



Scheme of Learning	German Yr 8 1 st Language (Activities you have done)
Learning outcomes	This is the second year of learning for Yr 8 German, so students will be revisiting language already seen, as well as extending their knowledge, structures and learning new language. By the end of the unit they will have knowledge and understanding of vocabulary, grammar and phonics (Sound-symbol-correspondence) relating to what they did recently.
Key Questions	<ul style="list-style-type: none"> • How can I talk about the weather and seasons? • How can I talk about what I did yesterday? • How can I ask a friend what they did yesterday? • How can I talk about what someone else did yesterday? • How can I talk about the time and say what I did at certain times?
Knowledge What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?	Key Concepts: Context: <ul style="list-style-type: none"> • Talking about the weather and seasons • Saying what you did yesterday • Asking a friend what they did yesterday • Talking about what someone else did yesterday • Telling the time and talking about what you did at certain times Grammar: <ul style="list-style-type: none"> • Verb forms: wohnen, gehen, fahren, sehen, sein • Perfect tense with haben • Word order in perfect tense • Question words – Wo? Wie? Wann? Was? Key skills: <ul style="list-style-type: none"> • To participate in a conversation by being able to ask and answer questions • To read short texts • To listen to and understand short conversations • To reproduce vocabulary accurately in writing • To produce a piece of creative writing containing familiar and unfamiliar lexis



	Key terminology: <ul style="list-style-type: none"> Vocabulary lists provided in text book Logo 2, Quizlet links also available.
Ongoing Assessment	<ul style="list-style-type: none"> Low stakes tests Self-marked Do Now activities Use of mini whiteboards Questioning (targeted) during the lesson
Key Assessment	<ul style="list-style-type: none"> Regular vocab tests Grammar tests Reading and grammar test at end of unit Creative writing essay
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. 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>
Support	<p>Digital resources are available on SharePoint.</p>
Challenge	<p>Extra practice challenges:</p> <p>Language Gym - Home KS3 German - BBC Bitesize</p>