

# LONG TERM PLANS

## Year Overview - German Y9



### MFL Faculty

### Year 9

### Autumn term

#### Theme 1: Identity and culture

#### Topic 1: Me, my family and friends (revision and extension)

- Introductions, age, birthdays, numbers
- Me (physical description and personality)
- Describing family members and friends
- Relationships with friends and family

#### Topic 1: Me, my family and friends (extension)

- How you hope to improve your personality
- Characteristics of a good/bad partner/friend
- Marriage: arguments for and against

#### Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity, fluency and repair strategies.
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.
- Conjugation:
  - a) Revision of present tense of HABEN, SEIN and regular verbs in the present tense (all subject pronouns depending on ability)
  - b) Common irregular verbs in the present tense (fahren; sehen ;lesen; ) , including reflexive (sich gut mit jdm. Verstehen; sich interessieren) and common separable verbs (vorstellen; vorbeikommen)
  - b) High-level opinion verbs: (auf die Nerven gehen; jdm gefallen;
  - c) Present tense verbs (all subject pronouns depending on ability) (vorstellen; vorbeikommen; zusammenleben; gut mit jdm auskommen)
  - d) Imperfect tense - comparing your character and physical description in the past and present (as well as family and friends depending on ability) – HABEN – hatte; SEIN -war
  - e) Perfect tense - giving examples of character (e.g. zB. letztes Wochenende hat er mir.....gekauft/gegeben
  - f) Future tense using werden + infinitive
  - g) Modal verb wollen + infinitive
- Translation - focusing on phrases that you cannot translate directly/word for word
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and German for all abilities); breaking German words down into their component parts
- Reading: (in English and German for all abilities); breaking German words down into their component parts
- Writing:
  - a) German sentence structure (the place of nouns, adjectives, verbs, the importance of word order.)
  - b) How to develop ideas in German by justifying opinions extensively using longer strings of ideas and connectives, using weil / obwohl with correct word order).
  - c) Writing 4 meaningful sentences about a photo (Foundation)
  - d) A medium piece of writing of 90 words (60 words for Foundation).
  - e) Understanding the German instructions and bullet points, planning each of the 4 bullet points, proofreading for mistakes.

## Grammar

- Using ein / kein etc in the accusative case
- Reflexive verb patterns
- Using common separable verbs
- Adjectival agreement (after definite & indefinite articles)
- Comparative adjectives (superlative adjectives depending on ability)
- Using the modal verb wollen + infinitive to express future intentions
- The future tense
- Understanding questions (wann; wo; warum; wieso; wer; wie; was für; welcher/welche/welches)
- Varied use of more complex adjectives (depending on ability)
- Connectives - extensive use to develop, counter and give an example for points of view.
- Quantifiers/Intensifiers
- Idioms related to physical description and personality

## Assessment

Half term 1: **Reading** and **Listening** (in the style of the GCSE exam)

Half term 2:

**Speaking:** role play and general conversation

**Writing:**

Higher – 90 words writing, translation

Foundation 1 – picture, 60 words writing, translation

Foundation 2 – picture and translation

# Spring term

**Theme 1: Identity and culture**

**Topic 2: Technology in everyday life (new topic)**

- Social media
- Pros and cons of social media - comparing social media
- The uses of social media, how you use it
- How you used technology recently - advantages and disadvantages. Life before technology
- The benefits and dangers of mobile technology - are young people addicted to mobile phones?
- How you will use technology in the future

## Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity, fluency and repair strategies.
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.
- Conjugation:
  - a) High-level opinion verbs
  - b) Present tense verbs (all subject pronouns depending on ability) (benutzen; chatten; schicken; treffen; simsen)
  - c) Separable verbs (hochladen; herunterladen; aufpassen; anrufen; missbrauchen; ausgehen; mitnehmen)
  - d) Perfect tense of verbs related to technology
  - e) Revision of imperfect tense - comparing how you (or possibly family and friends) use technology now to the past.
  - f) Introduction of simple future tense - verbs related to technology
- Translation - focusing on phrases that you cannot translate directly/word for word
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and German for all abilities) breaking German words down into their component parts
- Reading: (in English and German for all abilities) breaking German words down into their component parts

