



Scheme of Learning German Yr 9 Fast-track	(Food and shopping)
Learning outcomes	This is the second year of learning for Yr. 9 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 food, meals and shopping (likes and dislikes).
Key Questions	<ul style="list-style-type: none"> • How can I talk about what I had for breakfast? • How can I talk about what I do and don't like eating? • How can I buy fruit and vegetables at the market? • How can I talk about where shops are? • How can I talk about which shops I am going to / which shops things are in?
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 what I had for breakfast • Talking about what I do and don't like eating • Buying fruit and vegetables at the market • Talking about where shops are • Talking about which shops you are going to / which shops things are in Grammar: <ul style="list-style-type: none"> • Revision of perfect tense • (nicht) gern, lieber, am liebsten • Quantities • Prepositions + dative 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



	<ul style="list-style-type: none"> To reproduce vocabulary accurately in writing To produce a piece of creative writing containing familiar and unfamiliar lexis <p>Key terminology:</p> <ul style="list-style-type: none"> Vocabulary lists are provided, Quizlet links are 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 & Listening at end of unit
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 takes into account 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>
Links to Careers	<p>Jobs that people might have in the retail sector</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>Digital resources are available on SharePoint.</p> <p>Language Gym - Home</p>
Challenge	<p>Extra practice challenges:</p>



[Language Gym - Home](#)
[KS3 German - BBC Bitesize](#)