



Scheme of Learning German Yr 8	(Descriptions)
Learning outcomes	This is the first term of a new language for Yr 8 Fast-track German, so they will be building on the basics and by the end of the unit have knowledge and understanding of more vocabulary, grammar and phonics (Sound-symbol-correspondence) relating to descriptions.
Key Questions	<ul style="list-style-type: none"> • How can I ask / say what something is? • How can I say what something is like? • How can I say what something is or is not like?
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"> • Asking and stating where something is (location) • Asking and stating what something is (existence) • Saying what something is like (description) Grammar: <ul style="list-style-type: none"> • Using definite and indefinite articles • Verbs – HABEN and SEIN • Using <i>nicht</i>, and <i>kein</i>, <i>keine</i>, <i>kein</i> for negation Key skills: <ul style="list-style-type: none"> • Understanding and using phonics in listening and speaking tasks Key terminology: <ul style="list-style-type: none"> • Vocabulary – in the Language Guide (copied and given to students, also on SharePoint) and will be available through Quizlet worksheets and links
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 • Quizlet links / activities (to be marked by students and stuck in books)
Key Assessment	<ul style="list-style-type: none"> • Regular vocab tests • Grammar tests • Dictation 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. 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>
Links to Careers	N/A
Diversity and Inclusion	<ul style="list-style-type: none"> • 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 • Stereotypes are avoided when talking about activities in the home
Intervention support	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.
Challenge	<p>Extra practice challenges:</p> <p>Language Gym - Home KS3 German - BBC Bitesize</p>