



Curriculum Map

Subject: GERMAN

Year group: 9

	Module 1 (units 1,2&3)	Module 2 (units 4,5&6)	New GCSE Thematic context: Studying and my future (<i>Kapitel EINS</i> Edexcel GCSE GERMAN)
Content <i>Declarative Knowledge: 'Know What'</i>	Communicative Functions: holidays, transport, accommodation, weather, films, qualifiers, TV programmes, books, screen time, breakfast, traditional German food, recipes, healthy lifestyles. Core Target Constructions & Grammar: perfect tense with <i>haben</i> and <i>sein</i> , word order, weather phrases, TMP, modal verbs (<i>wollen, müssen, sollen</i>) giving opinions, using <i>gern, lieber, am liebsten</i> Core Vocabulary: as per Sentence Builders.	Communicative Functions: rules, daily routine, time, directions, festivals, clothes, plans for a date, getting ready, talking about how the date went, uniforms, Fairtrade labels. Core Target Constructions & Grammar: modal verbs, separable verbs, reflexive verbs in present and perfect tenses, use of <i>wenn</i> , preposition <i>zu</i> , imperative, adjectival endings, future and past tenses. Core Vocabulary: as per Sentence Builders.	Communicative Functions: school subjects, key adjectives with opinions, school rules, describing a school trip. Core Target constructions & grammar present, imperfect and perfect tenses, subordination (<i>weil, dass</i>), nominative and accusative cases, adjectival endings, modal verbs, <i>man kann</i> + infinitive Core Vocabulary: as per topic vocab listed in <i>Kapitel EINS</i> Edexcel GCSE GERMAN
Skills <i>Procedural Knowledge: 'Know How'</i>	Developing all micro skills of listening, reading, speaking and writing to be able to decode and encode messages for effective communication . Developing autonomous recall and fluency skills through routinisation and fluency training.		Skills: mastering core vocabulary and structures , manipulating verbs, study skills for GCSE, asking for and giving information about school, subject preferences, using subordinate clauses to add detail, giving reasons for opinions.
Key Questions	<i>Was hast du in den Ferien gemacht?</i> <i>Wie bist du gefahren?</i> <i>Was hast du im Kino gesehen?</i> <i>Was liest du gern?</i> <i>Bist du süchtig?</i> <i>Was isst du gern?</i>	<i>Was muss/darf man machen?</i> <i>Beschreibe deinen Tagesablauf.</i> <i>Wie komme ich (zum Bahnhof?)</i> <i>Was ist dein Lieblingsfest?</i> <i>Was trägst du gern?</i> <i>Was wirst du machen?</i>	<i>Welches Fach magst du nicht und warum?</i> <i>Was ist dein Lieblingsfach? Warum?</i> <i>Beschreibe einen typischen Schultag.</i> <i>Was hast du gestern im Unterricht gemacht?</i> <i>Wie findest du die Schulregeln in deiner Schule?</i> <i>(See Revision Booklet 1)</i>
Assessment (See SoL)	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking
Literacy/ Numeracy/ SMSC/ Character	Developing an understanding of the phonological and graphological systems of the target language and their sound-symbol correspondence , as well as of the key structural, morphological and syntactic patterns . Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence . Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture .		