

The curriculum map below (pages 2-4) shows where our planned curriculum introduces, revisits, develops and expands on the following strands (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation);
- 2) Deepening vocabulary;
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using);
- 5) Expression and justification of opinions;
- 6) Use of authentic sources and expanding understanding of culture(s);

For each key topic, the number in brackets indicates the corresponding GCSE Topic Area. The page numbers for relevant sections of the course book are give in ***bold and italics***.

Specific end points (learning outcomes) for each key topic can be found at the end of this document (pages 5-8).

Course Overview

The Year 7 German course is based on the textbook “Stimmt! 1”. Each chapter introduces new vocabulary and grammar structures for the key: topics

- 1) Introductions and Personal Information
- 2) Family and Pets
- 3) Free time and Leisure (Sport, Hobbies, Online)
- 4) School

By the end of the year, all students will begin to infer language from short listening and reading extracts and begin to expand responses to questions in spoken German or write short paragraphs in German about the set topics. Students will be able to use the present tense, with some use of future time phrases to express near-future plans.

Curriculum Map (MFL) – German (Year 7)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
Term 1 Hallo! (1) Stimmt! 1 pp 6-13	Asking and answering questions – basic information Pronunciation and intonation (sounds of German)	Greetings Numbers Town, city, country	Awareness of gender <i>sein</i> <i>wohnen</i>	Present tense – 1 st person	Saying how you are Talking about favourite things	Culture: countries, cities and German products
Term 2 Character (1) Stimmt! 1 pp 14-27	Asking and answering questions – more question words	Adjectives (personality) and basic intensifiers Favourite things Personal possessions Pets	Coordinating conjunctions (und, aber) Possessive adjectives – <i>mein(e)/dein(e)</i> Accusative case – <i>einen, eine, ein</i> Plural forms of nouns Modal verb: <i>können</i>	Present tense 1 st - 3 rd person singular	Expression of basic opinion (ich denke, ..., Lieblings-)	Favourite things: football teams, TV Cultural Christmas Activities

Curriculum Map (MFL) – German (Year 7)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
Term 3 Family (1) Stimmt! 1 pp 28-51 Sport (1) Stimmt! 1 pp 52-55	Writing a short paragraph	Adjectives (physical description) Family members Colours Birthday – months of year Sports	Recap of accusative case – <i>einen, eine, ein</i> <i>Adjectival agreement</i> Ordinal numbers	Present tense all subject pronouns (regular + <i>haben</i>)	Recap of basic opinion phrases Expression of likes and dislikes using <i>verb + (nicht) gern</i>	Cultural New Year Activities Culture: sports in German speaking countries. Anthea Bell Translation Authentic text: colour of police uniform
Term 4 Hobbies / Online Stimmt! 1 pp 56-73	Asking and answering questions about free-time Asking for and giving opinions Translation using correct word order	Hobbies – individual activities Hobbies – group activities Time phrases Hobbies – online activities	Recap of using verb + (nicht) <i>gern</i> Word order 1 – adverb after verb Word order 2 – verb as 2 nd idea	Present tense – including irregular Present tense with <i>wir, sie/Sie</i> Present tense with a future meaning	Expressing opinion with <i>ich finde es + adj</i> Justifying opinions using <i>denn</i>	Culture: German music Culture: social media habits Writing to a pen pal in a German speaking country

Curriculum Map (MFL) – German (Year 7)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
Term 5 School (3) <i>Stimmt! 1</i> <i>pp 74-81</i>	Creative writing tasks – approx. 50 words	School subjects Days of the week, telling time Adjectives (personality in context of school)	Intensifiers / Qualifiers – <i>ein bisschen, zu</i> Recap of word order 2 – verb as 2 nd idea Possessive adjectives – <i>sein(e), ihr(e)</i>	Present tense – focus on 3 rd person singular and plural	Expression of likes and dislikes – noun phrases Justifying opinions using <i>weil</i>	Culture: German schools, 24 hour clock
Term 6 Examination Week & Feedback	Conducting of oral exams / speaking tests Writing a text – approx. 50 words	Revision of all above	Revision of all above	Revision of all above	Revision of all above	Video worksheets: German-speaking young people

The following end points for each topic area have been adapted from the *Lernzieltest* at the end of each chapter of the course book (*Stimmt! 1*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

Kapitel 1: Meine Welt und ich

End points (by the end of Term 2)

(Page 20)

I can...

