

KS3 & KS4 German curriculum plan

AQA (KS4)



Los geht's!

Contents

Our curriculum

Threads

German curriculum explainer

Year 7 units

Year 8 units

Year 9 units

Year 10 units

Year 11 units

Threads in German

Our curriculum

All of our curricula share the same set of principles that guide our curriculum design to ensure our curricula are high-quality. They are:

Knowledge and vocabulary rich

Lessons and units are knowledge and vocabulary rich. Pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills.

Sequenced and coherent

Careful sequencing and attention to building coherence via vertical threads so that pupils build on prior knowledge and make meaningful connections.

Flexible

Our flexible curriculum enables schools to tailor our content to their curriculum and context.

Accessible

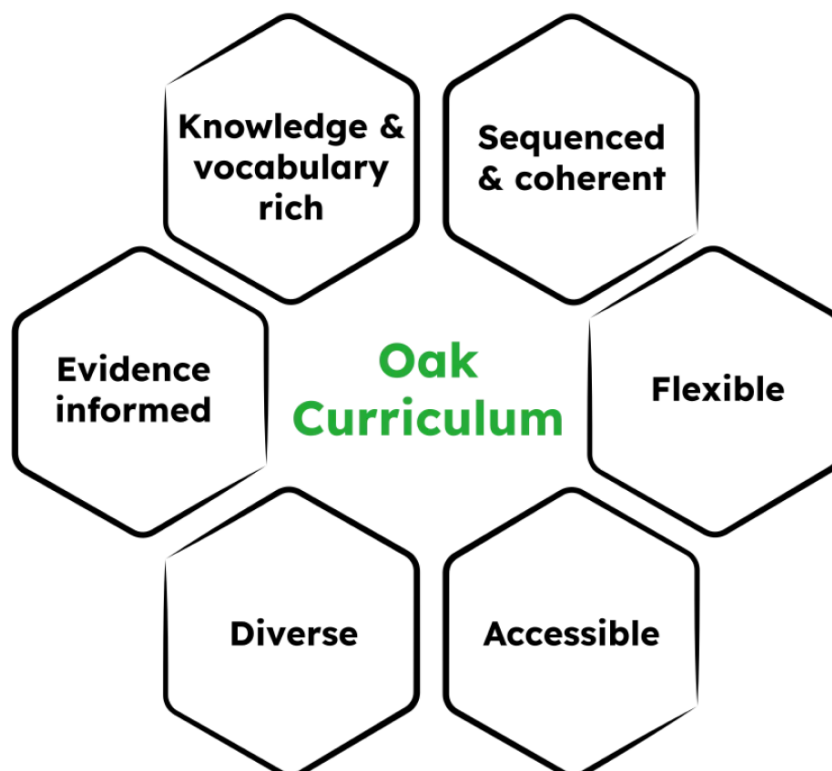
Creating an accessible curriculum that addresses the needs of all pupils and meets accessibility guidelines and requirements.

Diverse

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Evidence-informed

We take an evidence-informed approach applying the science of learning and subject-specific research.



Threads

What are threads?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

How to use threads

1. Familiarise yourself with all of the threads relating to the subject
2. Identify the unit you will be delivering
3. Review the threads associated with the unit
4. Audit where pupils have and will learn about these threads in your existing curriculum sequence.
5. Ensure you understand how the thread relating to your new unit has been framed in prior and future units
6. Review how the thread works within the unit you will be delivering
7. Teach and iterate your framing of the thread within the unit and across your curriculum sequence

Threads in subject

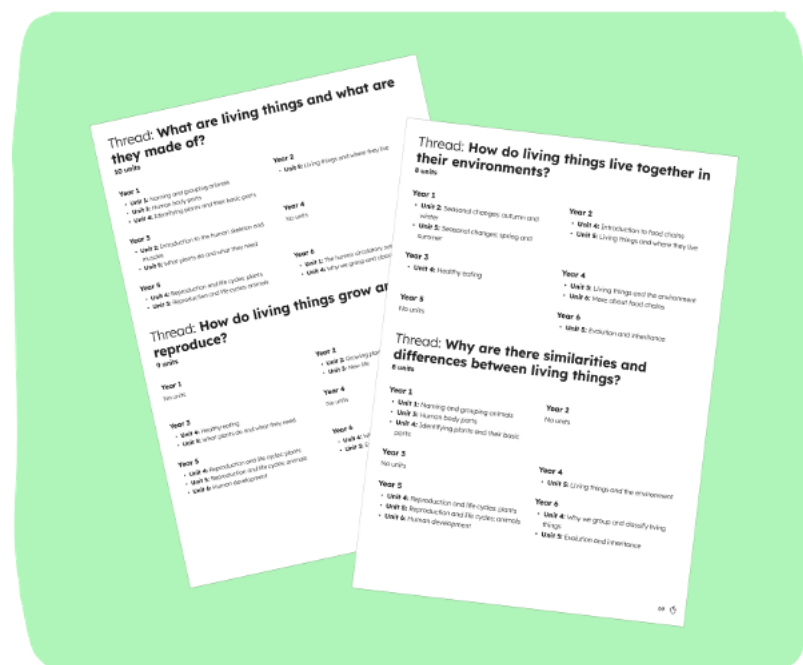
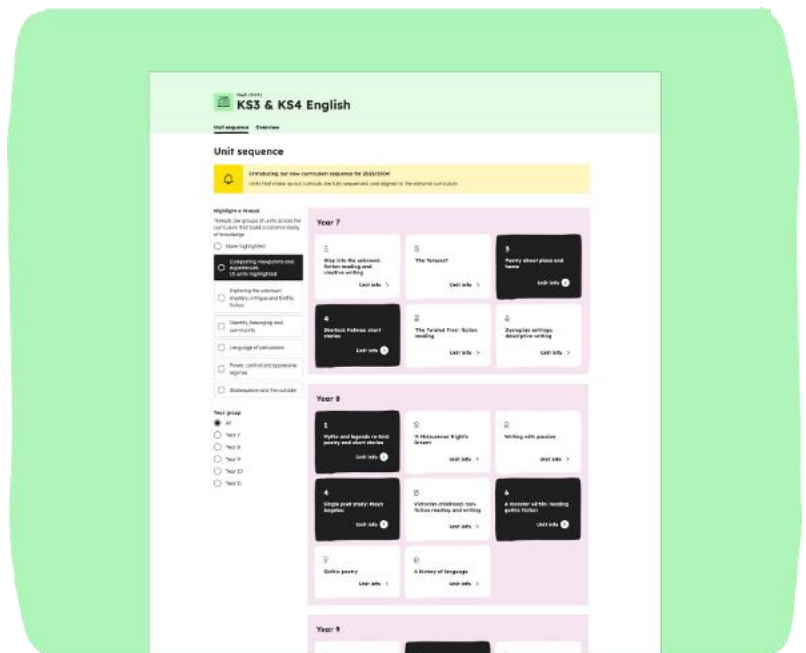
- Adjectives
- Cultural spotlight
- Derivational word patterns
- Extend written and spoken production
- Listen and respond to longer passages
- Negation
- Nouns and determiners
- Questions
- Read and respond to texts
- The future and conditional
- The past
- The present
- Use reference resources
- Verb: to be, being
- Verb: to have, having
- Word order

Tools for using threads

Online curriculum

Our interactive tool enables you to visualise how threads are sequenced across our curriculum plans.

