

mCalendar	Big question/theme	Smaller questions	Assessment TFP	homework
Autumn 1	<p>Theme 1: Identity and culture</p> <p>Me, my family and friends</p> <ul style="list-style-type: none"> Relationships with family and friends 	<ol style="list-style-type: none"> Wie heisst du? Hast du Geschwister? Was für eine Person bist du? Wie kommst du mit deiner Familie aus? Hast du Haustiere? Beschreib deine Familie Wie siehst du aus? Wie warst du als Kind? Wann hast du Geburtstag? Wie hast du es letztes mal gefeiert? Wie ist ein idealer Freund/eine ideale Freundin? Wie verbringst du Zeit mit deiner Familie? Oder Freunde? <p><u>Grammar</u></p> <ul style="list-style-type: none"> case system and terminology 	<p>Responses to key questions: exam criteria explained and mark scheme shared</p> <p>16 mark essay: end of unit assessment to be done under exam conditions</p> <p>Photocard: prepare in 6 minutes, using markscheme</p>	<ol style="list-style-type: none"> vocabulary/sentences test. To include grammar points covered (present tense verbs) translation prepare responses to general conversation questions vocabulary/sentences exam style question: reading, writing or speaking re-draft grammar worksheet: direct and indirect objects, spotting the errors, separable verbs, present tense verbs

		<p>eg subject, direct object, indirect object (nominative, accusative and dative)</p> <ul style="list-style-type: none"> • <i>sein</i> in present tense; <i>haben</i> + accusative; weak verbs in present tense; revision of word order for separable verbs • possessive adjectives in nominative, accusative and dative; plural adjective endings for descriptions • personal pronouns – nominative, accusative and dative • revisiting adjectives to describe and use of relative pronouns to describe ideal partner and enhance descriptions • revision of future tense to outline future plans 		
Autumn 2	Theme 2: Local, national, international and global areas of interest	<ol style="list-style-type: none"> 1. wo wohnst du? 2. Was gibt es in deiner Stadt? 	Responses to key questions: exam criteria explained and mark scheme shared	<ol style="list-style-type: none"> 1. vocabulary/sentences test. To include grammar points covered (perfect tense)

	<p>Home, town, neighbourhood and region</p>	<ol style="list-style-type: none"> 3. Was kann man in deiner Stadt machen? 4. Was sind die Vor- und Nachteile deiner Stadt? 5. Was gibt es für Touristen, wo du wohnst? 6. Beschreib mir dein Haus. 7. Was hast du letztes Wochenende in deiner Stadt gemacht? 8. Wo würdest du in der Zukunft wohnen? <p><u>Grammar</u></p> <ul style="list-style-type: none"> • definite and indefinite articles • <i>es gibt</i> + accusative; common prepositions and cases (see Prepositions -pairwork practice) • verb as 2nd idea rule; appropriate; adjective endings rules to enhance descriptions • expressions of quantity and endings including <i>kein</i> 	<p>Translation both ways: end of unit assessment to be done under exam conditions</p> <p>Role play: prepare in 6 minutes, using markscheme. At the tourist information centre Hiring a bike Renting a flat</p>	<ol style="list-style-type: none"> 2. translation 3. prepare responses to general conversation questions 4. vocabulary/sentences 5. exam style question: reading, writing or speaking 6. re-draft 7. grammar worksheet: word order and modal verbs: geben, können + infinitives
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		<i>können</i> as modal verb and word order rule		
Spring 1	<p>Theme 3: Current and future study and employment</p> <p>My studies</p> <p>Life at school/ college</p>	<ol style="list-style-type: none"> 1. Beschreib mir deine Schule 2. Was lernst du gern oder nicht gern in der Schule? 3. Was ist dein Lieblingsfach? 4. Was trägst du zur Schule? 5. Wie findest du deine Lehrern? 6. Wie findest du die Schulregeln? 7. Wie würdest du die Regeln ändern? 8. Was willst du nächstes Jahr studieren? <p><u>Grammar</u></p> <ul style="list-style-type: none"> • <i>gern, lieber, am liebsten</i> • <i>modals müssen, sollen, dürfen, mögen, wollen + word order rule</i> • <i>weil + word order rule</i> • comparative with <i>als</i> and superlative in expressing opinions about subjects • use of <i>du</i> and <i>Sie</i> in 	<p>Responses to key questions: exam criteria explained and mark scheme shared</p> <p>32 mark essay: end of unit assessment to be done under exam conditions</p> <p>General conversation: 3 mins covering 3 topics and questions done so far</p>	<ol style="list-style-type: none"> 1. vocabulary/sentences test. To include grammar points covered (present tense verbs) 2. translation 3. prepare responses to general conversation questions 4. vocabulary/sentences 5. exam style question: reading, writing or speaking 6. re-draft 7. grammar worksheet: modal verbs subordinate clauses conditional tense

		<p>informal/formal exchanges</p> <ul style="list-style-type: none"> • transfer appropriate modals to school rules context • <i>zu</i> + infinitive construction • common conditionals such as <i>ich möchte; ich hätte gern</i> • <i>könntest du</i> • <i>würdest du</i> • <i>wir sollten</i> <p>more on adjective endings to describe buildings, facilities etc</p>		
Spring 2	Theme 3: Current and future study and employment	<ol style="list-style-type: none"> 1. Was willst in der Zukunft machen? 2. Wo möchtest du arbeiten? 3. Hast du ein Arbeitspraktikum gemacht? 4. Wie hast du es gefunden? 5. Willst du auf die Uni gehen? 6. Was ist besser arbeiten oder studieren? 7. Was wäre dein idealer Job? <p><u>Grammar</u> revisit subordinate clause word order rules to achieve complexity in</p>	<p>Responses to key questions: exam criteria explained and mark scheme shared</p> <p>Reading and listening: end of unit assessment on theme 3 Graded feedback</p> <p>General conversation Theme 3: learnt and assessed using exam</p>	<ol style="list-style-type: none"> 1. vocabulary/sentences test. To include grammar points covered (present tense verbs) 2. translation 3. prepare responses to general conversation questions 4. vocabulary/sentences 5. exam style question: reading, writing or speaking 6. re-draft

		speaking and writing	criteria	7. grammar worksheet: subordinating conjunctions subordinate clauses
Summer 1	<p>Theme 1: Identity and culture</p> <p>Free-time activities</p> <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out • Sport 	<ol style="list-style-type: none"> 1. Was machst du gern in deiner Freizeit? 2. Was sind deine Lieblingshobby? 3. Hörst du gern Musik? 4. Wie oft gehst du ins Kino? 5. Was siehst du lieber einen Film ins Kino oder zu Hause? 6. Was hast du neulich gesehen? 7. Was ist deine Lieblingssendung? 8. Treibst du Sport? 9. Was isst du gern/nicht gern? 10. Wie wichtig ist es, gesund zu essen? 11. Was hast du heute gegessen? <p><u>Grammar</u></p> <ul style="list-style-type: none"> • appropriate strong verbs in present tense 	<p>Responses to key questions: exam criteria explained and mark scheme shared</p> <p>end of unit assessment to be done under exam conditions: theme 2 to be examined in all skills</p> <p>role play: booking an event, cinema tickets photocard: cinema watching habits...looking at recognising types of questions</p>	<ol style="list-style-type: none"> 1. vocabulary/sentences test. To include grammar points covered (present tense verbs) 2. translation 3. prepare responses to general conversation questions 4. vocabulary/sentences 5. exam style question: reading, writing or speaking 6. re-draft 7. grammar worksheet: irregular verbs in 3 tenses, wenn clauses and revision of word order rules

		<ul style="list-style-type: none"> • review of word order with separable verbs • perfect tense with <i>haben</i> and <i>sein</i> for recounting past activities (see Perfect tense: Presentation) • verb as 2nd idea and word order with perfect tense • future tense introduced eg weekend plans <p><i>wenn</i> clauses and word order rules</p>		
Summer 2	<p>Theme 2:Local, national, international and global areas of interest</p> <p>Travel and tourism</p>	<ol style="list-style-type: none"> 1. Wo fährst du normalerweise in den Ferien? 2. Was machst du in den Sommerferien? 3. Was für ein Urlaub machst du am liebsten? 4. Wo warst du letztes Jahr? 5. Was hast du dort gemacht? 6. Hasdt du Deutschland schon besucht? 	<p>Responses to key questions: exam criteria explained and mark scheme shared</p> <p>16/32 mark essay: based around the theme of holidays. F: general holiday H: catastrophic, narrative</p> <p>General conversation: Practise speaking exam, off by heart with follow up questions which are unprepared</p>	<ol style="list-style-type: none"> 1. vocabulary/sentences test. To include grammar points covered (tenses, word order) 2. translation 3. prepare responses to general conversation questions 4. vocabulary/sentences 5. exam style question: reading, writing or speaking 6. re-draft 7. grammar worksheet: imperfect tense, H:

