

Year 12 GERMAN Curriculum Map

We will be following schemes of work which will allow pupils to sit the A-Level in German from the Eduqas exam board, as per their specifications detailed in this [document](#). As with KS3 and KS4, we use a blended approach to teach knowledge and skills required for the course so that language is taught in context, with only key grammar being taught explicitly. Much of this grammar should be familiar to pupils from KS3 and KS4, so is revised and practised appropriately according to the pupils' needs.

Term	Essential knowledge and skills (what students should <i>know</i> , <i>understand</i> and be able to <i>do</i> by the end of the unit/topic)		Essential Grammar (allowing pupils to access and apply subject knowledge) Not necessarily taught in this order.
	Cultural Content	Film/Literature	
Autumn 1	SOCIAL ISSUES & TRENDS Being a young person in German-speaking society <ul style="list-style-type: none"> Changing nature of marriage & partnerships Changing family structures 	FILM - GOOD BYE, LENIN! Before the film: <ul style="list-style-type: none"> Background to the film Brief history - brief summary of what happened to Germany after the war, including important people Life in the GDR - advantages/disadvantages & society 	Nouns <ul style="list-style-type: none"> Gender Singular and plural forms Case marking on nouns Weak masculine nouns Determiners <ul style="list-style-type: none"> Definite article Indefinite article, including kein Demonstratives, including der/die/das Possessives Other determiners (e.g. alle, viel/viele, welcher) Pronouns <ul style="list-style-type: none"> Personal pronouns Reflexive pronouns Relative pronouns Demonstrative pronouns
	POLITICAL, INTELLECTUAL & ARTISTIC CULTURE Understanding the German speaking world <ul style="list-style-type: none"> Festivals; customs and traditions; historical sites; museums and galleries 		

	<ul style="list-style-type: none"> Changing trends in media and art; film and music in the lives of young people 		<ul style="list-style-type: none"> Possessive pronouns Indefinite pronouns (e.g. jemand) Interrogative pronouns (e.g. wer)
Autumn 2	SOCIAL ISSUES & TRENDS <ul style="list-style-type: none"> Being a good citizen What you can do to be a good citizen Youth Problems Christmas & New Year 	Watching the film <ul style="list-style-type: none"> Watch in stages and discuss - activities to accompany the film 	Adjectives <ul style="list-style-type: none"> Adjectival endings Comparative and superlative Adjectives with the dative (e.g. es ist mir klar) Adjectives with prepositions (e.g. stolz auf) Use of long adjective phrases (R)
	POLITICAL, INTELLECTUAL & ARTISTIC CULTURE <p>Understanding the German speaking world</p> <ul style="list-style-type: none"> Changing trends in media and art; film and music in the lives of young people (continued) 		Adverbs and adverbials <ul style="list-style-type: none"> Time Place Direction (e.g. hin, heraus) Manner Degree (e.g. sehr) Interrogative (e.g. wann, warum) Comparative and superlative
Spring 1	SOCIAL ISSUES & TRENDS <p>Being a young person in German-speaking society</p> <ul style="list-style-type: none"> Youth Trends and Personal Identity Trends in fashion How young people respond to technology 	After watching the film <ul style="list-style-type: none"> Plot Characters & relationships Themes Essay writing 	Numbers and fractions <ul style="list-style-type: none"> Clock time, days of the week, months Modal Particles / Discourse Markers, e.g. ja, doch, wohl Verbs <ul style="list-style-type: none"> Principal parts of weak, strong and irregular verbs Reflexive verbs Separable/inseparable Auxiliary verbs (haben, sein, werden) Use of haben or sein in the perfect

