

Roundwood Park School

German



Curriculum Map

Year 7, 8, 9

Skills descriptors

Listening

Speaking

Reading

Writing

Vocabulary and Grammar

Year 7 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 7 TERM 1	Kapitel 1 – Meine Welt und ich	Understanding classroom target language Using classroom target language Introducing yourself Learning how to pronounce German words Counting to 19 Giving ages Using the alphabet Saying where you live Describing your character and where you live	Listening Speaking Speaking Speaking, Vocab & Grammar Speaking Writing & Listening Speaking Reading & Listening Writing, Vocab & Grammar
		Asking and answering questions about belongings Describing yourself Assessment (2 weeks): Meine Welt und ich Assessment feedback & targets Seasonal events in German speaking countries	Speaking & Listening Writing Writing & Listening Vocab & Grammar
YEAR 7 TERM 2	Kapitel 2 – Familie und Tiere	Describing pets Talking about ‘super pets’ Talking about family members and age Describing family members	Reading Speaking & Listening Writing & Listening Vocab & Grammar
		Talking about birthdays Describing a ‘super family’ Assessment (2 weeks): Familie und Tiere Feedback and targets	Reading & Listening Speaking Speaking & Reading
YEAR 7 TERM 3	Kapitel 3 – Freizeit – juhu!	Talking about the sports you play Describing leisure activities Giving your opinion Talking about how often you do activities (word order)	Speaking, Vocab & Grammar Writing & Reading Speaking & Listening Vocab & Grammar
		Discussing mobiles and computers Understanding information about others Writing to a penfriend End of year assessment Understanding a short film in German	Reading Reading & Listening Writing, Vocab & Grammar All skills Listening

Year 8 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 8 TERM 1	Kapitel 1 – Schule ist klasse!	Describing school subjects Talking about days and times Describing teachers Talking about school facilities and rules Understanding longer texts about school Talking at length about the topic of school	Speaking & Reading Speaking, Vocab & Grammar Writing & Listening Speaking, Vocab & Grammar Reading Speaking
	Kapitel 2 – Gute Reise!	Assessment (2 weeks): Schule ist klasse Assessment feedback & targets Describing what there is/isn't in a town Saying what souvenirs you want to buy Buying snacks and drinks	Speaking & Reading Writing, Vocab & Grammar Speaking Speaking, Vocab & Grammar
YEAR 8 TERM 2		Talking about school trips Understanding longer, more varied texts on school trips Writing at length on the topic of school trips Assessment (2 weeks): Gute Reise! Feedback and targets	Speaking & Listening Reading Writing, Vocab & Grammar Writing & Reading
	Kapitel 3 – Ich liebe Ferien	Comparing places 'then' and 'now' Talking about what you did on holiday Describing how you travelled Discussing the weather Talking about holidays Describing problems on holiday	Reading & Listening Speaking, Vocab & Grammar Writing & Listening Speaking, Vocab & Grammar Speaking Reading & Writing
YEAR 8 TERM 3	Kapitel 4 – Bist du ein Medienfan?	Assessment (2 weeks): Ich liebe Ferien Feedback and targets Talking about film preferences Discussing programmes you watch Talking about your reading preferences	Writing & Reading Speaking & Listening Speaking, Vocab & Grammar Speaking
		Discussing screen time Understanding opinions and media reviews Talking about speaking different languages End of year assessment: All skills Feedback and targets Understanding and reviewing a German film	Reading & Writing Reading & Listening Speaking, Vocab & Grammar All skills Listening & Writing

Year 9 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 9 TERM 1	Kapitel 1 – Bleib gesund	Describing typical breakfasts Talking about traditional German food Understanding and using recipes Describing healthy lifestyles Understanding and responding to longer texts Describing and comparing dinner parties	Speaking & Reading Speaking & Listening Reading, Vocab & Grammar Writing, Vocab & Grammar Writing & Reading Speaking & Listening
	Kapitel 2 – Klassenreisen machen Spass!	Assessment (2 weeks): Bleib gesund Assessment feedback & targets Understanding rules Discussing daily routine Understanding and giving directions Describing a festival Learning and writing about festivals in Switzerland	Speaking & Reading Reading, Vocab & Grammar Speaking Reading & Listening Speaking, Vocab & Grammar Writing & Listening
YEAR 9 TERM 2	Kapitel 3 – Wir gehen aus	Describing a school trip/activity holiday Assessment (2 weeks): Klassenreisen machen Spass! Feedback and targets Describing clothing and style Talking about plans for a date	Writing, Vocab & Grammar Writing & Listening Writing, Vocab & Grammar Speaking & Reading
		Talking about getting ready to go out Describing how a date went Researching Fairtrade labels and creating publicity material Assessment (2 weeks): Wir gehen aus Feedback and targets	Speaking & Listening Speaking, Vocab & Grammar Writing & Reading Speaking & Reading
YEAR 9 TERM 3	Kapitel 4 – Die Umwelt	Describing weather in more detail Saying what you do to help the environment Discussing environmental problems Exploring different forms of transport Learning about an eco-city. Writing a longer piece of writing about the environment	Speaking & Reading Speaking, Vocab & Grammar Writing, Vocab & Grammar Writing & Listening Reading Writing
		End of year assessment: All skills Feedback and targets Understanding and reviewing a German film	All skills Listening & Writing