[Go to online curriculum](#)



Threads in this document

The appendix displays the threads and their related units.

[Go to threads appendix](#)

German curriculum explainer

As our curriculum sequencing and pedagogical approach is consistent across all languages and key stages, this introduction provides examples from within our French (key stages 2-4), Spanish (key stages 2-4) and German (key stages 3 & 4) curricula.

Aims and purpose

What are the aims and purpose of our curriculum?

This curriculum enables learners to manipulate language so that they can build their own meaning, sentences and structures independently. It develops pupils to be effective communicators who can confidently use their knowledge and skills to become global citizens and lifelong linguists, with a clear understanding of language and culture.

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. Our curriculum has a focus on the most important knowledge in languages: vocabulary, phonics and grammar. These are learned and applied through practice in listening, speaking, reading and writing. We identify and map the most frequently used vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. Keywords are signalled in bold in our lesson materials to indicate their importance. They include three types:

- sound-symbol correspondences (the relationship between sounds and letters) which enable pupils to pronounce new vocabulary and recognise their written form, for example [ce]
- grammatical terms to unlock the understanding of grammar concepts, for example 'grammatical gender'
- function words which unlock the ability to build phrases and sentences, for example the Spanish conjunction 'y' meaning 'and'

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. We introduce, for example, the essential verbs 'to be' and 'to have' early in the curriculum as pupils will use them frequently so that by the time they come to talk about the past, these verbs are firmly grasped and can be applied effectively as the auxiliary verbs that form the perfect tense. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example in French, the thread 'nouns and determiners' begins with singular 'avoir' nouns in year 3, building to using the partitive article and the preposition 'de' at secondary.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level our vocabulary choices are informed by both frequency and rates of learning. Phonics sequencing follows an evidence-informed 'bang for your buck' principle of frequency and difficulty. Our approach to teaching grammar aligns with evidence that:

- explicit teaching closes the gap for less naturally analytical learners;
- providing a succinct explanation before practising a grammar feature is more effective than asking pupils to spot patterns;
- bespoke listening and reading activities contrasting pairs of grammar features and making their processing essential to task completion lead to stronger learning than traditional comprehension tasks.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their context and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that, for example, teachers can edit or add checks for understanding, adapt practice tasks to better reflect the prior knowledge of their pupils, substitute vocabulary with words more relevant to their own pupils, or add local context such as information about a partner school in another country. At key stage 4 teachers and pupils can select a pathway aligned to the most frequently used exam board specifications for GCSE French, German and Spanish: AQA or Edexcel.

Diverse

Our commitment to breadth and diversity in content, language, texts and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources. To model the diverse populations that share a common language in Spanish lessons pupils meet characters from South America as well as Europe, and in French lessons they meet characters from North Africa, Europe and the Caribbean. Our German curriculum includes characters with Turkish and Polish heritage. We also teach the differences in how languages are spoken. For example, the pronunciation of [z] and [c] in different Spanish-speaking countries.

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts and colours with good contrast. In our languages lessons we revisit vocabulary that has been previously taught and use it in different contexts to help embed it. Where appropriate, we use meaningful images to accompany vocabulary to support pupils' learning and recall.

Oak subject principles

What subject specific principles inform the design of our curriculum?

Focuses on the knowledge and skills specific to languages, including:

- **Phonics (which sound spelling correspondences); vocabulary (which words); grammar (which grammar points);**
- **Listening, speaking, reading and writing, the use of reference materials and the integration of these skills where appropriate.**

We teach phonics explicitly throughout our resources. In our learning cycles we often explain and practise sound-symbol correspondences. Both new and revisited vocabulary are listed in each lesson so the teacher can see which words are taught and when. We also carefully map grammar points to ensure regular revisiting, supported by the designation of explicit grammatical threads such as 'Adjectives' 'Verb: to be being' and 'Nouns and determiners'. Pupils practise language in each of the four skills and often use two or more skills together in a task. We teach pupils the knowledge and skills to use reference materials to support their independent learning.

Knowledge selection is based on frequency which also enables cultural enrichment and the development of a personal repertoire.

Our selection of vocabulary draws on the most frequently used words in each language. Where there are lower frequency words included they are necessary for context and are often related to the cultural context of lessons; for example in French 'le fromage' and 'le pain' which are less frequently used but are useful for cultural context. This ensures pupils have a personal repertoire which will enable them to communicate what they want to say. Likewise, we focus on the most useful grammar points, for example in German the verbs 'sein' and 'haben' are taught early in key stage 3 and revisited regularly.

Applies our sequencing principle through frequent and planned recombination and application of phonics, vocabulary and grammar in listening, speaking, reading, and writing to first develop understanding and then make independent communication possible in new and authentic contexts.

We revisit and apply vocabulary so that pupils can use it across contexts and with a range of grammatical features. For example, by key stage 4 pupils can use the near future tense to talk about their weekend plans or to discuss what time someone will wake up tomorrow morning. We recognise that we can't predict what pupils will want to say so we give them the tools to build their own sentences.

Develops pupils who have cultural curiosity and are inspired and equipped to communicate across the wider world.

Our curriculum has a rich cultural content across all three languages, inspiring pupils to engage in the world as global citizens. Our French curriculum includes learning about francophone cities across Europe, Canada and Africa; pupils study poets such as René Philombe and Mymi Doinet and they are given the knowledge to engage with historical contexts such as the history of concorde, the French revolution, and the French resistance. In our German curriculum, they learn about both German contexts (the history of Berlin, the Black Forest, Bavaria, the Black Forest, Oktoberfest) and places beyond Germany (Vienna, Switzerland and Namibia); pupils study poetry from Goethe and Brecht and the hiker Christine Thürmer. The Spanish curriculum explores places across Spain and Central and South America; pupils study authors and poets

such as Antonio Machado and Arturo Pérez Reverte, and the Guatemalan human rights activist Rigoberta Menchú.

National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

There are four aims of the national curriculum. The first is that all pupils should 'understand and respond to spoken and written language from a variety of authentic sources'. Our curriculum focuses on the most frequently used words so that pupils will understand the majority of vocabulary they encounter. They are also taught how to use reference resources to unlock new words. A diverse variety of texts including poetry are used in the curriculum to ensure that pupils are exposed to authentic material to read and understand. Audio files, recorded by native speakers, are provided so that pupils hear authentic language.

