

Year Group KS4 German						
Term	1	2	3&4	5	6	
Topic Title	Auf in die Schule (Module One)	Zeit für die Freizeit (Module 2)	Feste (Module 2) & Menschliche Beziehungen (Module 3)	Willkommen bei mir (Module 4)	Ich liebe Wien (Module 5)	
Rationale	schools in German speaking countries. They will describe their own school and discuss their own school lives	Discussing leisure activities, social media, film, TV and music	Discussing festivals, celebrations and traditions in the UK and Germany. Discussing friendship, family relationships and views on marriage	Describing houses/homes. Discussing daily routine. The use of technology	Holiday travel, organising accommodation, buying food in a restaurant, asking for/giving directions, buying souvenirs	
Prior knowledge	School subjects, telling the time, opinion phrases, the comparative	Sports, frequency vocabulary, inversion word order rule, past, future and present tenses	Months and dates. Family and personality vocabulary. Possessive adjectives. Reflexive verbs	House and room vocabulary. Prepos	Transport vocabulary, basic food vocabulary	
Key knowledge/skills development	Recapping and consolidating the present, future and perfect tenses. Using modal verbs.	Expressing preferences using gern/lieber/am liebsten. The conditional tense	Reinforcement of reflexive verbs. Separable verbs.Using the dative case with "mit"	The dative case with prepositions. Using "wenn" clauses	Role play skills for hotel, restaurant and tourist information. "Verb, verb" rule. The comparative and superlative	
National Curriculum/specification links	Theme Three	Theme One	Theme One	Theme Two	Theme Two	
Literacy	Making comparisons, understanding what a superlative is		Reading authentic texts (about national festivals)	Reading authentic texts (houses for sale)		
Numeracy	Time		Months and dates	Time (daily routine)	Understanding prices on menus/in shops	
STEM					Groupwork activity - planning a 3 day trip to a German city sticking to a budget	
Cross curricular links		PSHCE - dangers of modern technology	RE - Religious festivals. RE - family values		Geography - identifying countries in a map.	
Key vocabulary	See GCSE Vocabulary Booklet	See Resource Booklet	See Resource Booklet	See Resource Booklet	See Resource Booklet	

Year Group KS4 French	1, 2 & 3		4	5	6
Term	1, 2 & 3		4	5	6
Topic Title	Qui suis-je? Unit 1	Le Temps des Loisirs Unit 2	Jours ordinaires at jours de fete Unit 3	De la ville a la campagne Unit 4	Le Grand Large Unit 5
Rationale	Having met basic language about family and friendship in KS3, in this unit pupils discuss in more detail how different families are made up and get on. This then develops to discuss friendship, particularly the importance of friends for teenagers.	Having worked with leisure time vocabulary multiple times in KS3, pupils will extend their vocabulary knowledge about hobbies and pastimes including, sport, music, use of technology, reading, TV and cinema, using more complex structures to discuss one's own interests.	Talking about food & meals, describing daily routine. Festivals and celebrations	Describing where people live, giving and understanding directions, discussing the weather	Discussing holiday preferences, booking hotel accomodation, talking about dream holidays
Prior knowledge	Adjectival agreement, present tense with regular and irregular verbs	Hobby/Sport vocabulary, expressions of frequency	Some food vocabulary, daily routine language, reflexive verbs, time phrases	Places in a town, points of the compass	Countries, the perfect tense
Key knowledge/skills development	Using "qui", using reflexive verbs, forming the imperfect tense, reinforcing the perfect and future tenses	Using the comparative, consolidation of imperfect tense, using direct object pronouns, using the superlative	Using "venir de" structure, using "il y a" meaning ago, using a range of tenses	The geography of France	Using reflexive verbs in the perfect tense, using the conditional tense
National Curriculum/specification links	Theme One	Theme One	Theme One	Theme Two	Theme Two
Literacy	Using "qui", using reflexive verbs, forming the imperfect tense, reinforcing the perfect and future tenses	Using the comparative, consolidation of imperfect tense, using direct object pronouns, using the superlative, using infinitive after opinions,	use of infinitive after certain structures eg Je viens de,	what a preposition is (pres de=near to etc), weathers in imperfect tense to describe past weather. Extreme weathers vocab+why?	Using reflexive verbs in the perfect tense, using the conditional tense, teach what is an auxiliary verb
Numeracy		Reading a graph about hobby preferences amongsts young people	revise telling time, paying bills and money	Compass and directions	buying food (using numbers in French), using Euro
STEM	Research into role models and create a presentation.				Booking a holiday to a French speaking country
Cross curricular links	PSHCE - relationships		RE - Religious festivals		
Key vocabulary	See Resource Booklet	See Resource Booklet	See Resource Booklet	See Resource Booklet	See Resource Booklet