		YEAR 8		YEAR 9	
				MASTERING + Achieving above Mastering stage.	
YEAR 7		MASTERING + Achieving above Mastering stage.		MASTERING Students understand longer and more varied passages, spoken at near normal speed, which may contain some unpredictable elements, different time frames and a range of structures.	
MASTERING + Achieving above Mastering stage.		MASTERING Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.		SECURING Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.	
MASTERING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.		SECURING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.		DEVELOPING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.	
SECURING Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.		DEVELOPING Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.		ACQUIRING Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	
DEVELOPING Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.		ACQUIRING Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.			
ACQUIRING Students are capable of understanding the main points of a short spoken passage made up of a few familiar words and phrases, They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference.					

	YEAR 8	MASTERING + Achieving above Mastering stage.
YEAR 7	MASTERING + Achieving above Mastering stage.	MASTERING Students initiate and engage in longer stretches of conversation (2-3 minutes) and cope with some unpredictable questions or responses. Students try out more ambitious language and give more developed responses on a range of topics, which go beyond personal, everyday issues.
MASTERING + Achieving above Mastering stage.	MASTERING Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.	SECURING Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.
MASTERING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	SECURING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	DEVELOPING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.
SECURING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	DEVELOPING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	ACQUIRING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.
DEVELOPING Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	ACQUIRING Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	
ACQUIRING Students are capable of asking and answering simple questions on the current topic. They adapt models successfully to give own information, including simple opinions, substituting individual words. Students use several short phrases and questions in the target language to communicate in the classroom environment.		

YEAR 7		YEAR 8	YEAR 9
		MASTERING +	MASTERING +
<p>MASTERING + Achieving above Mastering stage.</p>		<p>MASTERING +</p>	<p>MASTERING</p> <p>Students understand longer, varied texts which may contain some unpredictable elements, different time frames and a range of structures. Students can translate short passages into English from any of the previously studied topics.</p>
		<p>MASTERING</p> <p>Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.</p>	<p>SECURING</p> <p>Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.</p>
<p>MASTERING</p> <p>Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.</p>	<p>SECURING</p> <p>Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.</p>	<p>DEVELOPING</p> <p>Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.</p>	
<p>SECURING</p> <p>Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.</p>	<p>DEVELOPING</p> <p>Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.</p>	<p>ACQUIRING</p> <p>Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.</p>	
<p>DEVELOPING</p> <p>Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.</p>	<p>ACQUIRING</p> <p>Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.</p>		
<p>ACQUIRING</p> <p>Students are capable of understanding the main points of a short written passage made up of a few familiar words and phrases. Given a choice of two/three options, students can pick out the correct meaning of high frequency words.</p>			

YEAR 9

<p>YEAR 7</p>		<p>YEAR 8</p>		<p>MASTERING + Achieving above Mastering stage.</p>
		<p>MASTERING + Achieving above Mastering stage.</p>	<p>MASTERING Students can write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics. The writing produced is pleasant to read as students use a range of more complex structures (perhaps with some errors) as well as accurate straightforward language. Students can also translate a paragraph from English from previous and current topics.</p>	
<p>MASTERING + Achieving above Mastering stage.</p>	<p>MASTERING Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.</p>	<p>SECURING Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.</p>		
<p>MASTERING Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.</p>	<p>SECURING Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.</p>	<p>DEVELOPING Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.</p>		
<p>SECURING Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.</p>	<p>DEVELOPING Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.</p>	<p>ACQUIRING Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.</p>		
<p>DEVELOPING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.</p>	<p>ACQUIRING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.</p>			
<p>ACQUIRING Students can write words, phrases and sometimes sentences from memory with understandable spelling. Students may be able to adapt a model by changing one element.</p>				

YEAR 9

		YEAR 8 MASTERING + Achieving above Mastering stage.	MASTERING + Achieving above Mastering stage.
YEAR 7 MASTERING + Achieving above Mastering stage.			MASTERING Students can recall and use 60 verbs, selecting and forming the correct tense with familiar and researched language, with some errors, and can form the imperative, use direct object pronouns and some conjunctions. Students can also use 150 cognate and 125 non-cognate words.
	MASTERING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	MASTERING Students can recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.	SECURING Students can recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.
	SECURING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	SECURING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	DEVELOPING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.
	DEVELOPING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.	DEVELOPING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	ACQUIRING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.
	ACQUIRING Students use definite and indefinite articles, agree adjectives for number and gender, use the most common pronouns of several regular verbs in the present tense (with a writing frame) and use approx. 20 nouns in simple sentence formation.	ACQUIRING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.	