England and Germany. Students will be able to use the future and past tense to say what they have already tried and what they would like to try of German national cuisine. Students will learn about a variety of festivals and traditions that are celebrated in Germany such as Karneval, Oktoberfest and Weihnachten. Students will be able to talk</p>	<p><u>Meine Gegend.</u></p> <p>Students will be able to talk about their local area using es gibt ein/kein and the modal structure man kann + infinitive in the present tense and man könnte + infinitive in the conditional tense. Students will revisit phrases pf location and will use the reflexive structure sich befinden in to say where their town/city local area is located. Students will revisit the imperfect tense with haben, sein and geben to compare their town/city now to what it was like when they were a child. Students will revisit their use of the comparative structure adjective+er + als to form the comparison. Students will revisit their use of the future/conditional tense to talk about where they would like</p>	<p><u>Meine Welt.</u></p> <p>Students will learn subject specific vocabulary which is linked to the topic of environmental problems and solutions. Students will be able to use the superlative to talk about the biggest and most serious environmental issues – das Größte Umweltproblem heutzutage ist/ das Ernste Umweltproblem heutzutage ist. They will learn specific vocabulary structures such as Luft/wasserverschmutzung, Abholzung, Aussterben von Tierarten. Students will then be able to use language and modal structures to suggest what should need to be made in order to help slow down environmental problems, using man sollte +infinitive. Students will revisit their</p>	<p>REVISION AND CONSOLIDATION OF LINGUISTIC COMPETENCIES AND PREPARATION FOR UL END OF YEAR ASSESSMENTS</p>

	<p>revisit their use of the future tense and will build in new structures ich beabsichtige, ich plane to add a variety of future tense markers. Students will develop their use of the imperfect tense using regular and irregular verbs in the imperfect, ich war, ich hatte, es gab, ich ging, ich spielte to be able to talk about their life as a child/when they were younger. Students will revisit their use of the conditional tense using the short forms of haben and sein (wäre and hätte) to be able to talk a dream partner – mein Traumpartner/meine Traumpartnerin hätte/wäre.</p> <p>Unit 1, 2, 3, 4, 5, 6, 7 and 8 are the prior learning for this unit</p>	<p>about the events, when they take place, what happens and why. Students will revisit their use of the perfect and imperfect tense to talk about a birthday in the past and also to use the future tense to talk about their plans for their next birthday celebration.</p> <p>Unit 1, 2, 3, 4, 5, 6, 7, 8 and 9 are the prior learning for this unit</p>	<p>to live when they are older and why. They will be able to use the phrase wenn ich älter bin, möchte ich + infinitive. They will also revisit justified opinions using the comparative form in the justification. Students will undertake a study of Berlin and apply the language learning of unit 10 and 11 to their study of Berlin. They will look at particular festivals/traditions/foods that are linked to Berlin. They will use the future and conditional tense to talk about planning a future trip to Berlin. They will take part in role-play activities buying tickets/arranging excursions/buying food/drink/souvenirs that are directly connected to Berlin.</p> <p>Units 10 and 11 are the main units of prior learning for this unit, but aspects of all other units are also covered.</p>	<p>knowledge of the perfect and imperfect tense to be able to compare the environmental issues of today to those in the past. Students will revisit their knowledge of the future and conditional tense and the um...zu phrase to suggest what they will do in the future in order to help the environment. Students will then learn vocabulary linked to the rights of children and young adults Students will be able to use the structure Kinder haben die Recht .. zu +infinitive. Students will revisit their previously acquired justified opinion structures to be able to state why they things these rights are important/necessary/essential for children. Students will learn topic specific vocabulary linked to other social issues such homelessness and poverty. They will be able to use their knowledge of the future and conditional to say what they will do in the future in order to help the homeless/poor. They will revisit the use of um...zu and correct word order too.</p> <p>Unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11 are the prior learning for this unit</p>	