Year Group KS4 French Term	1	2	3	4
Topic Title	Le Grand Large - continued. MODULE 5 UNITS 3,5 & 6	Au College MODULE 6 UNITS 1,2,3 &6, Bon Travail MODULE 7 UNITS 1 & 2	En Plein Forme MODULE 6 UNITS 4 & 5 & L'environnement MODULE 8 UNITS 1,2 & 3	Je suis solidaire MODULE 8 UNITS 4 & 5
Rationale	In this unit pupils will practise scenarios when eating out and buying souvenirs in a French speaking country. Then will read about and describe past holidays.	Pupils will understand more about schools in French speaking countries. They will describe their own school and discuss their own school lives. Some time will be spent preparing for mock exams.	Discussing healthy lifetsyles, discussing vices(alcohol, smoking,drugs), discussing environmental problems, talking about protecting the environment	Talking about charities and voluntary work, social issues such as homelessness and poverty
Prior knowledge	Perfect tense. Food vocabulary	School subjects, telling the time, opinion phrases, the comparative	Food & drink vocabulary, sports vocabulary, "il faut" + the infinitive	
Key knowledge/skills development	Using the pluperfect tense, using "en" + the present participle ("en allant"),using "avant de" + the infinitive. Culture - Video clip a stay in Morrocco	Using "il faut" and "il est interdit". Culture - The school system in France	The subjunctive (Higher), the passive (Higher)	
National Curriculum/specification links	Theme Two	Theme Three	Theme Two	Theme Two
Literacy	Authentic texts - restaurant/shop adverts. Reading and understanding restaurant review sites		Extended writing, understanding more complex texts, looking for inference in some texts	Extended writing, understanding more complex texts, looking for inference in some texts
Numeracy	Adding up prices on a menu, understanding currency and exchange rates	looking at a school timetable, school year groups go downwards (so premiere are olders tudents)		Understanding data
STEM	Groupwork speaking tasks -- restaurant/tourist roleplays		Critical thinking - how schools can be more environmentally friendly	Groupwork - discussing local environmental issues
Cross curricular links	Geography - holiday destinations, famous landmarks		Science - The environment. PSHCE - healthy living	PSHCE - citizenship
Key vocabulary	See Resource Booklet	See Resource Booklet	See Resource Booklet	See Resource Booklet

