

The curriculum map below (pages 2-5) demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (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 in the left column, the number in brackets refers to the corresponding GCSE Topic Area. The page numbers for relevant sections of the course book are given in ***bold and italics***.

Specific end points (learning outcomes) for each key topic can be found at the end of this document (pages 6-9).

Course Overview

The Year 9 German course is based on the textbook “Stimmt! 3” and is supplemented by materials from the Edexcel GCSE Foundation and Higher courses. The topics introduced in Years 7 and 8 are now built on and new ones introduced:

- 1) Role Models and Life Achievements
- 2) Music
- 3) Jobs and Ambitions
- 4) Childhood

By the end of the year, students will be able to recognise and produce new vocabulary which is now frequently more complex and less common. Past, present and future tenses are systematically revisited and applied in a range of contexts, and the conditional tense is introduced. This already equips students with the knowledge and skills required for working towards a high GCSE grade.

Curriculum Map (MFL) – German (Year 9)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
<p>Term 1</p> <p>Role Models (1, 4)</p> <p>Stimmt! 3 pp. 6-27</p>	<p>Speaking – questions and answers</p> <p>Writing – biography style using 3rd person.</p>	<p>Adjectives (personality) –more complex, fewer cognates e.g. <i>begabt</i></p> <p>Life experiences (past participles)</p> <p>Parts of the body</p> <p>Accidents and emergency (past tense)</p>	<p>Recap of qualifiers (intensifiers)</p> <p>Recap of subordinating conjunction (verb kicker) <i>weil</i></p> <p>recap of gender and possessive pronouns</p>	<p>Recap of present tense including irregular verbs</p> <p>perfect tense – recap of rules for <i>haben</i> and <i>sein</i></p> <p>Perfect tense with less common past participles e.g. <i>verbracht</i></p> <p>Future tense with all subject pronouns – <i>werden</i> + Infinitive</p>	<p>Recap of justifying opinions using <i>weil</i></p>	<p>Famous sportspeople and personalities from German-speaking world</p>

Curriculum Map (MFL) – German (Year 9)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
Term 2 Music (1, 5) Stimmt! 3 pp. 28-33	Writing – short review of music performance	Adjectives and phrases for describing music (transferable) Vocab for music types, musical instruments and where music is played	Subject and direct object pronouns for <i>it</i>	<i>seit</i> + present tense	Opinion phrases with <i>dass and</i> justifying opinions using <i>weil</i> with a range of verbs	Culture: Music and artists/singers/composers from German speaking countries
Term 3 Music (cont.) Stimmt! 3 pp. 34 – 51	Speaking – making comparisons between music and musicians	Adjectives and phrases for describing bands and performers (transferable)	Comparative	Perfect tense with separable verbs	Opinions in the past tense	Culture: music festivals
Ambitions (4) Stimmt! 3 pp. 52 – 55	Longer writing task – responding to 2 out of 4 bullet points	Further adjectives (personality) e.g. <i>vorsichtig</i>	Reflexive verbs	Conditional tense with all subject pronouns – <i>würde</i>	Opinions in the conditional tense	Culture: adventure activities popular in German speaking countries

Curriculum Map (MFL) – German (Year 9)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
<p>Term 4</p> <p>Ambitions (cont.) / (4)</p> <p>Stimmt! 3 pp. 56 – 73</p>	<p>Translation – Recap of verb as 2nd idea</p> <p>Speaking (role play) – questions and answers for job quizzes and interviews</p> <p>Writing and speaking – picture description</p>	<p>Time phrases / sequencers – e.g. <i>zuerst...dann</i></p> <p>Part-time jobs and reasons for doing jobs</p> <p>Areas of a ski resort</p>	<p>Recap of word order 2 – verb as 2nd idea</p> <p><i>um...zu + infinitive</i></p> <p><i>Recap of seit</i></p> <p>Wechselpräpositionen – <i>in</i> and <i>auf</i></p>	<p>Recap of conditional tense with <i>würde</i> and introduction of <i>möchte</i></p> <p>Present tense for picture description</p>	<p>Giving opinions about personality, reinforcing using adverbs/qualifiers, justifying using conditional tense sentences.</p>	<p>Culture: artists from German speaking countries</p> <p>Culture: working at a ski resort</p>
<p>Term 5</p> <p>Childhood (1, 3)</p> <p>Stimmt! 3 pp. 74-81</p> <p>Speaking Examination and Revision</p>	<p>Speaking – group talk – agreeing and disagreeing and justifying</p> <p>Writing - a nomination form in German</p>	<p>Childhood possessions and favourite things</p> <p>Recap of adjectives for school and introduction of vocabulary for school building</p>	<p>Als + Verb-Comma-Verb</p> <p>Recap of comparative and combine with superlative</p>	<p>Recap of imperfect tense forms – <i>war, hatte, es gab</i></p> <p>Modal verbs in the imperfect tense – <i>konnte, musste, durfte</i></p>	<p>Opinions in both present and past tense forms.</p>	<p>Culture: photos of political and historical figures</p> <p>Culture: difference between German and UK school systems</p>

Curriculum Map (MFL) – German (Year 9)

	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural understanding
Term 6						
Examination Week & Feedback	Writing a text - 3 bullet point task– approx. 120 words	Revision of all above	Revision of all above	Revision of all above	Revision of all above	Video worksheets: German-speaking young people
Project work (Film and television)	Speaking – describing photos. Writing – review of an episode / short film					Authentic sources: easy reader <i>So nah, so fern, Detuschland 83 Episode 1</i>

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! 3*). 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~~.