<p>Year 10 Term 1 Theme 1 Identity and culture Topic Me, my family and friends – relationships with family and friends. Learning focus – describing friends and family. Explaining the quality of a good friend. Describing events in the past and future that students do with their friends and family. Describing relationships with family and friends.</p> <p>Grammar:</p> <p>case system and terminology e.g. subject, direct object, indirect object (nominative, accusative and dative)</p> <p><i>sein</i> in present tense; <i>haben</i> + accusative; weak verbs in present tense; revision of</p>	<p>Year 10 Term 2 MEINE STADT UND GEGEND Theme: 2 Local, national, international and global areas of interest Topic: Home, town, neighbourhood and region Students will build upon the vocabulary, grammar and structures they have developed through KS3 relating to their home and local area. They will be able to discuss the facilities they have in their town and local area and what can and cannot be done there, using modal verb constructions. They will deepen their knowledge of these key elements and be able to discuss the advantages and disadvantages of their town and local area and living in a town/city/countryside. They will be able to discuss a recent trip</p>	<p>Year 10 Term 3 MEINE SCHULE UND MEINE ZUKUNFTSPLÄNE Theme: 3 Current and future study and employment Students will recap KS3 vocabulary relating to this topic and develop it by being able to talk rules, clubs, school achievements. They will be able to discuss problems and pressures at school and how it makes them feel. Students will be able to use 4 tenses confidently to describe what they did (yesterday) after school, what they will do after school (tomorrow), what their ideal school/teacher would be like. Students will build on their KS3 knowledge of jobs and professions. They will be able to discuss their strengths and weaknesses (academically and</p>	<p>Year 10 Term 4 Meine Freizeit und mein Leben online. Theme: 1 Identity and culture Topic: Free time, Music, TV, Sport, Media and Technology Students will be able to express complex justified opinions about music genres, films and TV shows. They will be able to discuss different types of technology and the uses of social media. Students will be able to use a range of tenses to describe their use of social media and technology, they will be able to use the perfect and imperfect tense to discuss a film/Tv program they have recently seen. Students will also be able to talk about the clear advantages and disadvantages of media and technology. Students will be able to use the imperfect</p>	<p>Year 10 Term 5 Gesundes Leben Theme: 2 Local, national, international and global areas of interest. Topic: Healthy living Students will be able to discuss a range of health issues and illnesses and be able to use modal constructions in order to suggest/offer resolutions to these health issues. Students will be able to discuss the advantages and disadvantages of alcohol, cigarettes and drugs in relation to living a healthy lifestyle. References will made to the previous topic to talk about what students do in their free time to promote health and well-being. Grammar: recap on modal verbs + word order)</p>	<p>Year 10 Term 6 DIE FERIEN Students will use 4 tenses to talk about holidays. They will build on and consolidate prior knowledge to be able to talk about their holiday preferences, a recent holiday (where they went/how, with whom, activities they did and any problems that they experienced) They will also be able to talk about future holiday plans and a holiday of their dreams. Students will be able to use a variety of connectives to create greater complexity. All skill areas should be considered in this topic, as well as all aspects of each exam paper. Grammar: consolidation of perfect tense imperfect tense of common strong verbs</p>

