



Scheme of Learning German Yr 9 1 st Language	(Learning about Austria, talking about a past visit)
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 activities in the past and present tenses.
Key Questions	<ul style="list-style-type: none"> • How can I talk about why people visit Austria? • How can I talk about what people can do in all weathers? • How can I talk about what people did on a visit?
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 why people visit Austria • Talking about what people can do in all weathers • Talking about what people did on a visit Grammar: <ul style="list-style-type: none"> • Present tense of fahren • Um...zu • Wenn + subordinate clause • Revision of 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
Ongoing Assessment	<ul style="list-style-type: none"> • Low stakes tests • Self-marked Do Now activities • Use of mini whiteboards



	<ul style="list-style-type: none"> • Questioning (targeted) during the lesson
Key Assessment	<ul style="list-style-type: none"> • Regular vocab tests • Grammar tests • Creative Writing test
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.</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 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"> • 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 • Specific examples of Austrian German are shown as examples of regional dialects / different words and accents between German-speaking countries
Intervention support	<p>PPTs available on SharePoint.</p> <p>Language Gym - Home</p>
Challenge	<p>Extra practice challenges:</p> <p>Language Gym - Home</p> <p>KS3 German - BBC Bitesize</p>