

## Year 10 German Curriculum Rationale

Provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the German speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Theme 1 Unit 1:  Relationships with family and friends,  Marriage and partnerships	<ul style="list-style-type: none"> <li>To be able to say how you get on with family members</li> <li>To be able to talk in more detail about relationships</li> <li>To be able to share your views on marriage</li> <li>To be able to talk about marriage and its alternatives</li> </ul>	<b>Builds on</b> key vocabulary learnt in KS3 <b>Builds on</b> knowledge of present, past & future tense learnt in KS3  <b>Leads to</b> students developing an awareness of the assessments at GCSE	Vocabulary, Grammar & Translation tests  Hot Write – Foundation & Higher tasks on this topic only  Reading & Listening Past Paper	Grammar terminology.  discussion of the world around us – tolerance for same sex relationships.	<b>Connection finding</b> between TL & German. <b>Generalisation</b> when applying patterns to new language. <b>Precision</b> with spelling of new vocabulary <b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning <b>Intellectual confidence</b> by contributing confidently and with enthusiasm. <b>Speed and accuracy</b> with recall of new language -- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts	Vocabulary learning Written tasks Answers to General Conversation Questions
Theme 1 Unit 2: Technology in everyday life	<ul style="list-style-type: none"> <li>To be able to give opinions on social media</li> </ul>	<b>Builds on</b> key vocabulary learnt in KS3	Vocabulary, Grammar & Translation tests	Grammar terminology.	<b>Connection finding</b> between TL & German.	Vocabulary learning Written tasks

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<ul style="list-style-type: none"> <li>· Social media</li> <li>· Mobile technology</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to discuss pros and cons of social media and how to keep yourself safe online</li> <li>• To be able to give opinions about mobile technology and its use</li> <li>• To be able to talk about technology use and overuse</li> </ul>	<p><b>Builds on</b> knowledge of present, past &amp; future tense learnt in KS3</p> <p><b>Leads to</b> students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p> <p><b>Leads to</b> students developing an awareness of um..zu structure</p>	<p>Hot Write – Foundation &amp; Higher tasks on this topic only</p>	<p>discussion of the world around us – dangers of internet and social media and the negative effect of technology on health, both physical and mental.</p>	<p><b>Generalisation</b> when applying patterns to new language.</p> <p><b>Precision</b> with spelling of new vocabulary</p> <p><b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning</p> <p><b>Intellectual confidence</b> by contributing confidently and with enthusiasm.</p> <p><b>Speed and accuracy</b> with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	<p>Answers to General Conversation Questions</p>
<p>Theme 1 Unit 3: Free-time activities</p> <ul style="list-style-type: none"> <li>· Music</li> <li>· Cinema and TV</li> <li>· Food and eating out</li> <li>· Sport</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to discuss film, music and TV</li> <li>• To be able to discuss films and programmes in more detail</li> <li>• To be able to talk about food and drink</li> </ul>	<p><b>Builds on</b> key vocabulary learnt in KS3</p> <p><b>Builds on</b> knowledge of present, past &amp; future tense learnt in KS3</p>	<p>Vocabulary, Grammar &amp; Translation tests</p> <p>Hot Write – Foundation &amp; Higher tasks on this topic only</p>	<p>Grammar terminology.</p>	<p><b>Connection finding</b> between TL &amp; German.</p> <p><b>Generalisation</b> when applying patterns to new language.</p> <p><b>Precision</b> with spelling of new vocabulary</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>