The second aim is that all pupils should 'speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving accuracy of their pronunciation and intonation'. Pupils are taught the sound-symbol correspondences so that they can pronounce the language confidently. Speaking activities give pupils regular opportunities to use language to communicate with increasing fluency. The 'Questions' thread, through which pupils are challenged to ask and answer questions, maps the progression of this important knowledge across the curriculum. Audio files of native speakers can be used by teachers and pupils to improve their spoken accuracy.

The third aim is that all pupils 'can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt'. Our curriculum offers regular opportunities to write. In the early stages pupils write shorter texts with a limited range increasing to writing at length using the wide range of grammatical structures mastered over time. For example, in early key stage 2 pupils might write a short list of things they are taking on a trip, through to key stage 4, where pupils write an extending piece discussing stereotypes

The final aim is that all pupils 'discover and develop an appreciation of a range of writing in the language studied'. Pupils encounter writing throughout the curriculum in various forms, from short bespoke sentences to poetry and literary texts, from writers such as Mymi Doinet, Goethe and Arturo Pérez Reverte.

Curriculum delivery

What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, leaving time for other activities both within and beyond the curriculum such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run up to the GCSE exams.

At key stage 2, our French and Spanish curricula are both designed to teach one weekly lesson, approximately 30 minutes long. At key stage 3 our French, Spanish and German curricula each

provide two lessons a week lasting 50 minutes to an hour. We understand that exact time dedicated to languages can vary greatly between schools due to differences in curriculum planning, resource allocation and school-specific priorities. Therefore we fully expect and encourage teachers to adapt our curriculum and resources to best suit their needs and available curriculum time.

Curriculum coherence

What are 'threads'?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps to bring to mind the visual concept of a thread weaving through the curriculum.

Our languages threads weave through both our primary and secondary curricula with a tweak to the name of a couple of threads and an additional four threads at secondary to reflect the added complexity of the language. Our threads are:

- Adjectives
- Cultural spotlight
- Derivational word patterns (secondary only)
- Listen and respond to songs and rhymes (primary) / Listen and respond to longer passages (secondary)
- Negation
- Nouns and determiners
- Questions
- Read and respond to texts
- The future and conditional (secondary only)
- The past (secondary only)
- The present
- Use reference sources
- Verb: to have, having
- Verb: to be, being
- Word order (secondary only)
- Written production (primary) / Extend written and spoken production (secondary)

Our threads have been chosen to help teachers and pupils navigate the rich tapestry of language teaching and learning. There are different types of threads in languages. Some of the threads relate to key grammatical concepts, such as the thread 'Adjectives', which maps how pupils' learning about develop knowledge and understanding of adjectives over time. Other threads, such as 'Read and respond to texts', map the progression of pupils' use of language in reading. The thread 'Use of reference materials' maps how pupils will learn to personalise their use of the language. The thread 'Cultural spotlight' highlights units which focus specifically on the people and culture of the countries where the language is spoken. Consistent threads across our primary and secondary curricula can enable more effective transition, helping pupils to bridge their knowledge and understanding from primary to secondary.

Recommendations from subject specific reports

How does our curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?

As identified by the 2016 MFL Pedagogy Review commissioned by the Teaching Schools Council and the recent Ofsted subject report for Modern Foreign Languages, our curriculum focuses on sequenced and integrated progression in the fundamental knowledge for beginner language learners: phonics, vocabulary, and grammar. As recommended, we prioritise clarity and explicitness in the presentation of new knowledge and we select vocabulary for frequency and make sure that our teaching materials contain mostly familiar words in bespoke, adapted and authentic texts.

Subject-specific needs

How does our curriculum deal with elements that arise from the specific needs of the subject?

What pedagogical approach do our languages curricula embrace?

Our curriculum is based on the principles of Language-Driven Pedagogy (LDP). These principles are language-led rather than topic-led, knowledge rich and practise based. There are three language knowledge strands: phonics, vocabulary and grammar which underpin the development of confident communication, cultural understanding and creative use of language.

How can spoken language be used when teaching the curriculum?

Hearing people speaking the language is an important part of learning languages. Our curriculum resources include audio files, hosted on the media page for each lesson, that can be played to pupils in lessons and transcripts, housed in lesson additional materials, for teachers who wish to read out the language themselves. Audio files for a lesson are collected together on the lesson media page rather than embedded links in slides so that they can be viewed together in one place and used flexibly (and for the practical reason that embedded audio links would make the slides too big to download).

How are phonics taught in the curriculum?

In our lessons at key stage 2 and early key stage 3 there is a distinct phonics learning cycle focussed on a new sound-symbol correspondence. This is signposted through an additional phonic specific learning outcome. For example, the key stage 2 lesson 'A school trip: gender, 'un', 'una', and 'tengo' has two learning outcomes: 'I can use 'tengo', 'un' and 'una' with nouns to say what belongings I have' and the phonics learning outcome, 'I can recognise and pronounce [ce]'.

Why is there no curriculum for key stage 1?

Our primary curriculum begins at key stage 2 rather than key stage 1 because that is when the statutory programme of study begins in key stage 2.

Our curriculum partner

The Cam Academy Trust is a community of schools in and near South Cambridgeshire and Huntingdon, working to secure educational excellence for all students. Their primary and secondary languages curricula are culture-rich, research-led and practice-informed, based on the core principles of language-driven pedagogy (LDP) developed under the leadership of the University of York. In this model of languages curriculum rich content gives units their contexts, whilst key language ideas drive finely sequenced progression and practice leading to confident communication.



Year 7 units

[View interactive sequence online](#) 

1

**In the classroom:
'sein', nouns, articles,
questions**

2

**Belongings: 'haben'
and articles in
accusative case**

3

**Activities in and out
of school: present
tense (singular) weak
verbs**

4

**Life at home: present
tense (singular) weak
verbs**

5

**Christmas: singular
and plural nouns**

6

**Opinions about
school: 'mögen',
'finden' and object
pronouns**

7

**Famous lives:
present tense
(singular) weak verbs**

8

**Friends and family:
weak and strong
verbs singular and
3rd person plural**

9

**Activities: time
phrases, word order,
prepositions**

10

**My family, my life:
possessive adjectives**

11

Berlin: word order

12

**Friendship: weak and
irregular verbs,
simple v. continuous**

13

**Improve your
lifestyle: modal verbs
'müssen', 'dürfen',
'wollen'**

14

**Plans and places:
future vs present
meaning for present
tense**

1. In the classroom: 'sein', nouns, articles, questions

Year 7

[Go to unit resources](#) 

Threads

- Adjectives
- Negation
- Nouns and determiners
- Questions
- The present
- Use reference resources
- Verb: to be, being

Unit description

This unit introduces core vocabulary and grammatical gender to identify and describe items in the classroom. The verb 'sein', definite and indefinite articles and key question words enable simple conversations. Pupils practise sound-symbol correspondences long and short [a] and [e], [ei] and [z]

Why this, why now?