<p>Spring 2</p>	<p>SOCIAL ISSUES & TRENDS</p> <p>Being a young person in German-speaking society</p> <p>How young people respond to technology (cont)</p> <p>Relationships with others / Peer</p> <p>Pressure / Lifestyle Issues</p>	<p>After watching the film</p> <ul style="list-style-type: none"> ● Off-Kommentar ● Film technique ● Essay writing 	<ul style="list-style-type: none"> ● Modal verbs (dürfen, können, mögen, müssen, sollen, wollen): present and imperfect ● tenses; imperfect subjunctive of mögen and können ● Infinitive constructions (um... zu, ohne... zu, verbs with zu) ● Infinitive constructions (lassen and sich lassen with infinitive) ● Tense, voice and mood ● Present ● Past (i.e. simple past/imperfect) ● Perfect ● Perfect (modal verbs) ● Pluperfect ● Future ● Future perfect ● Conditional ● Conditional perfect ● Passive with werden, sein ● Imperative ● Subjunctive in conditional clauses (past) ● Subjunctive in conditional clauses (pluperfect) ● Subjunctive in indirect speech (R) ● Conditional sentence with omitted wenn, e.g. Hätte ich mehr Zeit gehabt, wäre das nicht passiert (R) ● All forms of indirect speech <p>Prepositions</p> <ul style="list-style-type: none"> ● Fixed case and dual case
<p>Summer 1</p>	<p>SOCIAL ISSUES & TRENDS</p> <p>Being a young person in German-speaking society</p> <ul style="list-style-type: none"> ● Education System and Student Issues 	<p>Focus on essay writing and bringing it all together</p>	
<p>Summer 2</p>	<p>SOCIAL ISSUES & TRENDS</p> <p>Being a young person in German-speaking society</p> <p>Work and Travel Opportunities</p> <ul style="list-style-type: none"> ● Changing Work Scene 	<p>Essays - done in own time and ongoing</p> <p>(Focus on IRP in preparation for next year Preparatory work for the Literature module)</p>	

			<ul style="list-style-type: none"> ● Prepositional adverbs (da(r)+preposition, e.g. darauf) ● Conjunctions ● Coordinating ● Subordinating <p>The case system</p> <ul style="list-style-type: none"> ● The subject and the finite verb ● Accusative objects ● Dative objects ● Prepositional objects ● The use of the nominative case with copular verbs (e.g. sein, werden, bleiben) <p>Clause structure and word order</p> <ul style="list-style-type: none"> ● Main clause word order ● Questions and commands ● Position of pronouns ● Position of adverbials ● Position of nicht ● Word order variation to change emphasis ● Subordinate clauses introduced by a conjunction (e.g. dass, obwohl) ● Use of the prepositional adverb (da(r)+preposition, e.g. darauf) to anticipate dass clauses and dependent infinitive clauses (R) <p>Word formation</p> <ul style="list-style-type: none"> ● Compound nouns ● Forming nouns from verbs ● Forming nouns from adjectives ● Forming verbs from nouns ● Forming verbs from adjectives ● Separable and inseparable verb prefixes
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Year 13 GERMAN Curriculum Map 2022-23

We will be following schemes of work which will allow pupils to sit the A-Level in German from the Eduqas exam board, as per their specifications detailed in this [document](#). As with KS3 and KS4, we use a blended approach to teach knowledge and skills required for the course so that language is taught in context, with only key grammar being taught explicitly. Much of this grammar should be familiar to pupils from KS3 and KS4, so is revised and practised appropriately according to the pupils' needs.

Independent Research Project (IRP) is ongoing throughout the year, until Spring. Students are responsible for this; however there will be some guidance and check in sessions at certain points of the year.

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	Cultural Content	Film/Literature	
Autumn 1	<p>SOCIAL ISSUES</p> <p>Diversity & difference</p> <ul style="list-style-type: none"> Diversity and Discrimination 	<p>Literature: Der Vorleser</p> <ul style="list-style-type: none"> Background - history etc Discuss Eng version of book that they read over hols How was it received in Germany? How to read a text in German Intro reading journal Read and discuss chapter by chapter (in chunks) using their reading journal: <ul style="list-style-type: none"> Part 1 - Ch 1-2, Ch 3-5, Ch 6-8, Ch 9-12, Ch13-15, Ch 16-17 	<p>Nouns</p> <ul style="list-style-type: none"> Gender Singular and plural forms Case marking on nouns Weak masculine nouns <p>Determiners</p> <ul style="list-style-type: none"> Definite article Indefinite article, including kein Demonstratives, including der/die/das Possessives Other determiners (e.g. alle, viel/viele, welcher) <p>Pronouns</p> <ul style="list-style-type: none"> Personal pronouns Reflexive pronouns