- introduce myself and greet others
- recognise the three words for 'the' in German
- ▶ use pictures, sounds and actions to memorise language
- ▶ pronounce German words and predict spellings using knowledge of the sound-symbol correspondences "ei", "ie", "ß", "z", "äu"

- use the numbers 1–19
- ask how old someone is and give my age
- use the verb **sein** (*ich, du* and *er/sie/es* forms)

- use the German alphabet to understand how words are spelled
- ask and say how a word is spelled
- use the verb **wohnen** (*ich, du* and *er/sie/es* forms)
 - ▶ pronounce German question words using knowledge of the sound-symbol correspondence "w"

- describe my character
- talk about some favourite things
- use **mein/meine** and **dein/deine** correctly
- ▶ use cognates to decode meanings
- ▶ use the connectives **und, aber, (und) auch** and the qualifiers (**nicht**) **sehr, ziemlich**
- ▶ pronounce new German words using knowledge of the sound-symbol correspondence "ch"

- talk about my belongings
- use the verb **haben** with the indefinite article (**einen, eine, ein**)
- ask questions using questions words (**wie, was, wo, wer, woher**)
 - ▶ recognising and saying the letter "e" at the end of a word

- ▶ check genders and capital letters of nouns
- ▶ check spellings
- ▶ write sentences from memory and then check my work
- ▶ use a variety of connectives and qualifiers to increase the length and interest of my sentence

Kapitel 2: Familie und Tiere

End points (by the end of Term 4)

(Page 42)

I can...

- say what pets I have
- say what a pet is called
- describe a pet
- use plural forms of nouns
- ▶ **pronounce German words using knowledge of the sound-symbol correspondence “sch”**

- use adjectives to describe ‘superpets’
- ▶ **adapt adjectives by adding *super-* and pronounce this correctly using knowledge of the sound-symbol correspondence “u”**
- use **kann** with the infinitive

- say how old someone is (up to 100)
- say who is in my family
- describe family members
- use all parts of regular verbs (e.g. **wohnen**)
- use singular and plural forms of nouns
- ▶ **pronounce German plural forms correctly recognising the difference between sound-symbol correspondences “u” and “ü”**

- say the colours
- describe my appearance
- describe my family members’ appearance
- use all parts of the verb **haben**
- ▶ add *hell-* or *dunkel-* to colours

- say the date
- say when someone’s birthday is
- wish someone happy birthday
- use ordinal numbers from first to thirty-first
- ▶ predict the pronunciation of unfamiliar words
- ▶ **pronounce German words correctly using knowledge of the sound-symbol correspondence “j”**

- ~~▶ answer questions in full sentences with as much detail as possible~~
- ~~▶ talk about a ‘superfamily’~~
- ~~▶ ask and answer questions about a presentation~~
- ~~▶ evaluate someone’s presentation~~

Kapitel 3: Freizeit – juhu!

End points (by the end of Term 5)

(Page 66)

I can...

- talk about the sports I play and ask others about what they play
- use the verb **spielen** (all subject pronouns)
- use **gern** and **qualifiers** with a verb to say what I like doing
 - ▶ **pronounce German words using knowledge of the sound-symbol correspondence “a” (short ‘a’ sound) and “sp”**

- talk about my leisure activities
- give my opinion using **ich finde** and **es ist** with adjectives
- use the **er/sie/es** forms of irregular verbs
 - ▶ **pronounce German words using knowledge of the sound-symbol combination “er”**

- talk about what I do in my free time
- say how often I do things
- use correct word order when starting sentences with a time phrase
 - ▶ **use sound-symbol correspondence (“ä”) to pronounce irregular verbs**

- say how I use mobiles and computers
- talk about how often I and others do things
- use the **wir** forms of verbs, including **sein**
- talk about the future with the present tense and future time phrases
- ▶ make sound-writing links to predict pronunciation of new words

- ▶ use visual and textual clues to anticipate the overall theme of a text
- ▶ predict possible answers by working out the meaning of questions and prompts
- ▶ use pre-listening strategies to tackle longer listening tasks

- ▶ identify good features from a model text
- ▶ express opinions in a variety of ways
- ▶ refer in my writing to what others do
- ▶ vary word order by starting my sentences with a time phrase
- ▶ use a checklist to plan and assess my own and my partner’s work

Kapitel 4: Schule ist klasse!

End points (by the end of Term 6)

(Page 88)

I can...

- say which school subjects I like and don't like
- say what I think of school subjects
- say why I like or don't like a subject using **weil** (because)

- say the days of the week
- say on which day I have a subject
- ask and answer questions about times (24-hour clock)
- talk about my school timetable
- use time expressions at a beginning of a sentence
 - ▶ **use sound-symbol correspondence "o" to pronounce new words**

- describe my teachers
- use qualifiers when describing people
- use possessive adjectives **sein** (his) and **ihr** (her)
- ▶ use connectives and qualifiers to raise the level of my writing
 - ▶ **use sound-symbol correspondences "eu" and "st" to pronounce new words**

- ~~● identify items in school~~
- ~~● say what is or is not allowed in school~~
- ~~■ use the prepositions **in, an, auf** and **neben** to say where things are~~
- ~~■ use the verb **es gibt** to say what there is or there are~~
- ~~■ use the singular forms of **dürfen**~~
- ~~■ use **man** to mean people in general~~

- ~~▶ skim a reading text for general meaning and use clues to predict what it is about~~
- ~~▶ use a dictionary or glossary to find meanings and check whether a word is a verb, noun or adjective~~

- ~~▶ pronounce key sounds such as **oi** and **ie**~~
- ~~▶ ask and answer questions about my dream school~~
- ~~▶ give a short presentation about my dream school~~
- ~~▶ evaluate someone else's presentation~~