



Key Stage 5 German Curriculum Maps

Intent of German curriculum at Littleover Community School

We aim as a team to enrich students' education to become culturally aware global citizens with a love and appreciation of language and culture which inspires them throughout their lives in both careers and social contexts

	AUTUMN															SPRING											SUMMER															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
YEAR 12	Topic – Theme 2: Politische und künstlerische Kultur im deutschen Sprachraum Unit 5: Musik Assessment –Voab, Grammar, End of unit test S – Musik-Sollen wir auf ein Konzert gehen? Musik ist nicht nur zum Hören Musik- ein Blick in die Zukunft Learn about the German-speaking music scene Learn about the influence of music on popular culture Learn about new							Topic – Unit 6: Die Rolle von Festen und Traditionen Film: Goodbye Lenin Assessment –End of unit test + Film Essay S – Learn about Christmas and Carnival in the German-speaking world Research secular celebrations Learn about specific German traditions Discuss everyday customs and traditions in Switzerland and Austria Introduction to film, social context and background, characters, themes							Topic – Unit 4: Die Medien Film: Goodbye Lenin Assessment – End of Unit tests: Media, speaking stimulus card, Film essay S – Discuss television in German-speaking countries Weigh up the pros and cons of printed and online media Weigh up the positive and negative aspects of new technologies, Themes and directors techniques of film P – Using the future tense							Topic – Unit 1: Natur und Umwelt Assessment –Speaking -stimulus card, End of Unit test: Environment S – aspects of customs relating to food, non-religious festivals celebrated in Spain and Latin America, religious festivals in Spain, gastronomy in Spain and Latin America.							Topic Theme 1: Gesellschaftliche Entwicklung in Deutschland/Unit 2: Bildung Assessment – EOY Speaking, listening, reading, writing, translations S - Discuss the German education system. Understand information about problems in school such as repeating a year Understand							Topic – Unit 3: Die Welt der Arbeit (the world of work) Book: Ich fühl mich so 50/50 S – Learn about the world of work in Germany Learn about important issues for workers in Germany within Europe						