Year Group 7

Term	1	2	3 and 4	4 and 5	6
Topic Title	C'est moi	Mon Portrait	Mes Etudes	Mes Passetemps	En Ville
Rationale	Pupils will develop from being able to give single worded answers to questions about themselves to giving simple sentence responses and posing basic questions about themselves including information about birthday, family, colours and pets	Pupils will become more aware of verbs and how they are used in sentences. They will give more detailed information about yourself, including personality, physical appearance and will be able to ask and talk about likes /dislikes	Pupils will discover a little about schools in French speaking countries. They will discuss school life including subjects & opinions, describing the school day, uniform & rules. Resulting in being able to create and record a presentation about school.	Pupils will develop confidence with their writing and speaking skills. They will understand and discuss how people spend their leisure time and will be able to discuss future plans.	Pupils will learn about some famous towns in French speaking countries and will be able to produce a short presentation about where they live.
Prior knowledge	Some pupils will have covered some of this vocabulary at KS2	Some pupils will have covered some of this vocabulary at KS2	Present tense verb endings, numbers 1-31, colours & adjective endings	Present tense verb endings	Gender of nouns, adjective endings
Key knowledge/skills development	Using basic greetings, numbers 1-31, asking people for basic information. To write short sentences from memorised language. Culture - how French people greet each other , Saint's days in France	The irregular verb "etre". Write longer texts using connectives and opinion phrases. To write 2-3 sentences describing a person and to form extended sentences using connectives. Culture - describe French speaking celebrities . Christmas in France	Telling the time, adjective agreement & using modal verbs. To use regular verbs with the present tense confidently. To write a text of about 30-50 words about school and studies. Culture - research schools in French speaking countries	Using expressions of frequency, j'aime + the infinitive, using the irregular verb "faire", forming the future tense (je vais + the infinitive). To write a text of about 40 - 60 words about leisure time, which includes 2 tenses. Culture - discovering popular French sports "la petanque" and "le tour de France"	Saying what a town does/doesn't have, saying what one can do somewhere using "On peut" + infinitive. To write a text of about 60-90 words about a range of topics, which includes 2 tenses. Culture- Film Une Vie de Chat, watch the film over 2 lessons, including describing characters and scenery in Paris
National Curriculum/specification links	Transcribe words and short phrases	Write prose, translate short written texts	To give & justify opinions, to use accurate grammar and spelling and to speak coherently & confidently	To identify & use tenses to convey the present and future tense, to use accurate grammar, spelling and pronunciation, to express ideas clearly.	To read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
Literacy	Phonics	Using adjectives	Reading authentic material about schools in France		
Numeracy	number bonds in French when doing 1-31, they research linguistic roots of words for months come from, timed counting games in French, higher/lower guess the number games	Activity - class survey (hair/eye colour) and discuss results	telling time (drawing time on clock faces, digital clocks) 12 & 24 hour clock	Read results of a survey about leisure , pupils draw a graph of the results, then write sentences discussing the results	Points of the compass
STEM			research about French schools, lab rules using il faut (after doing school rules),		.
Cross curricular links			Maths - Time, Geography - identifying French speaking countries		Geography - identifying where cities are in France
Key vocabulary	See Page 1 of resource booklet	See page 2 of resource booklet	See page 3 of resource booklet		

