

Curriculum Map: German Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 1
Content Declarative knowledge 'I Know'	<p>THEME: Future aspirations, study and work</p> <p>Vocab: Jobs and places of work; questions and answers about a career; job descriptions; language to discuss my dream job; reasons for learning German and other languages; about using German beyond school</p> <p>Grammar: masculine and feminine nouns; conjunctions and intensifiers; a variety of tenses; "in order to " in German (um....zu); "etwas" plus an adjective (something better-etwas Besseres)</p>	<p>THEME: The international and global dimension (part 1 – environment, social problems, volunteering)</p> <p>Vocab: environmental issues (both at home and on a wider global scale); social problems; campaigns; volunteering</p> <p>Grammar: modal verbs; conditional tense; comparative and superlative of adjectives and adverbs; compound nouns; formation of the passive; subordinate clauses (verb comma verb) and the associated word order</p>	<p>THEME: The international and global dimension (part 2 – international festivals and events)</p> <p>Vocab: festivals and events (local, international, music, sporting)</p> <p>Grammar: interrogatives; prepositions with the accusative and accusative pronouns; ordinal and cardinal numbers; adjectival nouns; conditional; comparative/superlative</p>	<p>THEME: Revision of all topics</p> <p>Vocabulary: revision of all vocabulary</p> <p>Grammar: Revision of all grammar and examination skills</p>
Skills Procedural Knowledge 'I know how to'	Use masculine and feminine nouns; pronouns; definite and indefinite articles with an adjective; use intensifiers to add content to my descriptions; use more than 1 verb in a sentence; use werden to mean become/became ie not just will; use the imperfect tense with a range of verbs including modal verbs; say "in order to/for" using um...zu; use a range of reflexive verbs-ich interessiere mich für....ich bewerbe mich um..	discuss environmental problems, their causes and solutions; say what I do for the environment at home, and what I could/should do; explain what a school does to be environmentally friendly, and what they could/should do; explain what countries can do to be environmentally friendly discuss social problems (e.g. homelessness, poverty); discuss local and international campaigns; discuss volunteer work and apply for a volunteer job use comparative and superlative forms of adjectives and adverbs;	describe festivals and events (local and international); discuss ways of being involved in a sporting event; debate the advantages and disadvantages of a global sporting event; discuss the positive and negative aspects of a global music event form questions; use prepositions with the accusative; form dates and numbers above 1000 correctly; recognise an adjectival noun; use the comparative/superlative; use the conditional tense use language to express uncertainty; use language to compare and contrast advantages and disadvantages	Revise for my exams; make revision cards and notes; prepare for my speaking assessment

		<p>use subordinate clauses (verb comma verb clauses);</p> <p>recognise the passive and how it is formed;</p> <p>use debate language to express agreement/disagreement;</p> <p>break down compound nouns to decipher meaning;</p> <p>use modal verbs and conditional tense to talk about what I could/should/would do</p>		
<p>Strategies</p> <p>Conditional Knowledge</p> <p>'I know when to'</p>	<p>Use the dative case to say where I work; change/or maintain the word order with different conjunctions; put a verb at the end of a sentence (eg using weil) to use Sie in a formal conversation; use the present, perfect and conditional tenses; make an adjective into a noun after using "etwas"</p>	<p>add '-er' / '-est' to an adjective/adverb;</p> <p>use modal verbs and conditional tense;</p> <p>break down a noun to decipher its meaning</p>	<p>use the accusative case after certain prepositions;</p> <p>add '-ten' / '-sten' to a number;</p> <p>add '-er' / '-est' to an adjective/adverb;</p> <p>use the conditional tense</p>	
<p>Key Questions</p>	<p>Was für eine Arbeit machen deine Eltern? Wo arbeiten sie? Was macht man bei der Arbeit? Was wäre deine Traumarbeit? Wie nützlich sind Fremdsprachen? Warum sollte man eine Fremdsprache lernen? Wie wirst du in Zukunft deine Sprachkenntnisse benutzen?</p>	<p>Welche Umweltaktionen sollte man in der Schule machen?</p> <p>Ist es wichtig, in der Schule umweltfreundlich zu sein?</p> <p>Kannst du eine Umweltaktion, die du in der Schule gemacht hast, beschreiben?</p> <p>Was könnte man in der Zukunft besser machen?</p> <p>Was ist das größte Umweltproblem?</p> <p>Was könnte man dagegen tun?</p> <p>Was ist für dich nicht so wichtig?</p> <p>Sind die Deutschen umweltbewusster als wir?</p> <p>Was würdest du machen, um einer Partnerschule in Namibia zu helfen?</p>	<p>Hast du schon ein Musikfestival oder ein sportliches Event besucht?</p> <p>Würdest du an einem Marathon teilnehmen?</p> <p>Würdest du bei einem sportlichen Event helfen?</p> <p>Wie würdest du am liebsten helfen?</p> <p>Bist du für oder gegen die Olympische Spiele?</p> <p>Was sind die Vor- und Nachteile von Events wie der Eurovision Song Contest?</p> <p>Möchtest du am Eurovision Song Contest teilnehmen?</p>	
<p>Assessment topics</p>	<p>A range of speaking questions based on plans/aspirations/use of languages.</p> <p>Job interview role play</p>	<p>Oral questions, role play and photo card.</p> <p>End of module 8 listening/reading assessment.</p>	<p>Oral questions, role play and photo card.</p> <p>End of module 8 listening/reading assessment.</p> <p>Translation.</p>	<p>1.</p>

	130-150 written task on "Importance of foreign languages" 80-90 on jobs/plans Translations covering at least 3 tenses	Translation. Foundation writing 80-90 word question; higher writing 130-150 word question.	Foundation writing 80-90 word question; higher writing 130-150 word question.	
Cross curricular links/Character Education	Learning how to express preferences and give reasons for particular job choices.	Geography / science – environmental issues Geography – social issues English – debating skills	PE – sporting events Music – music events Geography – international events English – debating skills	
	<ul style="list-style-type: none"> • Development of resilience, independence, learning how to learn, revise, fail and improve. • Development of curiosity and openness towards a range of cultures and the ability to identify differences in the structure of the language • Development of awareness of links and interconnection between different languages (e.g. Derivations from Latin, Greek) and link to English 			