		<p>7. Wo ist dein Lieblingsurlaubsziel?</p> <p>8. Wo möchtest du nächstes Jahr fahren?</p> <p>9. Wo wäre dein Traumurlaub?</p> <p>10. Mit wem fährst du am liebsten Familie oder Freunde?</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • consolidation of perfect tense (see Perfect tense - board game) • imperfect tense of common strong verbs • sequencing words, expressions and phrases • connectives <i>als, bevor, bis, dass, nachdem, ob, obwohl, während, weil, wenn, wo</i> to develop greater complexity in spoken and written accounts of past events or experiences • weather expressions 		<p>pluperfect, connectives to form narratives.</p>
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Year 11

Calendar	Big question/theme	Smaller questions	Assessment TFP	homework
Autumn 1	<p>Theme 2: Local, national, international and global areas of interest</p> <p>Social issues</p> <p>Healthy/ unhealthy living</p> <p>Global issues</p> <ul style="list-style-type: none"> Poverty/ homelessness <p>Social issues</p> <p>Charity/ voluntary work</p>	<ol style="list-style-type: none"> Bist du gesund? Was machst du, um gesünder zu werden? Wie gesund sind deine Freunde? Welche Probleme treffen Jugendliche heutzutage? Wie findest du rauchen? Warum trinken viele Leute Alkohol? Was kann man gegen Obdachlosigkeit machen? <p><u>Grammar</u></p> <ul style="list-style-type: none"> recap on modal verbs + word order (see Modal verbs: Activity) modals in affirmative and negative <i>um...zu</i> + infinitive range of negative expressions 	<p>Response to writing task</p> <p>Response to GC questions</p> <p>Translation tasks on health</p> <p>Reading tasks: summary, true/false etc on social issues</p>	<ol style="list-style-type: none"> vocabulary/sentences test. To include grammar points covered (imperfect tense verbs) translation prepare responses to general conversation questions vocabulary/sentences exam style question: reading, writing or speaking re-draft in response to feedback grammar worksheet: imperfect tense irregular verbs, modals, <i>um...zu</i>

		<ul style="list-style-type: none"> • <i>als</i> + selected imperfects eg <i>war, hatte</i> and modals • previous health habits using selected imperfect tenses • reinforcing and consolidating more complex areas of language generally 		
Autumn 2	<p>Local, national, international and global areas of interest</p> <p>Global issues</p> <ul style="list-style-type: none"> • The environment 	<ol style="list-style-type: none"> 1. Was machst du für die Umwelt? 2. Wie wichtig ist es umweltfreundlich zu sein? 3. Was macht deine Familie? 4. Bist du umweltfreundlich? 5. Welche Umweltprobleme gibt es in deiner Stadt? 6. Wie wirst du umweltfreundlicher sein? <p><u>Grammar</u></p> <ul style="list-style-type: none"> • modal verbs linked to behaviours (must do/can do/should do/could do etc) (See Quiz: modal verbs - Lesson activity and Quiz: modal verbs - Teaching) 	<p>November mocks</p> <p>Past paper in 3 skills</p>	<ol style="list-style-type: none"> 1. vocabulary/sentences test. To include grammar points covered (present tense verbs) 2. translation 3. prepare responses to general conversation questions 4. vocabulary/sentences 5. exam style question: reading, writing or speaking 6. re-draft 7. grammar worksheet: direct and indirect objects, spotting the errors

		<p>notes)</p> <ul style="list-style-type: none"> • past tense for effects of behaviours on environment • <i>wenn</i> sentences revised for outlining consequences of actions <p>pluperfect tense perspective</p>		
Spring 1	Preparation for speaking exams: role plays and photocards	<p>Exam technique:</p> <p>Timings of exam</p> <p>Role play examples</p> <p>Formation of questions</p> <p>What are you being asked to say?</p> <p>Expressing opinions and giving reasons why</p> <p>Generic sentence structures</p> <p>Top 10 verbs in all tenses</p>	January mock speaking exams	<ol style="list-style-type: none"> 1. learning of GC 2. revision pages for writing 3. past paper tasks 4. redraft responses to mocks
Spring 2	revision	<p>Past papers</p> <p>Writing exam: paragraphs prepared on each possible topic area.</p> <p>Translation practice</p> <p>Mark schemes: how is the</p>		

		writing assessed, what do we need to include		
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