Year Group 8				
Term	1	2	3 +4	5+6
Topic Title	Vive les vacances!	J'adore les fetes	A loisir	Le monde est petit
Rationale	Pupils will be able to describe what they and other people have done during the Summer holidays using the perfect tense and will know more about school holidays in French speaking countries	Pupils will find out how people celebrate festivals and celebrations in French speaking countries. They will discuss regional foods and will practise buying food in France	To discuss what people do in their leisure time, particularly online activities, watching TV and going to the cinema. Discussing films, concluding with watching the French film <i>Le Petit Nicolas en Vacances</i>	Having briefly met this topic in Y7, pupils will be able to discuss in more detail about where they live and life at home. Discovering more about lifestyles in France and other Francophone countries. Towards the end of this unit pupils will research French artists and will work on describing paintings.
Prior knowledge	Perfect tense, holiday destinations, places in a town	Present tense, frequency phrases, giving opinions and reasons for opinions, months of the year.	Adjective endings, Y7 leisure vocabulary, perfect tense	Telling the time, Y7 town vocabulary
Key knowledge/skills development	To write a detailed text about what you have done in the summer holidays. To form the perfect tense with regular and irregular verbs. Cultural - to learn about Parc Asterix in France and the Asterix books	To read longer, more complex texts. To form the perfect tense. To use 2 tenses together in a text. To take part in role plays buying food. Cultural - typical meals in French speaking countries	Perfect tense with <i>etre</i> . Forming and asking questions. Culture - film Le Petit Nicolas en Vacances	Using reflexive verbs, using modal verbs. Further consolidation and practice of the perfect tense. Using adjectives correctly (before or after the noun) Culture - children's lifestyles in Guadeloupe, Corsica Mali, the Alps and Paris. French artists.
National Curriculum/specification links	To speak coherently and confidently	To read literary texts,	To read authentic materials	To develop and use a wide-ranging and deepening vocabulary
Literacy	Perfect tense, holiday destinations, places in a town. Reading for pleasure - Asterix Books	Authentic factual texts about festivals	Spotting synonyms. Reading for pleasure	Adjectival agreement, gender of nouns
Numeracy	Starter - Look at the 10 most popular holiday destinations for French people.	Recap numbers 1-31 to discuss dates. Prices/ money/ currency	Starter - Look at statistics on how French teenagers spend their freetime	Using the 12 and 24 hour clock
STEM	Research task about Parc Asterix or Geneva			
Cross curricular links	Geography - Holiday destinations	RE/PSHCE - Different cultures/religious festivals		Geography - identifying countries on a map of the world. Discussing weather. Art - French artists when describing a painting
Key vocabulary	See module one of resource booklet	See module two of resource booklet	See module three of resources booklet	See module four of resource booklet

Year Group 8

Term	1	2	3 and 4	4 and 5	6
Topic Title	Meine Welt und Ich	Famile und Tiere	Freizeit	Schule ist klasse!	Modestadt Berlin (Unit 3A & 4A)
Rationale	as to giving simple sentence responses and	Pupils will develop their speaking and writing skills so that they can give short descriptions of family members. Reading skills will continue to develop.	Pupils will read longer, more complex texts about leisure. They will be able to have conversations about freetime activities including sport, social media and music. Towards the end of the unit pupils will write a long letter to an imaginary penfriend discussing and asking about hobbies.	in German speaking countries. They will discuss school life including subjects & opinions, describing the school day, uniform & rules. Resulting in being able to create and record a presentation about school.	To order food & drink in a cafe, to describe clothes, to go clothes shopping, to learn more about Berlin
Prior knowledge		Numbers 1-31	Present tense verb endings, "verb second" word order rule	"Verb second" rule, present tense, numbers, expressing opinions	Colours
Key knowledge/skills development	Using basic greetings, numbers 1-31, asking people for basic information, discussing family, irregular verbs "haben" and "sein". Possessive adjectives.	The verb "haben", adjectival agreement. Using intensifiers with adjectives. Culture - Christmas in Germany	Using opinion structures "gern/lieber" etc, writing longer, more complex sentences using link words, forming subordinate clauses, irregular verbs ex. "lesen". Referring to the future using time phrases and the present tense. Culture - German rock groups "Tokio Hotel and Silbermond"	Using modal verbs "konnen" & "mussen", forming "weil" clauses, using prepositions. Improving pronunciation.	To take part in role plays in a cafe/restaurant and clothes shop, to use adjective endings accurately, to use the structure "ich mochte" + the infinitive, to use direct object pronouns
National Curriculum/specification links	To obtain information from spoken language	To express ideas clearly	To give & justify opinions, to use accurate grammar and spelling and to speak coherently & confidently	To provide an accurate English translation of short, suitable material.	To read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of
Literacy	Phonics	Working out meaning from context.		Reading authentic German materials about schools	
Numeracy		Ordinal numbers, time		Time	
STEM				Research skills - research activity, finding out about a school in a German speaking country	
Cross curricular links	Geography - European countries	PSHCE - Family relationships			
Key vocabulary	See Page 1 of resource booklet	See page 2 of resource booklet	See page 3 of resource booklet		