This unit uses the familiar classroom context to introduce pupils to the key elements of German needed for simple conversations. It introduces pupils to the core concept of grammatical gender in German and allows them to build on this throughout the unit as new vocabulary is introduced. Foundations are laid for work in later units with the introduction of four question words, and pupils apply their knowledge in simple question and answer conversations.

Lessons in unit

1. Greetings and location: 'wo' and singular definite articles
2. Greetings and locating things: capital letters on German nouns
3. What is it? 'Was' and 'sagen'
4. Identifying things: 'ist', 'sein' and learning vocabulary
5. How's it going? 'Wie' and the singular indefinite articles 'ein', 'eine', 'ein'
6. What is it like? 'Ist' with adjectives
7. Describe things: 'sein' 1st and 2nd person singular, negation 'nicht' and 'kein'
8. Classroom conversations: German alphabet
9. Who, what, how and where? Forming questions, compound nouns

Prior knowledge requirements

- Pupils know what a noun is.
- Pupils know what a verb is.
- Pupils know what an adjective is.
- Pupils know what a definite article is.
- Pupils know what an indefinite article is.

2. Belongings: 'haben' and articles in accusative case

Year 7

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Negation
- Nouns and determiners
- Questions
- Verb: to have, having
- Word order

Unit description

This unit introduces pupils to the verb 'haben', and the use of the accusative case with definite and indefinite articles. Simple classroom conversations are developed using yes/no questions and negation with 'kein'. Pupils practise new sound-symbol correspondences [w] and [ie]..

Why this, why now?

This unit introduces the verb 'haben' (to have). This requires pupils to recall and consolidate their previous knowledge of gender and articles and apply it when using the accusative case with haben in statements and simple yes/no questions.

Lessons in unit

1. Who has what? 'haben' 1st, 3rd person singular, definite article 'den'
2. What people have: 'haben' singular persons, indefinite article 'einen'
3. What people have: 'haben' with definite and indefinite articles (accusative)
4. What people have: word order with yes/no questions
5. What people have: yes/no questions, negation with 'kein', 'mein/meine'

Prior knowledge requirements

- Pupils know the masculine, feminine and neuter definite articles 'der, die, das'.
- Pupils know the masculine, feminine and neuter indefinite articles 'ein, eine, ein'.
- Pupils know negation with 'nicht' plus adjective, and 'kein' plus nouns.
- Pupils know 'sein' present tense singular persons.
- Pupils know the question words 'wer', 'wo', 'was' and 'wie'.
- Pupils know the sound-symbol correspondences for long and short [a], [e], and [z].

3. Activities in and out of school: present tense (singular) weak verbs

Year 7

[Go to unit resources](#) 

Threads

- The present

Unit description

This unit introduces pupils to verb infinitives and the patterns for weak (regular) high frequency verbs in the 1st and 3rd persons singular. Pupils learn how to use them in familiar contexts at school and at home. They practise sound-symbol correspondences long and short [o] and [i].

Why this, why now?

Building on previous learning of 'being' (with the verb 'sein') and having (with 'haben') this unit will provide pupils with knowledge of verb infinitives and the formation of the present tense for weak (regular) verbs. With the new vocabulary in the unit, pupils will apply this knowledge within the familiar context of school.

Lessons in unit

1. What I do at school: infinitives, present tense 3rd person singular
2. School activities: infinitives, present tense 3rd person singular
3. At and after school: present tense (weak verbs) 1st and 3rd person singular
4. At school and at home: present tense (weak verbs) 1st and 3rd person singular

Prior knowledge requirements

- Pupils know singular forms of 'sein'.
- Pupils know singular forms of 'haben'.
- Pupils know the sound-symbol correspondences [a], [e], [ei], [z], [w] and [ie]

4. Life at home: present tense (singular) weak verbs

Year 7

[Go to unit resources](#) 

Threads

- Nouns and determiners
- Questions
- The present
- Use reference resources
- Word order

Unit description

This unit introduces pupils to verb infinitives and the patterns for weak (regular) high frequency verbs in the 1st and 3rd persons singular. Pupils learn how to use them in familiar contexts at school and at home. They practise sound-symbol correspondences long and short [o] and [i].

Why this, why now?

In this unit, pupils build on their knowledge of weak verbs and closed and open question forms. As the unit progresses, they will consolidate and apply their knowledge by building sentences from infinitives in a familiar context.

Lessons in unit

1. What you do at home: present tense (weak verbs) 1st and 2nd person singular
2. What you do at home: questions with 'wer', 'was', 'wo' and 'wie'
3. Activities at home: build sentences from infinitive verbs, word order
4. Activities at home: verb infinitives and singular persons
5. Life at home: building sentences, present tense singular
6. Narrating with nouns: singular definite articles

Prior knowledge requirements

- Pupils know the singular persons of 'haben', 'sein' and a range of weak verbs in the infinitive and singular persons.
- Pupils know the subject pronouns 'ich', 'du', and 'er/sie' meaning he/she
- Pupils know the gender of previously taught nouns.
- Pupils know singular definite articles in the nominative and accusative cases.
- Pupils know the question words 'wo', 'was', 'wer' and 'wie'.
- Pupils know the sound-symbol correspondences [a], [e], [o], [ei], [z], [w] [ie]

5. Christmas: singular and plural nouns

Year 7

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Nouns and determiners
- Questions
- The present
- Verb: to be, being
- Verb: to have, having

Unit description

This unit introduces pupils to 4 rules for forming plural nouns in German and provides opportunities for practice with the use of 'es gibt'. It will also teach pupils how to use plurals with 'sein' 3rd person plural, and 'sie' meaning 'they'. They practise sound-symbol correspondence [ü] and [ä].

Why this, why now?

In this unit, pupils consolidate their knowledge of 'sein' and 'haben' in the context of Christmas traditions and songs in German speaking countries. Throughout the unit, they will extend their ability to label and describe items with plural nouns (using 4 of the 9 German rules for plurals) and numbers. They will also extend their range of questions.

