

Curriculum Map: German Year 11 Sept 2025 onwards

	Autumn 1	Autumn 2	Spring & Summer 1
Content Declarative knowledge 'I Know'	THEME: Our world Vocab: improving the world; genitive prepositions; important topics in the world; environmental problems; personal responsibility for the environment; international responsibilities; expressing opinions. Grammar: prepositions + genitive; adjectives used as nouns; <i>derselbe</i> ; verbs followed by prepositions; <i>um...zu...</i> ; compound nouns; modal verbs; stem-changing verb: <i>helfen; man</i> .	THEME: Future opportunities Vocab: hopes and plans for the future; time phrases; helping people; further education; jobs; skills and strengths; gap year. Grammar: <i>zu</i> + infinitive; reflexive verbs; conditional / imperfect subjunctive; uses of <i>werden</i> ; subordinating conjunctions; using a variety of tenses; adjectives used as a noun; <i>hoffen</i> .	THEME: Revision of all topics Vocabulary: revision of all vocabulary Grammar: Revision of all grammar and examination skills
Skills Procedural Knowledge 'I know how to'	use more prepositions with the genitive; discuss issues facing young people today; use verbs followed by prepositions; form questions including prepositions; discuss how environmental issues are being addressed, as well as personal and international responsibilities and actions; use phrases of argument and disagreement; use modal verbs; use three different time frames in speaking; express and justify more complex opinions and points of view; use debating phrases when speaking.	discuss plans and hopes for after exams / my future including further education, gap years, jobs etc.; use reflexive verbs; use <i>werden</i> in different tenses; discuss my strengths and skills; use subordinating conjunctions with correct word order; extend my written work; use adjectives as nouns; formulate an argument; deal with unfamiliar vocabulary.	revise for my exams; make revision cards and notes; prepare for my speaking assessment.
Strategies Conditional Knowledge 'I know when to'	use prepositions in questions and following certain verbs; break down a noun to decipher its meaning; use <i>man</i> to avoid the passive	use verbs and constructions with <i>zu</i> ; use different ways to refer to the future; use the conditional or imperfect subjunctive.	
Key Questions	Was ist das größte Umweltproblem, deiner Meinung nach? Bist du umweltfreundlich? Was machst du? Was hast du neulich gemacht, um die Umwelt zu schützen? Was sollten wir machen, um unsere Welt zu verbessern?	Was wirst du nach deinen Prüfungen machen? Hast du schon eine Arbeit gemacht? Was für einen Job würdest du (nicht) gern machen? Wo möchtest du später arbeiten? Warum? Was wäre dein Traumberuf? Was sind die Vor- und Nachteile von deinem Traumberuf? Was sind deine Stärken und Fähigkeiten?	

	Bist du für oder gegen erneuerbare Energien? Sollte man Veganer*in sein?	Wie wichtig ist dir ein gutes Einkommen? Möchtest du in der Zukunft heiraten? Wie sieht die Zukunft aus, deiner Meinung nach?	
Assessment topics	40 words test Listening Reading, including translation into English Speaking Writing, including translation into German	40 words test Listening Reading, including translation into English Speaking Writing, including translation into German	
Cross curricular links/Character Education	Geography / science – environmental issues Geography – social issues English – debating skills	Learning how to express preferences and give reasons for particular job choices. Careers, applying for jobs. World Challenge.	
	<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 		