

## Year 8 German Curriculum Map

<b>Overview</b>	<p>During Year 8, we will be teaching topics that will enable students to start basic conversations in German to communicate with friends and family should they travel to a German speaking country. They will also be able to write paragraphs about themselves, read and decode basic information in German and understand basic questions in the target language. Finally, the cultural element of the Schemes of Work will allow students to discover other cultures and familiarise themselves with different styles of life.</p> <p>We will also be developing links with a German school so students can start writing to their pen pals in German.</p>			
<b>Year 8</b>	Autumn Term	Spring 1	Spring 2	Summer Term
<b>Topic</b>	<p><b>Hallo</b> Greetings &amp; introducing yourself Phonics Numbers German alphabet, Basic instructions and classroom language. Saying where you live Describing myself and others Asking and answering questions Talking about favourite things Talking about pets Talking about my family Talking about appearance Dates and Birthdays</p> <p>Introduction to cultural awareness* Celebrating Christmas and Christmas traditions in German speaking countries Learning about New Year celebrations in German speaking countries</p>	<p><b>Freizeit</b> Talking about sports you play Talking about leisure activities and how often you do them Giving opinions Mobile phones and technology</p>	<p><b>Schule ist klasse!</b> Talking about school subjects Talking about days and times Describing teachers What is in your classroom School rules</p>	<p><b>Gute Reise!</b> Talking about where you live Saying what there is and isn't in a town Talking about shopping Buying snacks and drinks Talking about money</p>
<b>Knowledge (Golden Questions to be learnt by all students)</b>	<p>Wie heißt du? Wie schreibt man das? Wie geht's? Wie alt bist du? Wo wohnst du?</p>	<p>Bist du sportlich? Was spielst du gern? Was spielst du nicht gern? Was machst du am Wochenende?</p>	<p>Was ist dein Lieblingsfach und warum? Was hast du am Montag? Wann beginnt/endet die Schule?</p>	<p>Was gibt es in deiner Stadt? Was möchtest du? Wieviel kostet das? Was isst du gern und warum? Was isst du nicht gern und warum?</p>

	Wie bist du? Was ist dein Lieblings.....? Hast du ein Haustier? Hast du Geschwister? Wie siehst du aus? Wann hast du Geburtstag?	Wie findest du das? Wie oft machst du das? Was ist dein Lieblingssport und warum? Was machst du am Computer?	Was darf man (nicht) machen? Was gibt es im Klassenzimmer? Wer ist dein Lieblingslehrer?	Was trinkst du gern und warum? Was trinkst du nicht gern und warum?
<b>Skills</b>	Pronunciation.  Initial development of speaking, listening and reading and writing simple sentences. Learning to use a dictionary.  Some students might be able to start writing paragraphs and understanding longer pieces of work*.  Grammar: present tense of regular verbs* <b>plus haben and sein</b> ,, basic opinions, word order, question words and asking and answering questions, pronouns, gender, definite and indefinite article, Developing speaking skills and practising role plays	Using the verb spielen with 'gern' Expressing opinions Using word order correctly Irregular present tense verbs Practising using plural forms High frequency words  Use of adjectives, connectives and intensifiers to extend and add interest to your sentences.  Consolidation of present tense, introduction to irregular verbs*	Use of opinions and reasons with 'weil' Using 'his' and 'her' Using 'man' to describe people in general Using 'es gibt' Using prepositions Using adjectives Using qualifiers and connectives Developing reading skills More irregular verbs* Telling the time	Using es gibt and kein Using ich möchte Giving opinions Role plays in a restaurant and snack bar Justified opinions Using more irregular verbs Using 'Sie' polite form with strangers

\* International links

\* Differentiation

**Assessment Scheme:** End of unit assessment every half term (Reading, Listening, Writing, Speaking and Translation).

**Step information:** The majority of students start at Step 2 and work up to Step 3M. More able students may begin working at Step 4.