- Writing:
  - a) German sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
  - b) How to develop ideas in German by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
  - c) Writing 4 meaningful sentences about a photo (Foundation)
  - d) A longer piece of writing of 120 words with 2 bullet points (Higher). 70-80 words and 4 bullet points for Foundation.
  - e) Understanding the German instructions and bullet points, planning both of the bullet points (4 for Foundation), proofreading for mistakes.

### Grammar

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- Using the present tense to refer to the future
- Direct & indirect object pronouns
- Possessive adjectives - depending on ability full range (mein, dein, sein, ihr, unser, euer, ihr, Ihr)
- Coordinating conjunctions (und; denn; aber; oder;
- Subordinating conjunctions (weil, obwohl and wenn (recap weil)
- The perfect tense with SEIN
- The imperfect tense
- High-level opinion phrases (entweder...oder; weder...noch)
- Connectives - extensive use to develop, counter and give an example for points of view.
- seit + present tense - to describe how long you have been using social media
- Time phrases of frequency to describe how often you use social media

### Assessment

Half term 1: **Reading** and **Listening** (in the style of the GCSE exam)

Half term 2:

**Speaking:** photo card and general conversation

#### **Writing:**

Higher – 120 words writing, translation

Foundation 1 – picture, 70-80 words writing, translation

Foundation 2 – picture and translation

## Summer term

### **Theme 1: Identity and culture**

#### **Topic 3: Free-time activities (extension)**

- Music
- Cinema and TV
- Sport
- Food and eating out
- Ordering food and booking a table at a restaurant (role play)

#### **Skills**

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity, fluency and repair strategies.
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.

- Conjugation:
  - a) High-level opinion verbs
  - b) Present tense verbs (all subject pronouns depending on ability) related to free-time activities, including meals and eating out
  - c) Perfect tense verbs (all subject pronouns depending on ability) related to free-time activities, including meals and eating out
  - d) Separable and reflexive verbs in the present, perfect & future tenses (fernsehen; sich ausruhen; sich ansehen; angucken; kennenlernen; einkaufen; teilnehmen; sich amüsieren)
  - e) Modal verbs
- Translation - focusing on phrases and activities that you cannot translate directly/word for word
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and German for all abilities) for key information
- Reading: (in English and German for all abilities) understanding German compound nouns
- Writing:
  - a) German sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
  - b) How to develop ideas in German by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
  - c) Writing 4 meaningful sentences about a photo (Foundation)
  - d) A longer piece of writing of 150 words with 2 bullet points (Higher). 90 words and 4 bullet points for Foundation.
  - e) Understanding the German instructions and bullet points, planning both of the bullet points (4 for Foundation), proofreading for mistakes.

### **Grammar**

- Conjugation (see above) - present, perfect, imperfect, future tenses; separable and modal verbs
- Connectives - extensive use to develop, counter and give an example for points of view.
- Word order –verb as the second idea in the present and perfect tenses
- Negatives with nicht / kein
- Modes of address – the 3 words for “you”
- Saying what you like/ prefer / like best – (gern; lieber; am liebsten)
- Using expressions of time / adverbs of frequency to describe a narrative
- High-level opinion phrases
- A range of high-level adjectives
- Synonyms
- Using more complex ideas through speaking and writing
- Quantifiers/Intensifiers

### **Assessment**

Half term 1: Reading and Listening (in the style of the GCSE exam)

Half term 2:

**Speaking:** photo card and general conversation

#### **Writing:**

Higher – 150 words writing, translation

Foundation 1 – picture, 90 words writing, translation

Foundation 2 – picture and translation