



Scheme of Learning	German Yr. 8 1 st Language (Buying tickets, talking about a trip in the past)
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 describing a recent trip.
Key Questions	<ul style="list-style-type: none"> • How can I talk about how I travelled to a place? • How can I talk about what I did on a trip with friends? • How can I buy tickets at a train station? • How can I talk about things I have lost? • How can I write an account of a holiday or trip?
Knowledge What key concepts are covered? What key skills are developed? What key terminology is learned?	Key Concepts: Context: <ul style="list-style-type: none"> • Talking about how you travelled to a place • Talking about what you and your friends did on a trip • Buying tickets at a train station • Talking about things you and other people have lost • Writing an account of a holiday or trip Grammar: <ul style="list-style-type: none"> • Perfect tense with sein and haben • Quantifiers (sehr, ziemlich) • Word order 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

NHSG Key Stage 3 Unit Overview for Yr 8 GERMAN 1st Language Term 1B



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 tests • 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. We assume very little knowledge of the language at the start.</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	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.
Support	Digital resources are available on SharePoint.
Challenge	<p>Extra practice challenges:</p> <p>Language Gym - Home</p> <p>KS3 German - BBC Bitesize</p>