		<ul style="list-style-type: none"> • Part 2 - Ch 1-2, Ch 3-4, Ch 5-7, Ch 8-10, Ch 11-13, Ch 14-15, Ch 16-17 • Part 3 - Ch 1-2, Ch 3-4, Ch 5-6, Ch 7-8, Ch 9-10, Ch 11, Ch 12 	<ul style="list-style-type: none"> • Relative pronouns • Demonstrative pronouns • Possessive pronouns • Indefinite pronouns (e.g. jemand) • Interrogative pronouns (e.g. wer) <p>Adjectives</p> <ul style="list-style-type: none"> • Adjectival endings • Comparative and superlative • Adjectives with the dative (e.g. es ist mir klar) • Adjectives with prepositions (e.g. stolz auf) • Use of long adjective phrases (R) <p>Adverbs and adverbials</p> <ul style="list-style-type: none"> • Time • Place • Direction (e.g. hin, heraus) • Manner • Degree (e.g. sehr) • Interrogative (e.g. wann, warum) • Comparative and superlative <p>Numbers and fractions</p> <ul style="list-style-type: none"> • Clock time, days of the week, months • Modal Particles / Discourse Markers, e.g. ja, doch, wohl <p>Verbs</p> <ul style="list-style-type: none"> • Principal parts of weak, strong and irregular verbs • Reflexive verbs • Separable/inseparable • Auxiliary verbs (haben, sein, werden) • Use of haben or sein in the perfect
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			<ul style="list-style-type: none"> ● Modal verbs (dürfen, können, mögen, müssen, sollen, wollen): present and imperfect ● tenses; imperfect subjunctive of mögen and können ● Infinitive constructions (um... zu, ohne... zu, verbs with zu) ● Infinitive constructions (lassen and sich lassen with infinitive) ● Tense, voice and mood ● Present ● Past (i.e. simple past/imperfect) ● Perfect ● Perfect (modal verbs) ● Pluperfect ● Future ● Future perfect ● Conditional ● Conditional perfect ● Passive with werden, sein ● Imperative ● Subjunctive in conditional clauses (past) ● Subjunctive in conditional clauses (pluperfect) ● Subjunctive in indirect speech (R) ● Conditional sentence with omitted wenn, e.g. Hätte ich mehr Zeit gehabt, wäre das nicht passiert (R) ● All forms of indirect speech <p>Prepositions</p> <ul style="list-style-type: none"> ● Fixed case and dual case
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			<ul style="list-style-type: none"> ● Prepositional adverbs (da(r)+preposition, e.g. darauf) ● Conjunctions ● Coordinating ● Subordinating <p>The case system</p> <ul style="list-style-type: none"> ● The subject and the finite verb ● Accusative objects ● Dative objects ● Prepositional objects ● The use of the nominative case with copular verbs (e.g. sein, werden, bleiben) <p>Clause structure and word order</p> <ul style="list-style-type: none"> ● Main clause word order ● Questions and commands ● Position of pronouns ● Position of adverbials ● Position of nicht ● Word order variation to change emphasis ● Subordinate clauses introduced by a conjunction (e.g. dass, obwohl) ● Use of the prepositional adverb (da(r)+preposition, e.g. darauf) to anticipate dass clauses and dependent infinitive clauses (R) <p>Word formation</p> <ul style="list-style-type: none"> ● Compound nouns ● Forming nouns from verbs ● Forming nouns from adjectives ● Forming verbs from nouns ● Forming verbs from adjectives
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			<ul style="list-style-type: none">• Separable and inseparable verb prefixes
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