Lernzieltest

(Seite 20)

I can ...

- talk about role models **using complex adjectives** and **justify ideas using weil**
 - use the present tense **with strong and weak verbs**
 - ~~■ use adverbs~~
 - ▶ use some group talk phrases
-

- talk about past experiences
 - use the perfect tense with *haben* and *sein*
 - use the perfect tense with **regular and irregular past participles**
-

- name parts of the body **using both singular and plural forms**
 - ~~■ use the *du* form of the imperative~~
 - use possessive adjectives ***mein(e), dein(e), sein(e), ihr(e)***
 - ~~■ use apostrophes correctly to show possession~~
 - ▶ **pronounce German words (including plural forms) using knowledge of the sound-symbol correspondences “ä, ö, ü”**
-

- talk about accidents, emergencies and overcoming misfortune
 - use the perfect tense with *haben* and *sein* **with direct and indirect objects**
 - say that I've injured/broken something, using the definite article
-

- ~~● explain how a role model inspires me~~
 - use the future tense with *werden* **with a range of subject pronouns**
 - use time expressions **to refer to future time frame**
 - ▶ write accurately and assess my spelling and grammar **using knowledge of sound-symbol correspondences, word order and tenses**
-

- ~~● understand a person's achievements~~
- ~~▶ understand a longer reading text~~
- ~~▶ recognise ways of translating phrases into good English~~

End points (by end of Term 4)

(Page 42)

I can ...

- ask and answer questions about music preferences
- give reasons why I like/dislike different types of music, songs and artists **using weil clauses with a range of verbs**
- **recognise** and use subject and object pronouns

- **use present and past tense to write and translate texts about musical tastes and experiences**

- ask and answer questions about playing an instrument
- give details about when and where I play my instrument or sing
- use *seit* **with present tense** to say how long I have been doing something for
- ▶ **recognise and say “sp” and “st” using knowledge of sound-symbol correspondence**

- use a range of adjectives to describe a band
- use comparative adjectives
- ▶ use key sound-symbol correspondences to pronounce words, **including irregular comparative forms with ä, ö and ü**

- describe a music festival in the past
- use a range of tenses to talk about music and festivals
- use some key separable verbs in the perfect tense (***teilnehmen, kennenlernen, anziehen, ausprobieren***)

- ▶ create questions from statements and use them in an interview
- ▶ ask several follow-up questions to keep the conversation going

- ▶ understand the gist and detail of authentic texts about music festivals
- ~~▶ recognise differences in register between formal and informal texts~~
- ~~▶ understand and use the formal and informal forms of ‘you’~~
- ▶ use skills such as paraphrasing, reading aloud and trying different word combinations to translate German into English

End points (by the end of Term 5)

(Page 66)

I can ...

- discuss life experiences that I would/would not do
- use adjectives to describe personality **and complex qualifiers *nie, vielleicht, bestimmt***
- ~~● ask and say what I would do to prepare for an event or activity~~
- use the conditional to say what I and others would do
- use the conditional with *gern* to say what I and others would like to do

- give reasons for wanting to have a job
- discuss the type of job I would like to do **using a range of conditional phrases (*ich würde gern als... arbeiten, ich möchte...werden*)**
- use *um ... zu + Infinitive* (in order to) to give reasons
- use *seit* to say how long I've been doing a job
- ▶ **pronounce German words using knowledge of the sound-symbol correspondence "au" and "th"**

- ask and answer questions about future plans
- use correct word order in longer sentences with time phrases or sequencers
- ▶ use my knowledge of key sound-symbol correspondences (**ö, ü**) to help with pronunciation **of conditional forms**

- describe my job in a ski resort
- use a range of language to describe future ambitions
- use the prepositions *in* and *auf* with the dative and accusative

- ~~▶ understand and note numbers accurately~~
- ~~▶ use context and question prompts to predict the information I might hear~~
- ~~▶ use sound-spelling links to transcribe unfamiliar words and decode them~~
- ~~▶ use my knowledge of verb structures to identify key tenses I hear~~

- ▶ understand the gist and detail of different styles of text about an artist and his work

End points (by the end of Term 6)

(Page 88)

I can ...

- talk about my childhood
- use *als* to mean 'when' in the past
- use adjectives before nouns with the correct adjectival ending

- talk about childhood activities and abilities
- use the imperfect modal verbs (*dürfen, können, müssen*)
- ~~say I'm not sure of something~~

- compare primary school and secondary school
- use the comparative
- use the superlative
- ▶ use key sound-symbol correspondences to pronounce words, including irregular superlative forms with ä, ö and ü
