



Scheme of Learning German Yr 9 1 <sup>st</sup> Language	(Talking about school)
Learning outcomes	This is the third 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 school.
Key Questions	<ul style="list-style-type: none"> <li>• How can I give opinions on school subjects?</li> <li>• How can I make comparisons?</li> <li>• How can I talk about what I am allowed to do at school?</li> <li>• How can I talk about plans for next term?</li> <li>• How can I compare my school with a German school?</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>• Giving opinions and justifications</li> <li>• Making comparisons</li> <li>• Talking about plans for next term</li> <li>• Comparing schools</li> </ul> Grammar: <ul style="list-style-type: none"> <li>• Using connectives to extend sentences</li> <li>• Word order after subordinating conjunctions</li> <li>• Using <i>dürfen</i></li> <li>• Future tense</li> </ul> <b>Key Skills:</b> <ul style="list-style-type: none"> <li>• To participate in a conversation by being able to ask and answer questions</li> <li>• To read short texts</li> <li>• To listen to and understand short conversations</li> <li>• To reproduce vocabulary accurately in writing</li> <li>• To produce a piece of creative writing containing familiar and unfamiliar lexis</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> </ul>



	<ul style="list-style-type: none"> <li>Questioning (targeted) during the lesson</li> </ul>
Key Assessment	<ul style="list-style-type: none"> <li>Regular vocab tests</li> <li>Grammar tests</li> <li>Creative writing test</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. 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	N/A
Diversity and Inclusion	<ul style="list-style-type: none"> <li>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</li> </ul>
Intervention support	<p>Logo 3 will be given to students, as well as PPTs available on Sharepoint.</p> <p><a href="#">Language Gym - Home</a></p>
Challenge	<p>Extra practice challenges:</p> <p><a href="#">Language Gym - Home</a>  <a href="#">KS3 German - BBC Bitesize</a></p>