Term	1	2	3	4 and 5	6
Topic Title	Mon monde à moi	Le Sport en Direct et La Musique (Mod 5)	Projets d'avenir	Le meilleur du monde	Le Monde Francophone
Rationale	Pupils will recap discussing basic likes and dislikes then develop on to talking about how they spend their freetime and discuss friendships.	Pupils will recap and extend sports vocabulary then move on to discussing sporting opportunities in different towns. They will read about elite sportspeople and will learn how to talk about illnesses/injuries	Discuss plans for future work/ education. Earning pocket money and gaining experience.	Discussing eating habits and the effect we have on nature and the natural environment (Plastic waste)	In this unit pupils will expand their knowledge of other Francophone countries. Pupils will consolidate and practise understanding longer, more complex texts and will work towards being able to take part in detailed conversations.
Prior knowledge	Adjectival agreement/physical descriptions. Basic opinion phrases	Sports vocabulary.	Use of the modal verb vouloir	Food vocabulary , comparative adjectives	Using a range of articles, adjectives, tenses and verb structures to add complexity of language.
Key knowledge/skills development	Using opinion + infinitive. Describing a photo (Gcse exam question). Using reflexive verbs. Forming the past, the present and the near future tense. Culture - school holidays in Francophone countries	Using jouer a and faire de. Forming the comparative. Il faut + the infinitive. Using 3 tenses. Culture - French speaking musicians and athletes	Using modal verbs: pouvoir, devoir and vouloir. Forming the simple future tense. Culture - Famous French people and their job titles	To discuss and explain opinions and points of view, to understand authentic, original French texts. Form own opinions in French on global and environment topics using 2 or more time frames	To answer and ask questions using a range of styles and techniques. Culture - identifying Francophone countries
National Curriculum/specification links	To write creatively to express their own ideas and opinions		To speak coherently and confidently, with increasingly accurate pronunciation and intonation	To identify and use tenses which convey the present, past & future. To read and show comprehension of original and adapted materials. To write prose to express own ideas and opinions	and future tense, to use accurate grammar, spelling and pronunciation, to express ideas clearly. To develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in
Literacy	Adjectival agreement - word order	Reading factual texts about athletes/musicians	Reading poetry - Victor Hugo	Superlatives and comparatives	Using different tenses and other linguistical skills to create an article about a francophone musician, artist or sportsperson.
Numeracy	Starter - page 6 of Dynamo 3 Vert - discussing the 5 most popular ways of celebrating birthdays			Percentages, understanding data	
STEM			Discussing the future in technology and inventors	Technologies around climate change	Research into favourite francophone person. Groupwork activity - producing an advert for a francophone country
Cross curricular links	PSHCE - family/friend relationships	PSHCE - keeping fit	PSHCE - careers/earning money/savings, Engineering - inventors	Geography - product waste/ climate change. PSHCE - healthy living	Geography - different francophone countries. PSHCE/RE - different cultures
Key vocabulary	See module one of resource booklet		See module three of resource booklet	See module four of resource booklet	See module five of resource booklet