<p>word order for separable verbs</p> <p>possessive adjectives in nominative, accusative and dative; plural adjective endings for descriptions</p> <p>personal pronouns – nominative, accusative and dative</p>	<p>they have made in their locality and their plans for where they will/would like to live in the future.</p> <p>Grammar:</p> <p>definite and indefinite articles</p> <p><i>es gibt</i> + accusative; common prepositions and cases</p> <p>appropriate; adjective endings rules to enhance descriptions</p> <p>expressions of quantity and endings including <i>kein können</i> as modal verb and word order rule</p>	<p>personally) in light of the career path they would like to follow. They will be able to use the perfect and imperfect tense to give details about their work experience placement.</p> <p>Grammar:</p> <p><i>gern, lieber, am liebsten</i></p> <p><i>modals müssen, sollen, dürfen, mögen, wollen</i> + word order rule</p> <p><i>weil</i> + word order rule</p> <p>comparative with <i>als</i> and superlative in expressing opinions about subjects</p> <p>use of <i>du</i> and <i>Sie</i> in informal/formal exchanges</p> <p>transfer appropriate modals to school rules context</p> <p><i>zu</i> + infinitive construction</p> <p>common conditionals such as <i>ich möchte; ich hätte gern</i></p> <p><i>könntest du</i></p> <p><i>würdest du</i></p> <p><i>wir sollten</i></p> <p>more on adjective endings to describe buildings, facilities etc</p>	<p>tense to compare their life with technology as a child and their lives now. Students will be able to use the comparative and superlative to discuss the sports they like doing and are strong/weak at.</p> <p>Grammar:</p> <p>appropriate strong verbs in present tense</p> <p>review of word order with separable verbs</p> <p>perfect tense with <i>haben</i> and <i>sein</i> for recounting past activities</p> <p>verb as 2nd idea and word order with perfect tense</p> <p>future tense introduced eg weekend plans</p> <p><i>wenn</i> clauses and word order rules</p> <p>tenses together; how life has changed</p> <p>how things were before technology – imperfect tense of weak and selected strong verbs</p> <p>complexity in expressing opinions and views re life without technology</p>	<p>modals in affirmative and negative</p> <p><i>um...zu</i> + infinitive</p> <p>range of negative expressions</p> <p><i>als</i> + selected imperfects eg <i>war, hatte</i> and modals</p> <p>previous health habits using selected imperfect tenses</p>	<p>sequencing words, expressions and phrases</p> <p>connectives <i>als, bevor, bis, dass, nachdem, ob, obwohl, während, weil, wenn, wo</i> to develop greater complexity in spoken and written accounts of past events or experiences</p> <p>weather expressions</p> <p>time, manner, place word order rule</p>
<p>Year 11 Term 1 Theme: Local, national, international and global areas of interest Topic: Global Issues DIE UMWELT</p> <p>Students will revisit the topic of the environment which they studied in Year 9. They will consider national and global issues</p>	<p>Year 11 Term 2 Theme: Local, national, international and global areas of interest Topic: Social issues SOZIALE PROBLEME UND HILFSORGANIZATIONEN</p> <p>Students will recap global issues such as homelessness, poverty and consider what can be done to help</p>	<p>Year 11 Term 3 Theme: 1 Identity and culture Topic: Customs and traditions in German speaking countries.</p> <p>Students will be able to discuss customs and traditions that are significant to German- speaking countries, they will understand the event, why and when it takes and the traditions in terms of</p>	<p>Year 11 Term 4 Revision of theme 1 and speaking exams</p>	<p>Year 11 Term 5 Revision of theme 2 and 3</p>	<p>Year 11 Term 6</p>

<p>and consider ways that these problems can be addressed. A particular focus on listening and reading skills, as well photo descriptions for the writing and speaking exams.</p> <p>Grammar:</p> <p>modal verbs linked to behaviours (must do/can do/should do/could do etc))</p> <p>past tense for effects of behaviours on environment</p> <p><i>wenn</i> sentences revised for outlining consequences of actions</p> <p>pluperfect tense perspective</p>	<p>overcome these international issues. They will consider the work being done by charities and how they have or could contribute to their efforts.</p> <p>Grammar:</p> <p><i>dieser, jeder</i> in all cases</p> <p><i>wenn</i> clauses of type <i>wenn ich wäre, würde ich...</i></p>	<p>food, costumes, significant dates and understand the regional variance of these celebrations. There will be a focus on key celebrations such as Easter and Christmas and the specific nuances of how they are celebrated. Specific festivals such as Karneval, Oktoberfest and Tag der deutsche Einheit will also be included. Students will also be able to talk about personal celebrations such as birthdays.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Revise their use of the all tenses past (perfect and imperfect), future, present and conditional 			
