

<b>German Y10</b>	<b>Curriculum Intent:</b> In year 10 students will study 6 units as prescribed by the AQA exam board. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon providing reinforcement from KS3, alongside understanding and application of more complex structures and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will focus on a particular exam skill element usually a productive skill as these are commonly the hardest for students. This allows students and teachers to see particular areas of strength and areas to work on in terms of knowledge, understanding and skill.																			
	<b>Weeks 1-6</b>			<b>Weeks 7-11</b>			<b>Weeks 12-19</b>			<b>Weeks 20-25</b>			<b>Weeks 26-30</b>			<b>Weeks 31-38</b>				
<b>Unit</b>	<i>Me, my family and friends</i>			<i>Technology in everyday life</i>			<i>Free time activities</i>			<i>Customs and festivals</i>			<i>Home, town, neighbourhood and region</i>			<i>Social issues</i>				
<b>Interleaving</b>	Previous knowledge/understanding revisited using a variety of starters: 3 tier, 5 a day, retrieval grids, random question generator, envelope challenge																			
<b>Knowledge</b>	family how you get on with others what people look like and their personality your ideal partner future relationships			communicating online uses and pros/cons of social media why/why not you use social media uses and dis/advantages of mobile technology			film, music, TV, free time activities, food, eating out, world food, sport			Germany and customs, different traditions, celebrations, German festivals			what a town is like what there is to see and do describe the pros and cons of where you live your ideal house			Charities, volunteering, healthy living				
<b>Understanding</b>	Ir/regular verbs, Reflexive verbs Separable verbs, Possessive adjectives Future tense, Using <i>wollen</i> , Comparative superlative			direct object pronouns, indirect object pronouns <i>weil</i> and <i>wenn</i> , using <i>wann</i> , <i>wenn</i> and <i>als</i> , imperfect tense weak and selected strong verbs, adjectives past tenses (perfect and imperfect)			using separable and reflexive verbs in three tenses, word order in 3 tenses (i.e. verb second idea), TMP, forming questions, using modal verbs, strong verbs, compound nouns			Adjectives as nouns, describing past activities, using personal pronouns, perfect tense and past participles, imperfect, comparative superlative			Using prepositions, können, adjective declension, forming questions			Using in with accusative and dative, using <i>dieser</i> and <i>jeder</i> , <i>wenn</i> clauses using <i>als</i> , <i>um... zu...</i> , verbs that are followed by <i>zu</i> , saying must not and don't have to				
<b>Skills</b>	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
<b>Assessment</b>	General conversation questions			Role play			90/150 word writing			Photo card			Reading and translation F-E			Listening		writing		
	40/90 word writing			Translation Fr-Eng						Translation Eng-Fr						General Conversation		reading		