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	<p>in German speaking countries</p> <ul style="list-style-type: none"> <li>• To be able to discuss eating out</li> <li>• To be able to talk about sporting activities</li> <li>• To be able to talk about in further details about the sports you do, have done and will do</li> </ul>	<p><b>Leads to</b> students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p> <p><b>Leads to</b> students developing an awareness of a wider range of structures (Dazzling Deutsch)</p>			<p><b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning</p> <p><b>Intellectual confidence</b> by contributing confidently and with enthusiasm.</p> <p><b>Speed and accuracy</b> with recall of new language --</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Theme 2 Unit 6.2: Healthy/unhealthy living</p>	<ul style="list-style-type: none"> <li>• To be able to discuss healthy and unhealthy lifestyles</li> <li>• To be able to discuss opinions related to healthy living</li> </ul>	<p><b>Builds on</b> key vocabulary learnt in KS3</p> <p><b>Builds on</b> knowledge of present, past &amp; future tense learnt in KS3</p> <p><b>Leads to</b> students developing an ability to build confidence on familiar topic; writing and speaking</p>	<p>Vocabulary, Grammar &amp; Translation tests</p> <p>Hot Write – Foundation &amp; Higher tasks on this topic only</p> <p>Reading &amp; Listening Past Paper</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – healthy living and the importance of it</p>	<p><b>Connection finding</b> between TL &amp; German.</p> <p><b>Generalisation</b> when applying patterns to new language.</p> <p><b>Precision</b> with spelling of new vocabulary</p> <p><b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>

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		<p>more fluently, listening and reading more for specific details</p> <p><b>Leads to</b> students developing an awareness of a wider range of structures</p>			<p><b>Intellectual confidence</b> by contributing confidently and with enthusiasm.</p> <p><b>Speed and accuracy</b> with recall of new language --</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	
<p>Theme 2 Unit 8: Travel and tourism</p>	<ul style="list-style-type: none"> <li>• To be able to discuss holiday accommodation</li> <li>• To be able to discuss holiday activities</li> <li>• To be able to understand tourist leaflets/websites</li> <li>• To be able to describe a region</li> </ul>	<p><b>Builds on</b> key vocabulary learnt in KS3</p> <p><b>Builds on</b> knowledge of present, past &amp; future tense learnt in KS3</p> <p><b>Leads to</b> students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading</p>	<p>Vocabulary, Grammar &amp; Translation tests</p> <p>Hot Write – Foundation &amp; Higher tasks on this topic only</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – different cultures holiday in different ways and places</p>	<p><b>Connection finding</b> between TL &amp; German.</p> <p><b>Generalisation</b> when applying patterns to new language.</p> <p><b>Precision</b> with spelling of new vocabulary</p> <p><b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning</p> <p><b>Intellectual confidence</b> by contributing confidently and with enthusiasm.</p> <p><b>Speed and accuracy</b> with recall of new language --</p>	<p>Vocabulary learning</p> <p>Written tasks</p> <p>Answers to General Conversation Questions</p>

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		<p>more for specific details</p> <p><b>Leads to</b> students developing an awareness of a wider range of structures</p>			<p>Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts</p>	
<p>Theme 1 Unit 4: Customs and festivals in German-speaking countries/ communities</p>	<ul style="list-style-type: none"> <li>• To learn about local customs</li> <li>• To learn about German customs</li> <li>• To learn about German speaking countries’ cultures</li> </ul>	<p><b>Builds on</b> key vocabulary learnt in KS3</p> <p><b>Builds on</b> knowledge of present, past &amp; future tense learnt in KS3</p> <p><b>Leads to</b> students developing an ability to build confidence on familiar topic; writing and speaking more fluently, listening and reading more for specific details</p> <p><b>Leads to</b> students developing an awareness of a wider range of structures</p>	<p>Vocabulary, Grammar &amp; Translation tests</p> <p>Hot Write – Foundation &amp; Higher tasks on this topic only</p> <p>Reading, Listening (Past paper), Writing &amp; Speaking (adapted paper)</p>	<p>Grammar terminology.</p> <p>discussion of the world around us – different cultures celebrate festivals in different ways and their own celebrations. Tolerance of different cultures and the validity of all cultures and traditions.</p>	<p><b>Connection finding</b> between TL &amp; German. <b>Generalisation</b> when applying patterns to new language. <b>Precision</b> with spelling of new vocabulary <b>Meta-cognition</b> – working out and applying new learning strategies with vocabulary learning <b>Intellectual confidence</b> by contributing confidently and with enthusiasm. <b>Speed and accuracy</b> with recall of new language -- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes</p>	<p>Vocabulary learning Written tasks Answers to General Conversation Questions</p>

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					Agile by adapting new knowledge to new contexts	