<p>Year 12 Term 1 Theme 1: Aspects of German-speaking society: current trends Sub-theme Familie im Wandel</p> <p>Students will be able to discuss relationships and possible problems within a family, understand the changing roles and expectations for partnership in recent history and discuss a variety of possible forms of family life.</p> <p>You will revise and use the following skills ...</p> <p>use the present tense</p> <p>use impersonal verbs</p> <p>use modal verbs in the present tense</p> <p>use possessive adjectives</p> <p>use the perfect tense</p> <p>use particles to add emphasis</p> <p>identify the gender and plural forms of nouns</p> <p>change the class of word</p> <p>use negatives</p> <p>read a literary extract</p>	<p>Year 12 Term 2 Theme 1: Aspects of German-speaking society: current trends Sub-theme Die Digitale Welt</p> <p>Students will be able to discuss how you use the internet talk about the benefits and dangers of social networks discuss digital society and its future developments</p> <p>You will revise and use the following skills ...</p> <p>ensure the conjugated verb is the second idea in main clauses</p> <p>vary the emphasis of a sentence by changing the word order</p> <p>write a summary of a listening text</p> <p>use correct word order for adverb phrases</p> <p>use the correct case after different groups of prepositions</p> <p>write a summary of a reading text</p> <p>use the present tense with a future time phrase</p> <p>use the future tense</p> <p>recognise the future perfect tense</p>	<p>Year 12 Term 3 Theme 1: Aspects of German-speaking society: current trends Sub-theme Jugendkultur: Mode, Musik und Fernsehen</p> <p>Students will be able to discuss fashion and the importance of image</p> <p>talk about different types of music</p> <p>talk about different types of television programme</p> <p>You will revise and use the following skills ...</p> <p>use personal, indefinite and demonstrative pronouns</p> <p>use pronouns in the correct order</p> <p>use the accusative case after some common verbs</p> <p>use the dative case after some common verbs</p> <p>use adverbs and adverb phrases</p> <p>use qualifiers to add detail to adverbs and adjectives</p> <p>use the imperative with du</p> <p>use the imperative with ihr</p> <p>use the imperative with Sie</p>	<p>Year 12 Term 4 Theme 2: Artistic culture in the German-speaking world Sub-theme Feste und Traditionen</p> <p>Students will be able to describe and explain the roots and origins of festivals in Germany. They will be able to discuss the social and economic importance of festivals and traditions in Germany. Students will be able to explore the diversity of festivals and traditions in German-speaking countries.</p> <p>You will revise and use the following skills ...</p> <p>use the passive voice</p> <p>use the imperfect tense of regular verbs</p> <p>use the imperfect tense of modal verbs</p> <p>use the imperfect tense of irregular verbs</p> <p>recognise separable and inseparable prefixes</p> <p>use separable verbs in different tenses</p>	<p>Year 12 Term 5 Theme 2: Artistic culture in the German-speaking world Sub-theme: Kunst und Architektur</p> <p>Students will be able to discuss the influence and role of art and architecture today</p> <p>discuss how contemporary architecture and art shape our everyday life</p> <p>discuss developments in art and architecture from past to present and into the future</p> <p>You will revise and use the following skills ...