



Scheme of Learning German Yr 8 Fast-track	(Likes and dislikes, giving opinions)
Learning outcomes	This is the third unit of new language for Yr 8 German, so they will be revisiting the basics, as well as covering new language and by the end of the unit have knowledge and understanding of vocabulary, grammar and phonics (Sound-symbol-correspondence) relating to likes / dislikes, giving opinions and talking about oneself.
Key Questions	<ul style="list-style-type: none"> <li>• How can I say what you and others have? (and what it is/they are like)</li> <li>• How can I talk about more than one, numbers?</li> <li>• How can I ask and state likes and dislikes?</li> <li>• How can I ask for and give views (on school life)?</li> <li>• How can I talk about myself, to and about someone else?</li> </ul>
<b>Knowledge</b> What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?	<b>Key Concepts:</b> Context: <ul style="list-style-type: none"> <li>• Saying what you and others have (and what it is/they are like)</li> <li>• Talking about more than one, numbers</li> <li>• Asking and stating your likes and dislikes</li> <li>• Asking for and giving views (on school life)</li> <li>• Talking about yourself, to and about someone else</li> </ul> Grammar: <ul style="list-style-type: none"> <li>• Essential verbs</li> <li>• To have, having – <b>HABEN</b></li> <li>• To be, being – <b>SEIN</b></li> <li>• There is, there are – <b>Es gibt</b></li> <li>• To find, finding – <b>FINDEN</b></li> <li>• Question words: <i>Wie viele?</i></li> <li>• <b>Model verb</b> – to like, liking - <b>MÖGEN</b></li> </ul> <b>Key skills:</b> <ul style="list-style-type: none"> <li>• Understanding and using phonics in listening and speaking tasks</li> </ul> <b>Key terminology:</b>



	<ul style="list-style-type: none"> <li>Vocabulary – in the Language Guide (copied and given to students, also on SharePoint) and will be available through Quizlet links and worksheets.</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>Low stakes tests</li> <li>Self-marked Do Now activities</li> <li>Use of mini whiteboards</li> <li>Questioning (targeted) during the lesson</li> <li>Quizlet links / activities (to be marked by students and stuck in books)</li> </ul>
Key Assessment	<ul style="list-style-type: none"> <li>Regular vocab tests</li> <li>Grammar tests</li> <li>Dictation at end of unit</li> <li>Translation test at end of unit</li> </ul>
Clear sequencing of content	<p>The SoL shows how language knowledge and practice can be sequenced and re-visited to support progression in the early stages of language development within a low exposure foreign language setting. We assume no or very little knowledge of the language at the start. The vocabulary introduced is targeted at the highest frequency words and this is systematically revisited and built up over the following weeks/months.</p> <p>The SoL aims to avoid introducing too much language too fast. Introducing no more than one new main grammatical function every two weeks is likely to set sufficient amount of 'desirable difficulty'. This considers the other content and practice requirements: vocabulary, phonics, and the sequencing of practice in modes and modalities that one feature needs, as well as planned revisiting of language and structures.</p>
Diversity and Inclusion	<p>Inclusion and representation are integrated into the Schemes of Work (SOW) and lesson resources breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspects of areas in which the target language is spoken.</p>
Intervention support	<p>Language guide will be copied and given to students, as well as available on SharePoint. There will also be links to Quizlet and vocabulary drills in the Language Guide.</p>
Challenge	<p>Extra practice challenges:</p> <p><a href="#">Language Gym - Home</a>  <a href="#">KS3 German - BBC Bitesize</a></p>



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