Lessons in unit

1. Christmas: definite article 'die', plurals with umlaut +e, no change -el/-en/-er
2. Christmas: 'Es gibt' with plurals, the song 'O Tannenbaum'
3. Christmas traditions: 'sein' 3rd person singular and plural, plurals - +(e)n
4. Christmas traditions: singular and plural nouns
5. Saying what something is like: subject pronouns 'er', 'sie', 'es' for 'it'
6. What you and others have and what it is like: subject pronoun 'sie' for 'they'
7. Numbers 1-12: plurals adding umlaut + -er
8. How many? Ask questions and give statements with plural nouns

Prior knowledge requirements

- Pupils know 'haben', 'sein' and a range of weak verbs in the infinitive and in singular forms.
- Pupils know the gender of pre-learned words.
- Pupils know a range of sound-symbol correspondences, including long and short vowels [a].[e]. [i], [o] and [u].
- Pupils know how to form verb-subject-object questions with question words.

6. Opinions about school: 'mögen', 'finden' and object pronouns

Year 7

[Go to unit resources](#) 

Threads

- Negation
- Questions
- The present

Unit description

This unit explores giving opinions, using 'mögen' and 'finden' with a range of adjectives, used here in the context of school. It analyses how to use the correct object pronoun for the gender of the noun it refers to, including how to distinguish 'the object pronoun 'sie' in singular and plural.

Why this, why now?

This unit continues to develop pupils' ability and language range to talk about the familiar context of school. It builds on their knowledge of weak verbs, and subject pronouns, and as the unit progresses, pupils will apply their knowledge and new vocabulary to give opinions accurately with the use of object pronouns.

Lessons in unit

1. School subjects: singular 'mögen', object pronouns 'ihn', 'sie', 'es'
2. School subjects: 'mögen' singular persons, object pronoun plural 'sie'
3. Opinions about school: singular 'finden', 'ihn', 'sie', 'es', 'sie' (plural)
4. Opinions about school: 'finden' singular persons, object pronouns

Prior knowledge requirements

- Pupils know 'es gibt' meaning 'there is' and 'there are'.
- Pupils know the present tense of weak verbs in 1st, 2nd and 3rd persons singular.
- Pupils know the meaning of a range of high frequency weak verbs.
- Pupils know the gender of a range of previously taught high frequency nouns.
- Pupils know a range of sound-symbol correspondences, including short and long vowels with and without umlauts.

7. Famous lives: present tense (singular) weak verbs

Year 7

[Go to unit resources](#) 

Threads

- Cultural spotlight
- The present

Unit description

This unit explores the manipulation of singular persons of weak verbs in question and answer forms. It also provides pupils with an important cultural insight into the lives of famous historical and present German-speaking personalities. Pupils practise the sound-symbol correspondence [er].

Why this, why now?

Pupils continue to consolidate their knowledge of present tense weak verbs in this unit whilst learning more about a range of famous German speakers, past and present. Pupils apply their knowledge in a more challenging context with extended reading, listening and writing tasks. Foundations are laid for writing and speaking tasks (interviews and conversations) in later units as pupils practise manipulating verbs between (singular) subjects in question and answer form.

Lessons in unit

1. Famous German speakers: present tense weak verbs, singular persons
2. Yourself and others: present tense questions and answers

Prior knowledge requirements

- Pupils know a range of weak verbs in the infinitive and present tense singular forms.
- Pupils know a range of high frequency nouns, adjectives and adverbs.
- Pupils know how to form verb-subject-object questions with and without question words.
- Pupils know a range of question words.
- Pupils know a range of sound-symbol correspondences, including [äu], [sch] and [sp].

8. Friends and family: weak and strong verbs singular and 3rd person plural

Year 7

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Questions
- The present
- Use reference resources

Unit description

This unit provides pupils with the knowledge to use strong verbs accurately in the present tense (singular) and to apply this knowledge alongside weak verbs in questions, answers and narration (3rd person singular and plural). Pupils practise sound-symbol correspondences [v], [au], [r] and [eu].

Why this, why now?

Building on pupils' knowledge of weak verbs in singular persons, this unit extends pupils' understanding to strong verbs in singular persons. Pupils develop their skill in understanding the key features of strong verbs, and as the unit progresses, pupils learn to apply these differences when using both weak and strong verbs in singular persons and 1st and 3rd person plural. Foundations are laid for the use of two-verb structures in later units by the introduction of the modal verb 'können' (to be able to, can)

Lessons in unit

1. What I do and what we do: present tense 1st person plural weak verbs
2. What we do together: present 1st person plural weak verbs and 'sein'
3. Can and able: singular 'können' + infinitive
4. Can and can't: singular 'können' + infinitive and negation
5. Compare lifestyles: present tense strong verbs 1st and 3rd person singular
6. Compare activities: strong verbs 1st and 3rd person singular, compound nouns
7. Ask about activities: present tense strong verbs 1st and 2nd person singular
8. What you and others do: strong verbs 1st and 2nd person singular
9. Other people's actions: singular present tense strong verbs
10. Narrate other people's actions: present tense weak and strong verbs

Prior knowledge requirements

- Pupils know a range of weak verbs in the infinitive and singular persons.
- Pupils know object pronouns ihn, sie, es (singular) and sie (plural).
- Pupils know how to form verb-subject-object questions with and without question words
- Pupils know a range of sound-symbol correspondences, including [er] stressed and unstressed, [sch] and [sp]

9. Activities: time phrases, word order, prepositions

Year 7

[Go to unit resources](#) 

Threads

- Questions
- The present
- Word order

Unit description

This unit introduces word order 2 for sentences starting with time adverbs. It contrasts word order 1 and 2 when describing what others do and when. Pupils then apply these rules to question forms. The dative case is introduced to describe location, plus sound-symbol correspondences [th] and [st].

Why this, why now?

This unit builds on pupils' prior understanding strong and weak verbs. With the introduction of new vocabulary including time adverbials, they develop their knowledge in talking about when they do things. They will explore changes in word order when using time phrases and how to apply these to both statements and questions. Later in the unit, they will learn about the use of different cases (accusative and dative) to express movement or location with 'in' and 'auf'. This lays the foundation for later units addressing movement versus location.

Lessons in unit

1. What I do and when: inversion in statements with adverbs of time
2. What others do and when: main clause word order and inversion
3. What you and others do and when: time phrases as nouns and adverbs
4. Who does what and when? 'Wann?' and inversion
5. In and into places: prepositions 'in' and 'auf' (accusative and dative)
6. Where are you and where are you going? 'In' and 'auf' (accusative and dative)

Prior knowledge requirements

- Pupils know a range of high frequency weak and strong verbs in singular persons and 1st and 3rd person plural.
- Pupils know the verb 'können' in singular persons and the two-verb rule.
- Pupils know a wide range of previously taught high frequency vocabulary and cognates.
- Pupils know a wide range of sound-symbol correspondences, including vowels and [v], [r], [eu] and [th]

10. My family, my life: possessive adjectives

Year 7

[Go to unit resources](#) 

Threads

- Adjectives
- Questions
- The present
- Word order

Unit description

This unit introduces the possessive adjectives 'mein', 'dein', 'sein' and 'ihr' in nominative and accusative forms. Pupils apply this knowledge to describe family members and, with word order 2, to narrate a day's activities. Pupils practise the sound-symbol correspondence [d] (final).

