Year 11 German overview Module 1: Im Urlaub und zu Hause. Autumn term 1

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| **Autumn term 1** | **Knowledge** | **Aqa Theme/ Topic** | **Skills** |
|  | **Die Sommerferien haben Spaß gemacht!**   * Talking about what you did in the holidays * Using the past tense | Theme 1, Topic 3:  Free-time activities | * Understand and use the perfect tense with *haben* and *sein* * Use adjectives and the imperfect tense (war) to express your opinions |
|  | **Willkommen auf Sylt**   * Describing places where people live | Theme 2, Topic 1:  Home, town, neighbourhood and region | * Understand and use the verb ‚geben‘ in 3 tenses *es gibt, es gab*, *es wird geben* * use negatives wth *kein* * Use adjectives after ‘geben’ with the correct endings (R) |
|  | **Meine Stadt: Vor- und Nachteile**   * Assessing the advantages and disadvantages of where you live * Saying what you could, should or would do (HIGHER ONLY) * Saying what you should do (FOUNDATION) | Theme 2, Topic 1:  Home, town, neighbourhood and region | * Use *‘wo’* as a connective * Listen carefully for detail * Understand and use the conditional: *man könnte*, *man sollte, ich* *würde …* (FOUNDATION = ich sollte) * Include useful expressions / vary your language   *im Allgemeinen; ein großer Vorteil ist …* |
|  | **Das Wetter**   * Talking about the weather | Theme 2, Topic 1:  Home, town, neighbourhood and region | * Describe the weather using present and future tenses * Understand and use *werden* in the present tense |
|  | Interim assessment: 90 / 50 word task (F/H) | | |
|  | **Beliebte Reiseziele**   * Talking about popular holiday destinations * Using *nach, in* and *an* to say where you are going to | Theme 2, Topic 4:  Travel and tourism | * Using *nach*, *in* and *an* * Points of the compass * Using *werden* to form the future tense |
|  | **Dein Urlaubsstil**   * Discussing different types of holidays * Using prepositions with the genitive | Theme 2, Topic 4:  Travel and tourism | * Discussing different types of holidays * Prepositions with the genitive |
|  | **Wie war der Urlaub?**   * Discussing holiday experiences * Using the pluperfect tense | Theme 2, Topic 4:  Travel and tourism | * Discussing holiday experiences * The pluperfect tense (HIGHER ONLY) * German word order |
|  | **Urlaubspläne**   * Discussing holiday plans * Using infinitive constructions with *zu* | Theme 2, Topic 4:  Travel and tourism | * Working out the meaning of compound nouns * Infinitive constructions with *zu* * Using *um ... zu* and *ohne ...* *zu.* * *wenn* clauses |

Year 11 German overview Module 2: Rund um die Arbeit. Autumn term 2

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| **Autumn term 2** | **Knowledge** | **Aqa Theme/ Topic** | **Skills** |
|  | Mock examinations : listening, reading and writing | | |
|  | **Arbeiterinnen und Arbeiter**   * Describing jobs and places of work * Using masculine and feminine nouns | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Using *in* with the dative case * Using job titles with or without the indefinite article * Masculine and feminine nouns * Looking up nouns in a dictionary * Pronouns (*er, sie* and *es*) |
|  | **Was macht man bei der Arbeit?**   * Asking and answering questions about a job * Using conjunctions and intensifiers | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Listening carefully for detail * Using conjunctions * Using *Sie* in a job interview * Using intensifiers |
|  | **Berufsbilder**   * Understanding job descriptions * Recognising sequencers | Theme 3, Topics 3 and 4:  Education post-16; Jobs, career choices and ambitions | * Understanding job descriptions * Using dictionaries and online dictionaries to work out the meaning of words * Using *Sie* in a job description * Using sequencers |
|  | **Mein Berufsprofil**   * Preparing a personal profile for job applications * Developing an understanding of word order with *weil* | Theme 3, Topic 4:  Jobs, career choices and ambitions | * Using *weil* with two verbs * Listening patiently for further information * Using strategies to identify information in a longer reading passage |

Year 11 German overview Module 2: Rund um die Arbeit / Module 3: Eine wunderbare Welt. Spring term

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| **Spring term** | **Knowledge** | **Aqa Theme/ Topic** | **Skills** |
|  | Mock examinations : speaking | | |
|  | **Traum und Wirklichkeit**   * Talking about your dream job * Using a variety of tenses | Theme 3, Topic 4:  Jobs, career choices and ambitions | * The imperfect tense of *wollen* * Recognising language from different contexts * Using a variety of tenses * Recognising the imperfect tense in literary texts |
|  | **Sprachen öffnen Türen**   * Discussing reasons for learning German and other languages * Using *um … zu* | Theme 3, Topics 3 and 4:  Education post-16; Jobs, career choices and ambitions | * Using *um … zu* clauses * Using a variety of conjunctions and tenses (*um … zu, weil, denn*) with the correct word order |
|  | End of module assessment listening / reading | | |
|  | **Gesellschaftliche Probleme**   * Explaining how social problems affect young people (smoking, drugs, alcohol) * Using adjectives with *etwas* and *nichts* | Theme 2, Topic 2:  Social issues | * Using adjectives with *etwas, nichts, viel, wenig, alles* * Using language of debate |
|  | **Obdachlos und arm in Berlin**  Understanding texts about homelessness and poverty   * Developing an awareness of adjectival nouns | Theme 2, Topic 3:  Global issues | * Pronouncing the names of countries (vowel sounds) * Adjectival nouns |
|  | **Umwelt macht Schule**   * Explaining what a school does to be environmentally friendly * Using comparative and superlative adjectives and adverbs | Theme 2, Topic 3:  Global issues | * Talking about what you should, could or would do (*sollte, könnte, würde*) * Comparative and superlative adjectives * Comparative adverbs |
|  | **Wie werden wir „grüner‟?**   * Explaining what a country can do to be environmentally friendly * Using subordinate clauses | Theme 2, Topic 3:  Global issues | * Explaining global problems * Using language of debate * Using subordinate clauses * Using logic to work out the meaning of new vocabulary |
|  | **Kampagnen und gute Zwecke**   * Understanding texts about international and local campaigns * Developing an awareness of the passive | Theme 2, Topic 2:  Social issues | * The passive (present and past tenses) |
|  | Past GCSE papers : listening, reading | | |
|  | REVISION / SPEAKING EXAMS |  |  |
|  | GCSE LISTENING / READING / WRITING EXAMINATIONS |  |  |