</p> <p>use correct word order in subordinate clauses</p> <p>use relative pronouns in relative clauses</p> <p>use comparatives and superlatives</p> <p>use the pluperfect tense</p> <p>give a presentation or a talk</p> <p>express reactions and emotions</p> <p>improve your answers</p>	<p>Year 12 Term 6 Theme 2: Artistic culture in the German-speaking world Sub-theme: Das Berliner Kulturleben damals and heute</p> <p>Students will be able to discuss the influence of political events on Berlin and debate an historic tour through the city</p> <p>discuss the role of culture in Berlin today and plan a cultural weekend</p> <p>discuss aspects and challenges of life in a multicultural city</p> <p>You will revise and use the following skills ...</p> <p>use the cases accurately</p> <p>use adjectival endings</p> <p>use interrogative adjectives with the correct endings</p> <p>use infinitive constructions without zu</p> <p>use infinitive constructions with zu</p> <p>use the verb lassen in its different meanings</p> <p>use the imperfect subjunctive in conditional clauses</p> <p>use the pluperfect subjunctive in conditional clauses</p>

<p>discuss advantages and disadvantages</p> <p>discuss issues relating to the family</p>	<p>understand compound words</p> <p>interpret and explain figures and statistics</p> <p>talk about possible developments and predictions</p>	<p>respond to a poem</p> <p>express your opinion</p> <p>use connectives</p>	<p>use inseparable verbs in different tenses</p> <p>use reflexive verbs in different tenses</p> <p>use reflexive pronouns</p> <p>translate into German</p> <p>answer questions in German</p> <p>summarise a reading passage</p>		<p>research using online resources</p> <p>speak persuasively</p> <p>listen for detail</p> <p>translate from German into English</p> <p>Goodbye Lenin film introduction.</p>
<p><u>Year 13</u></p> <p><u>Term 1</u></p> <p><u>Theme 3: Multiculturalism in German-speaking countries.</u></p> <p><u>Sub-theme: Einwanderung, Integration und Rassismus</u></p> <p>Students will be able to explain the reasons why people migrate, evaluate the advantages and disadvantages of immigration for immigrants and the country of destination and examine issues affecting a country's migration policy. Students will also be able to discuss how the German government promotes the integration of migrants and refugees, discuss elements which prevent integration and discuss and compare the positive and negative experiences of migrants in Germany. Students will be able to consider and discuss the impact of racism on its victims, discuss the origins of racism and discuss ways of fighting against racism within German-speaking countries.</p> <p><u>You will revise and use the following skills:</u></p> <p>Use weak masculine nouns</p> <p>Use complex adjectival phrases</p> <p>Use accurate adjective endings</p> <p>Use possessive and interrogative adjectives</p> <p>Use the subjunctive in indirect speech</p> <p>Use correct word order in complex clauses</p>	<p><u>Year 13</u></p> <p><u>Term 2</u></p> <p><u>Film study</u></p> <p><u>Goodbye Lenin</u></p>	<p><u>Year 13</u></p> <p><u>Term 3</u></p> <p><u>Theme 4: Aspects of political life in the German-speaking world</u></p> <p><u>Sub-theme: Deutschland und die Europäische Union, Die Politik und die Jugend, Die Wiedervereinigung und ihre Folgen</u></p> <p>Students will be able to discuss how the EU has evolved and Germany's role within it, discuss the advantages and disadvantages of the EU for Germany and understand the impact of the expansion of the EU on Germany</p> <p>Students will be able to discuss the ways and the extent to which young people engage in politics and discuss youth political priorities in Germany and the role of pressure groups. Students will be able to discuss the events leading to German reunification, compare and contrast the desired and actual outcomes of reunification and discuss and compare the culture and identity of old and new federal states.</p> <p><u>You will revise and use the following skills:</u></p> <p>Use the perfect, imperfect and pluperfect tenses</p> <p>Use the future perfect tense</p> <p>Use the passive</p> <p>Use modal participles</p> <p>Use correct word order, including variations for emphasis</p> <p>Use the pluperfect subjunctive in conditional sentences</p>	<p><u>Year 13</u></p> <p><u>Term 4</u></p> <p><u>Literature</u></p> <p><u>Zonenkinder</u></p>	<p><u>Year 13</u></p> <p><u>Term 5</u></p> <p>Revision of themes 1-4</p> <p>IRP</p>	<p><u>Year 13</u></p> <p><u>Term 6</u></p>

Revise the present and future tenses		Use conditional sentences with the perfect and imperfect subjunctive			
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