Why this, why now?

Building on pupils' prior grammatical knowledge of indefinite articles in nominative and accusative cases, this unit introduces possessive adjectives in the context of family life. Pupils will consolidate their knowledge of present tense, word order, sequencers and question formation as they ask and answer questions about their families. They will understand and produce extended responses as their increased vocabulary and more secure command of verbs and word order allow. Additionally, they will explore the cultural and lifestyle contrasts in family life of German speakers in Namibia.

Lessons in unit

1. Families: possessive adjectives 'mein', 'dein', 'sein', 'ihr' (nominative)
2. Ask about families: possessives 'mein', 'dein', 'sein', 'ihr' (nominative)
3. A day in my life: present tense, plurals and adverbs
4. A family in Namibia: possessives 'mein', 'dein', 'sein', 'ihr' (nominative)

Prior knowledge requirements

- Pupils know indefinite articles in nominative and accusative cases.
- Pupils know the subject pronouns 'ich', 'du', 'er/sie/es', 'wir' and 'sie' (plural)
- Pupils know a range of weak and strong verbs in the present tense.
- Pupils know word order 1 and word order 2 (sentences starting with time adverbials and sequencers).
- Pupils know how to form questions in the present tense.
- Pupils know a range of sound-symbol correspondences, including [th] and [st].

11. Berlin: word order

Year 7

[Go to unit resources](#) 

Threads

- The present
- Word order

Unit description

This unit introduces the concept of adverbs of time before place in German word order. Pupils apply this knowledge in both question and answer form. They extend their range of questions with 'Wie viel' and 'Wie viele' and practise the sound-symbol correspondence [ig] (final).

Why this, why now?

Developing the thread of asking and answering questions, and building on previous learning of 'es gibt', this unit introduces pupils to the concept of countable and uncountable nouns and the question structures 'wie viel' and 'wie viele'. During the unit, pupils consolidate their understanding of word order with time and place adverbs, and explore how to extend and develop their sentences with word order variations. They learn the key differences in adverb placement between German and English. Berlin gives an authentic cultural link with an introduction to the German capital.

Lessons in unit

1. What there is in different places: inversion with adverbs
2. Berlin: inversion with adverbs of time and place, and 'viel' and 'viele'

Prior knowledge requirements

- Pupils know a range of weak and strong verbs in the present tense.
- Pupils know a range of question words.
- Pupils know some highly frequent time adverbials and sequencers.
- Pupils know the use of accusative for movement and dative for location.
- Pupils know a range of sound-symbol correspondences.

12. Friendship: weak and irregular verbs, simple v. continuous

Year 7

[Go to unit resources](#) 

Threads

- Questions
- The present
- Word order

Unit description

This unit deepens pupils' knowledge of their verb lexicon. It consolidates their understanding of the English present simple and present continuous to translate the German present tense, with practice in both question and statement forms. Pupils practise the sound-symbol correspondence [ɪ]

Why this, why now?

This unit continues to develop pupils' understanding and accurate use of weak and strong verbs and the reuse of known vocabulary, this time in the context of friendship. It consolidates the essential knowledge of the verbs 'sein' and 'haben' and the key linguistic differences between the German present tense and the English present simple and present continuous. It requires pupils to consolidate their previously taught knowledge of word order and question formation as they apply it to conversations about building new friendships.

Lessons in unit

1. Talking with friends: 'haben' and 'sein'
2. Talking with friends: questions, simple present and present continuous

Prior knowledge requirements

- Pupils know a range of high frequency weak and strong verbs in the present tense singular forms and plural 'wir' and 'sie'.
- Pupils know the verbs sein and haben in the present tense singular forms and plural 'wir' and 'sie'.
- Pupils know how to form closed (yes/no) questions and open (information) questions with a question word.
- Pupils know a range of sound-symbol correspondences.

13. Improve your lifestyle: modal verbs 'müssen', 'dürfen', 'wollen'

Year 7

[Go to unit resources](#) 

Threads

- Questions
- The present

Unit description

This unit extends pupils' knowledge of two-verb structures with 'können' with the introduction of 3 new modal verbs. It teaches pupils how to use these in practical general situations, using the pronoun 'man' and the determiner 'jeder'. Pupils consolidate a range of sound-symbol correspondences.

Why this, why now?

Building on the foundations laid for two-verb structures in earlier units with 'können', this unit requires pupils to apply their knowledge with three more modal verbs and new high frequency vocabulary in the context of a healthy lifestyle. They will then move on to develop their understanding and use of the pronoun 'man' and the use of modal verbs in everyday social interactions.

Lessons in unit

1. Improve your lifestyle: modal verbs 'müssen', 'dürfen', 'wollen' + infinitive
2. Improve your lifestyle: modal 2-verb structures and pronoun 'man'
3. Rules of a game: modal verbs, 'jeder', 'jede', 'jedes', conversational words
4. Rules of a game: modal verbs, 'jeder', 'jede', 'jedes', dictogloss skills

Prior knowledge requirements

- Pupils know a range of weak and strong verbs in the infinitive.
- Pupils know the two verb rule (modal verb with an infinitive at the end of a sentence).
- Pupils know the determiner 'jed-', meaning each or every.
- Pupils know a range of sound-symbol correspondences.
- Pupils know a range of previously taught high-frequency vocabulary.

14. Plans and places: future vs present meaning for present tense

Year 7

[Go to unit resources](#) 

Threads

- The present

Unit description

This unit provides pupils with the opportunity to apply their knowledge of verbs in the present tense and time adverbials to communicate future intention. Pupils learn to distinguish between 'zu' and 'nach' for destinations and apply them accurately with the dative case.

Why this, why now?

Pupils will already know the present tense of German weak and strong verbs covered so far. In this unit, they will consolidate this and develop their understanding of how the present tense can convey future meaning with the use of time adverbials. They will learn how to revisit and exploit their high frequency vocabulary knowledge in learning how to plan for future activities, with dates and destinations, all set in the context of well-known German, Austrian and Swiss cities.

Lessons in unit

1. Summer plans: present tense (future meaning) 1st person, 'nächst-'
2. Summer plans: contrasting uses of the present tense, 'nächst-'
3. Where people go: 'zu' vs 'nach', present tense (future meaning)
4. Make plans: present tense (future meaning), numbers 13-31, dates
5. Poems: prepositions 'in' and 'auf' (accusative and dative)
6. Poems: plural nouns, responding to a poem

Prior knowledge requirements

- Pupils know a range of high-frequency vocabulary and cognates.
- Pupils know a range of high-frequency weak and strong verbs.
- Pupils know the numbers 1-12.
- Pupils know the use of the accusative case for movement into and the dative case for location in places.
- Pupils know most of the German sound-symbol correspondences, including [j], and final [d] and [ig].