Year Group 9

Term	2	3	4&5	4 and 5	6	
Topic Title	Ich Liebe Ferien	Bist du ein Medienfan	Bleib gesund	Wir Gehen Aus + Mein Tagesablauf	Vorbilder	Die Kindheit und Schule
Rationale	In this unit pupils will recap the formation of the present tense and will be introduced to the perfect tense in the context of "Was hast du in den Sommerferien gemacht?"	To discuss TV programmes and which forms of media people use. To discuss film, book and music genres.	to talk about Breakfast/Traditional German meals/ to talk about healthy lifestyles	to understand rules to discuss daily routine to use dürfen and müssen to learn and write about festivals in Switzerland to describe a festival you have visited	To discuss what there is to do in a city, request and understand tourist information, ask for and give directions. Buying train tickets. Discuss plans for a future trip	Pupils will discuss what they did when they were younger (the imperfect tense). They will learn about the German school system and will then discuss their primary and secondary school experiences
Prior knowledge	Opinion phrases, European countries, activity vocabulary	haben and sein in the present tense, opinions	Past tense of the verbs essen and trinken, opinions, some food items		Places in a town, future tense	School subjects, opinion adjectives
Key knowledge/skills development	Imperfect tense of haben and sein perfect tense with haben and sein (gefliegen, gefahren, geschwommen); strong and weak verbs, word order Culture - popular Austrian and German holiday destinations	Modal Verb – sollen, dürfen, können, wollen Gern/lieber/am liebsten Prepositions "in" & "auf" Discussing screen time write a film review. Culture -Watch the film "Willkommen bei den Hartmanns"	To develop vocabulary Grammatical structures (du form of the imperative; in and auf + accusative and dative) to use the verb müssen The present tense – irregular verb müssen Modal verbs + infinitive – word order	To develop vocabulary to read for comprehension to write creatively	Using the modal verb "konnen", role plays in a tourist office, extended writing about a future holiday	The imperfect tense, the comparative, using three tenses in a text.
National Curriculum/specification links	To identify and use different tenses	To write creatively to express their own ideas and opinions. To develop and use a wide-ranging and deepening vocabulary	To understand and respond to longer texts To develop note-taking skills	To write creatively to express their own ideas and opinions. To develop and use a wide-ranging and deepening vocabulary	To write prose using an increasingly wide range of grammar and vocabulary	To read and show comprehension of original and adapted materials from a range of different sources
Literacy	Reading tourist reviews of holiday resorts	To understand media reviews Reading for gist to read online reviews of books or films	to use the present tense – irregular verb müssen Modal verbs + infinitive – word order To read recipes and menus to develop translation skills	reading about festivals in Switzerland		Understanding detail in longer texts.
Numeracy	Reading a map and weather symbols	Discussing a pie chart - unit 3	amounts in recipes	time		
STEM		Computing: computer usage unit 4	Computing: creating a menu, biology healthy lifestyles	Computing: write directions for the school website		
Cross curricular links	Geography: maps, places, holidays	English: novel reviews, ICT : social media	Food and technology: recipes, cooking PSHCE understanding different cultures, food, healthy lifestyles PE olympic athletes	English: prepositions; register Geography: directions; map of town map of Switzerland Religious education: religious festivals English: to write an account of a festival		
Key vocabulary		See Page 46 (also downloadable)	See page 70 (also downloadable)		See page 5 of resource booklet	See page 6 of resource booklet

Year Group 11 German					
Term	1	2	3	4	5
Topic Title	Im Urlaub und zu Hause (Module 6)	Meine Stadt- Vor- und Nachteile (Module 6) and Preparation for mock exams	Rund um die Arbeit (Module 7)	Eine wunderbare Welt (Module 8)	Revision/Exam Skills
Rationale	In this unit pupils will find out about some popular holiday resorts in German speaking countries and will practise taking part in holiday activities such as eating out, shopping and visiting tourist attractions	In this unit pupils will read and listen to quite complex texts about where people live leading on to pupils describing where they live, discussing pros and cons of different towns/cities	Part-time jobs, work experience, future plans (studying/career)	Talking about charities and voluntary work, social issues such as homelessness and poverty	
Prior knowledge	Well known geographical locations in Germany. Perfect tense	Places in a town, points of the compass, major German speaking cities,	Future tense, using masculine and feminine nouns, word order with "weil"	Subordinate clauses	
Key knowledge/skills development	Using the pluperfect tense, using the conditional tense, recapping and consolidating all tenses Culture - Research about the island of Sylt	Justifying opinions, discussing advantages and disadvantages, learning how to paraphrase and simplify language in German. Culture - Finding out about towns in Germany, Switzerland and Austria	Using "um and zu" (in order to)	Using the comparative and superlative	
National Curriculum/specification links	Theme Two	Theme Two	Theme Three	Theme Two	Theme One, Two and Three
Literacy	Understanding factual texts about German/Austrian cities or holiday resorts	Extended writing, understanding more complex texts, looking for inference in some texts	Extended writing, understanding more complex texts,	Extended writing, understanding more complex texts, looking for inference in some texts	
Numeracy	Understanding prices. Starter activity - Discuss statistics of	Understanding data	Reading and understanding data in graphs/tables	Understanding data	
STEM					
Cross curricular links	Geography - holiday destinations, famous landmarks	Geography - major German speaking towns/cities	Work Experience, writing a CV	PSHCE - citizenship	
Key vocabulary	See Resource Booklet	See Resource Booklet	See Resource Booklet	See Resource Booklet	