<p><i>developments in the field of music</i></p> <p>P – Present tense</p> <p>Using the perfect and imperfect tense, Use separable and inseparable verbs, Use reflexive verbs, Future tense, Conditional tense, Passive mood</p> <p>Sk -Manipulation of grammar, verb conjugation, summarise, memorising vocabulary, pronunciation, fluency, extracting key points, translation and developing arguments</p>	<p>P – Topic specific and cinematic vocabulary, essay writing phrases, verb tenses, Use prepositions and prepositional adverbs correctly</p> <p>Use adverbs and adverbial phrases correctly, Use the subjunctive 2 and conditional clauses correctly</p> <p>Use the impersonal passive correctly</p> <p>Sk - Manipulation of grammar, translate accurately from English –German, summarise information, essay formula - PEEL</p>	<p>Use the comparative and superlative of adjectives and adverbs Use demonstrative and indefinite pronouns</p> <p>Sk - Manipulation of grammar, verb conjugation, summarising, comparing, and contrasting viewpoints, extending use of vocabulary, practising A-level reading comprehension, answering questions in German, build accuracy and complexity of essay writing</p>	<p>P - Topic specific vocabulary, Using the present tense in German</p> <p>Use the definite and indefinite article and kein, Use adjectives correctly</p> <p>Use the definite article correctly</p> <p>Sk - Manipulation of grammar, verb conjugation, summarise, producing interesting sentences, checking for accuracy, using synonyms, organising notes, researching accurately an deficiently online, Revise techniques for understanding a written text in German</p> <p>Consider how to research effectively on the internet, Know how to take the lead in a conversation</p>	<p><i>information about further education</i></p> <p>P - Topic specific vocabulary, constructions with verbs followed by prepositions, continued practice of all tenses and structures, Gender a and cases</p> <p>Subject, object and indirect object pronouns</p> <p>Word order TMP and with negatives (nicht)</p> <p>Sk - Manipulation of grammar, verb conjugation, summarising, essay writing, checking for accuracy</p>	<p><i>Explore the success of the German business world and the German economy</i></p> <p>P – Topic specific and literary vocabulary, the use of the perfect tense, Modal verbs in the present tense, The imperfect tense</p> <p>Forming questions with and without interrogative pronouns and adverbs</p> <p>Sk – Reading a novel in the TL, analysis, fluency in speaking, research,</p>
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						summarising, researching for up to date information and summarising, organising revision material for A2
YEAR 13	<p>Topic – Theme 4: Die Gesellschaft in der DDR vor der Wiedervereinigung</p> <p>Book: Ich fühl mich so 50/50</p> <p>Introduction to IRP</p> <p>Assessment –Essay on book, End of unit test: Unit 10</p> <p>S – Kommunismus in der DDR</p> <p>Arbeit in der DDR</p> <p>Unterkunft in der DDR</p> <p>Vor-und Nachteile des Lebens in der DDR</p> <p>Die Ost-West Beziehungen nach dem Zweiten Weltkrieg, read the book, Essay 1 – Sabine,</p>	<p>Topic – Theme 4: Ereignisse vor der Wiedervereinigung, Deutschland seit der Wiedervereinigung</p> <p>Book: Ich fühl mich so 50/50IRP</p> <p>Assessment –Essays on book, End of unit tests – 11 and 12</p> <p>S – <i>Die Rolle von Michail Gorbatschow Ereignisse, die zur Wiedervereinigung führten, Das Ende des Kommunismus in der DDR, Die Auswirkungen vom Ende des Kommunismus, Die Auswirkungen der Wiedervereinigung auf Schulen</i></p> <p><i>Übersiedlung aus dem Osten in den Westen, Auswirkungen der deutschen Wiedervereinigung auf die Wirtschaft und Gesellschaft, book essays on characters and themes</i></p> <p>P - Topic specific and literary vocabulary, literary essays, Expressing opinions and justifying</p>	<p>Topic – Theme 3: Die positive Auswirkung von Integration</p> <p>Theme 3: Die Herausforderung von Immigration und Integration</p> <p>IRP</p> <p>Assessment –Mock exams: Papers 1, 2 and 3</p> <p>S – <i>Gastarbeiter- Immigranten- Asylbewerber</i></p> <p><i>Soziale Integration und Multikulturalität</i></p> <p><i>Immigranten und die Künste, Migranten- Steuerzahler oder Schmarotzer? Asylantenheime- Migranten ghettos</i></p> <p>P - Topic specific vocabulary, grammar, Indefinite pronouns</p>	<p>Topic – Theme 3: Die Staatliche und soziale Reaktion zur Immigration</p> <p>Revision of all themes and content</p> <p>IRP</p> <p>Assessment – Second Mock: Papers 1, 2 and 3</p> <p>S – <i>Immigration- wie hat das alles angefangen?, Erfahrungsb erichte,</i></p> <p><i>Rechtsextremismus</i></p> <p>Revision of all themes, film, book, and all skills</p> <p>P - Topic specific and literary vocabulary, complex language,</p>	A Level Exams	

	<p>P – Topic specific and literary vocabulary, Separable and inseparable prefixes, Reflexive pronouns and reflexive verbs</p> <p>Sk -Manipulation of grammar, fluency, translating, researching, extracting key points, essay writing, developing arguments</p>	<p>points of view, Revision of passive, Passive with <i>sein</i></p> <p>Sk - Manipulation of grammar, fluency, translating, researching, essay writing, listening to native speakers, drafting and redrafting work.</p>	<p>Demonstrative pronouns</p> <p>Other determiners – revision of cases</p> <p>Sk – making useful notes, translating into both languages, learning oral techniques to hold people’s interest.</p>	<p>integrating statistics in natural conversatio</p> <p>Sk - Inference, manipulation of grammar, fluency, translating, researching, essay writing, extracting key points, developing arguments, exam strategies for all skill areas, analysis in speaking</p>	
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