Year 8 units

[View interactive sequence online](#) 

1

Holidays: present and past, perfect tense with 'haben'

2

An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases

3

Who am I? Adjective agreement, 'weil' and 'denn'

4

Berlin: numbers and time

5

Past journeys: perfect tense with 'sein'

6

Likes and dislikes: adverb 'gern'

7

A party: separable verbs

8

Family and friends: verbs with indirect objects

9

New experiences: perfect tense with haben and sein

10

Then and now: imperfect tense and comparatives

11

What we like and prefer doing: separable verbs, 'gern' and 'lieber'

12

Last year or this year: present and perfect tenses

13

In the news: 'an' vs 'auf' (accusative, dative), 'gegen'

14

Making plans: present and future tenses

15

New home: adjective endings in nominative, accusative and dative

16

Past events: perfect and imperfect tenses, adjective agreement and comparatives

17

Erlkönig (Johann Wolfgang von Goethe): read and respond to a poem

18

My plans: future tense

1. Holidays: present and past, perfect tense with 'haben'

Year 8

[Go to unit resources](#) 

Threads

- The past
- The present
- Verb: to have, having

Unit description

This unit provides pupils with the knowledge to form the German perfect tense with 'haben' and past participles for weak and some strong verbs. Pupils learn how to form questions in the perfect tense and two options for translating the German perfect tense into English.

Why this, why now?

This unit introduces the German perfect tense of weak verbs with 'haben'. Pupils already know the present tense of 'haben', weak and some strong verbs in singular and 1st and 3rd person plural forms. Pupils apply their new and existing knowledge to use weak and some strong past participles in the perfect tense with 'haben', in the context of a German holiday resort, 'der Bodensee' (Lake Constance). During the unit, pupils draw on previous knowledge of word order, sequencers and question forms to ask questions and produce extended sequences to describe past and present holidays.

Lessons in unit

1. This summer: present vs past, perfect tense weak verbs 1st person singular
2. This summer: perfect tense weak verbs 1st person singular, 'in' (dative)
3. Last summer: perfect tense weak and strong verbs, 1st and 3rd persons singular
4. Last summer: singular perfect tense with weak and some strong verbs

Prior knowledge requirements

- Pupils know the sound-symbol correspondences [ei] [ie].
- Pupils know the present tense of 'haben'.
- Pupils know the present tense 1st person singular of weak verbs.
- Pupils know a range of weak verbs.

2. An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases

Year 8

[Go to unit resources](#) 

Threads

- Nouns and determiners
- Questions
- The present
- Verb: to be, being
- Verb: to have, having

Unit description

This unit explores the use of the formal 'Sie' (you) vs the informal 'du'. It equips pupils with the knowledge to structure richer sentences, using infinitive clauses with 'zu', and how to apply their previous knowledge of question forms, gender and cases to add new words to their vocabulary.

Why this, why now?

This unit draws on pupils' prior knowledge of 'haben' and 'sein' and subject pronouns (singular and plural wir and sie (they)). Pupils build on this as they learn the formal 'Sie' (you) vs the informal 'du' within the context of an exchange visit to a German speaking family.. Pupils also learn additional colloquial expressions with haben used frequently in the context of home life. Previous learning of core question forms, and the alphabet is reactivated, as pupils apply this in a realistic context to find out the meaning of unknown words.

Lessons in unit

1. An exchange: present 'haben' and 'sein', 'Sie' (formal) vs 'du'
2. An exchange: 'haben' and 'sein', 'Sie' vs 'du', infinitive clauses with 'zu'
3. Ask the meaning of unknown words: nouns, gender, articles, nominative case
4. Ask for spelling: the alphabet, nouns, articles and the accusative case

Prior knowledge requirements

- Pupils know the singular personal pronouns and the plural 'wir' and 'sie'
- Pupils know the present tense of 'sein' and 'haben' and of a range of weak and strong verbs.
- Pupils know a range of high-frequency nouns, their genders and the use of nominative and accusative cases.
- Pupils know the German alphabet.
- Pupils know most German sound-symbol correspondences.

3. Who am I? Adjective agreement, 'weil' and 'denn'

Year 8

[Go to unit resources](#) 

Threads

- Adjectives
- Nouns and determiners
- Read and respond to texts
- The present
- Word order

Unit description

This unit introduces prenominal adjective agreement in nominative and accusative cases. It equips pupils with the knowledge to describe themselves and others in more detail. It will also analyse how to vary giving reasons with 'denn' (word order 1) or 'weil' (word order 3).

Why this, why now?

Building on pupils' prior knowledge and frequent revisiting of nouns and articles in the nominative and accusative cases, this unit introduces (prenominal) adjective agreement. Pupils learn to apply this knowledge in descriptions of themselves and others. Drawing on previously taught grammar on word order 1 and verbs of opinion (mögen, finden), pupils extend their descriptions of themselves by adding reasons with the conjunction 'denn', and 'weil' with word order 3. Pupils explore and adapt an authentic text to express personal likes and dislikes more creatively.

Lessons in unit

1. Things I like: nominative adjective agreement, definite and indefinite articles
2. What makes me happy: adjective agreement, read and respond to a poem in writing
3. Appearance: adjective agreement (accusative)
4. Describe others: adjective agreement (accusative), female person nouns with -in
5. Explain likes and dislikes: 'weil' vs 'denn', word order after 'weil'
6. Opinions and reasons: 'weil' vs 'denn', word order after 'weil'

Prior knowledge requirements

- Pupils know definite and indefinite articles in the nominative and accusative cases.
- Pupils know the verb 'mögen' with a noun to express an opinion.
- Pupils know a range of high frequency nouns and adjectives.

4. Berlin: numbers and time

Year 8

[Go to unit resources](#) 

Threads

- Read and respond to texts
- The past
- The present

Unit description

This unit develops pupils' knowledge of strong verbs in the present tense with the introduction of stem changes e-i and a-ä. It will introduce larger numbers (32-100). Pupils will practise telling the time using the perfect tense in the 'ich' and 'wir' form.

Why this, why now?

This unit deepens pupils' prior knowledge of strong verbs in the present tense, and the perfect tense with haben with new vocabulary and a richer verb lexicon. Object pronouns are revisited and knowledge deepened with the addition of 'mich' and 'dich'. Pupils expand their use of the perfect tense adding the first person plural. Pupils build their knowledge of number formation (32-100) in a rich context of authentic German articles on the environment. Telling the time is introduced and pupils practise this in the core thread of asking and answering questions.