Term	Term One Teacher A	Term One Teacher B	Term Two - Teacher A	Term Two - Teacher B	Term Three - Teacher B
Topic Title	Social issues and trends - Familie im Wandel	Artistic Culture in the German speaking world - Feste und Traditionen	Social Issues and Trends - Die Digitale Welt	The Study of a Film - Das Leben der Anderen	Artistic Culture in the German speaking world. Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft
Rationale	To look into how family life is changing in German speaking society	To look into how festivals and holidays are celebrated in German speaking society	To examine the role of social networks in German society	To be able to discuss in detail the themes of the chosen film. To be able to write in length about different aspects	
Prior knowledge	Family relationship vocabulary, the present tense, using adjectives	Festivals vocabulary, perfect tense, separable verbs, reflexive verbs	Technology vocabulary	Knowledge of the Berlin wall and the GDR from KS4 German	
Key knowledge/skills development	Develop techniques to improve reading skills. Develop independent research/study skills	Develop listening strategies. Translation into and from German	To extend and develop speaking skills. To be able to discuss advantages and disadvantages of mobile technology	Essay writing skills	
National Curriculum/specification links	Theme One - Social Issues and Trends	Theme Two - Political and artistic culture	Theme One - Social Issues and Trends	Works (One piece of German literature and one German film)	
Literacy	Develop techniques to improve reading skills. Use bilingual dictionaries	Learn how to find the main points in a text. Summarizing a text in your own language			
Numeracy	Discussing data				
STEM				Research skills in relation to film reviews and cinematography	
Cross curricular links		RE - Festivals		History - life in the GDR/the cold war	
Key vocabulary	NA	NA			

Term Four Teacher A	Term Five	Term Six - Teacher A	Term Six - Teacher B
Artistic Culture in the German speaking World - Das Berliner Kulturleben damals und heute	Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	IRP	Die Verwandlung text
To be more aware of the how Berlin has developed over the last 200 years and understand about the Berlin wall.			
Knowledge of the Berlin wall and the GDR from KS4 German			
Theme Two - Political and artistic culture			Works (One piece of German literature and one German film)
		Research skills	
History - Berlin 1945 onwards			

Term	One and Two - Teacher A	One and Two - Teacher B
Topic Title	Multiculturalism in Germany - Einwanderung Literature - Die Verwandlung	Aspects of political life in the German-speaking world - Politik und die Jugend , Deutschland und die EU, Werte und Ideale
Rationale	Discovering how the first "guest workers" came to Germany. Look into how immigration has changed in German speaking countries	To learn about the political processes in Germany and how politics affects young people
Prior knowledge		Understanding the British political system
Key knowledge/skills development	The passive with "werden"	
National Curriculum/specific ation links		
Literacy	Develop critical and analytical skills to discuss pieces of German literature	
Numeracy		Discussing statistics, understanding
STEM		Research task - finding out the basics of the political systems in Ger/Swit and Aus
Cross curricular links		
Key vocabulary		

Three Teacher A	Three Teacher B			
Multiculturalism in Germany - Integration	Aspects of political life in German-speaking world - Germany and the European Union			
3 data				