Lessons in unit

1. In Berlin and beyond: numbers 32-100, present tense of strong verbs
2. Berlin in numbers: numbers 32-100, direct object pronouns 'mich' and 'dich'
3. In Berlin: present and past, 1st person singular and plural, 'von' + dative
4. In Berlin: present and past, 1st person singular and plural, 'um...Uhr' for time

Prior knowledge requirements

- Pupils know a range of strong verbs in the present tense (ich, du, er/sie/es, wir, sie (they and Sie (you)))
- Pupils know the direct object pronouns ihn, sie and es.
- Pupils know the numbers 1 - 31.
- Pupils know the German perfect tense of weak verbs with haben in singular persons.
- Pupils know word order 2 in sentences beginning with time adverbials.

5. Past journeys: perfect tense with 'sein'

Year 8

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Questions
- The past
- The present
- Verb: to be, being
- Word order

Unit description

This unit introduces the German perfect tense with 'sein' for verbs of movement, practising it in contrast to the perfect tense with 'haben' in singular forms. 'Mit' is introduced with modes of transport allowing pupils to practise word order manner before place.

Why this, why now?

Pupils continue to develop their understanding of the perfect tense in German, as this unit introduces the contrast between verbs using haben and those verbs mostly of movement to a destination which use 'sein' plus past participle. Modes of transport are introduced with the preposition 'mit' (dative). Pupils extend their knowledge of word order with manner before place. Previous knowledge of prepositions is reactivated and practised with 'mit' and 'durch'. The unit context is a traditional German school trip to the popular Black Forest.

Lessons in unit

1. Where I went: singular perfect tense 'sein' vs 'haben', 'mit' + dative
2. Where did you go? How did you travel? Word order, manner before place
3. The Black Forest: singular perfect tense with 'haben' and 'sein', 'durch'
4. The Black Forest: prepositions, perfect tense questions

Prior knowledge requirements

- Pupils know the German perfect tense of weak and some strong verbs with haben plus past participle.
- Pupils know most German sound-symbol correspondences, including [ai], and hard and soft [ch].
- Pupils know the verb 'sein' in the present tense (ich, du, er/sie/es, wir, sie, Sie).

6. Likes and dislikes: adverb 'gern'

Year 8

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Negation
- Questions
- The present
- Word order

Unit description

This unit introduces the adverb of manner 'gern', practising it in questions with 'welch-' and in giving opinion answers. The unit revisits word order 1 and 2 and negation with nicht.

Why this, why now?

Refreshing pupils' knowledge of the present tense and giving opinions, this unit extends pupils' ability to express likes and dislikes using 'gern', an adverb of manner.

Knowledge of word order and negation is reactivated and practised in question and answer form. Cultural context is provided with an introduction to Vienna.

Lessons in unit

1. Things you like to do: adverb 'gern'
2. Favourite activities: questions with 'welch-', answers with 'gern'
3. Favourite activities in Vienna: present tense, 'gern', inversion
4. In Vienna: present tense, negation with 'nicht'; question forming

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs in all persons except 2nd person plural.
- Pupils know how to form questions with and without question words.
- Pupils know and can use word order 1 and 2 in sentences.
- Pupils know and can use word order 1 and 2 in sentences.

7. A party: separable verbs

Year 8

[Go to unit resources](#) 

Threads

- The present

Unit description

This unit introduces separable verbs, teaching pupils how to manipulate these in sentences in short form and infinitive, with two verb structures and with 'nicht'. Word order 1 and 3 are revisited with the conjunctions 'denn' and 'während'. Pupils learn to distinguish placement and position verbs.

Why this, why now?

This unit introduces separable verbs in the previously taught present tense in the context of a party. Pupils learn the structure of separable verbs in standard sentences, and as an infinitive in two-verb structures. Previous knowledge of word order in negation is revisited with separable verbs. Cultural context features with the international hot air balloon festival in Switzerland. Pupils also revisit their knowledge of movement vs location by revisiting accusative and dative with the richer vocabulary of high frequency German variations of the verb 'to put'.

Lessons in unit

1. Party plans: separable verbs in the present tense
2. Party plans: separable verbs, placement and position verbs, 'während'

Prior knowledge requirements

- Pupils know weak and strong verbs in the present tense in all persons except 2nd person plural.
- Pupils know word order 1 with 'denn' and word order 3 with 'weil'.
- Pupils know two-verb structures, for example modal verbs with an infinitive at the end of the sentence.
- Pupils know negation with 'nicht'.

8. Family and friends: verbs with indirect objects

Year 8

[Go to unit resources](#) 

Threads

- The present
- Word order

Unit description

This unit introduces verbs with indirect objects in familiar contexts involving family and friends. Pupils apply this in terms of exchanging gifts, and giving a range of opinions using verbs such as 'gefallen'. Word order 2 and 3 are revisited as pupils give opinions with or without 'dass'.

Why this, why now?

Developing the thread of giving opinions, pupils learn the concept of verbs with indirect objects within the context of exchanging gifts. Accusative and dative are revisited with the prepositions 'für' and 'von'. Pupils build knowledge and confidence in giving opinions and reasons with a broader range of opinion verbs, and revisiting word order 3 with verbs with 'weil' and 'dass'. Pupils apply this knowledge in a range of familiar contexts.

Lessons in unit

1. Exchange gifts: verbs with indirect objects
2. Exchange gifts: 'von' and 'für', possessive adjectives (accusative and dative)
3. Opinions: verbs with indirect objects
4. Thoughts and opinions: opinion verbs with 'dass', word order

Prior knowledge requirements

- Pupils know a range of weak and strong verbs in the present tense.
- Pupils know the proposition 'von' with the dative case.
- Pupils know verbs of opinion, for example 'denken' and 'glauben'.
- Pupils know word order 3 used with 'weil'.
- Pupils know all the German sound-symbol correspondences apart from [pf] and [kn]

9. New experiences: perfect tense with haben and sein

Year 8

Threads

- The past
- Verb: to be, being
- Verb: to have, having

Unit description

This unit revisits the perfect tense with both haben and sein, as well as a range of sound-symbol correspondences. Within the context of new experiences, pupils can apply this to school, home or travel experiences.

Why this, why now?

Building on prior knowledge of the perfect tense or weak and strong verbs with haben and sein, and the use of prepositions 'in' and 'auf' with accusative and dative, pupils apply their knowledge and growing high frequency vocabulary knowledge in a school context. Cultural context is also provided as the knowledge is applied in a tourist/cultural visit to Salzburg, Austria.

Lessons in unit

1. Narrate a new experience: perfect tense with 'haben'
2. A new experience: perfect tense with 'haben' and 'sein', 'in' and 'auf'

Prior knowledge requirements

- Pupils know the perfect tense of weak and strong verbs with haben and sein.
- Pupils know all the German sound-symbol correspondences.
- Pupils know a good range of previously taught high-frequency vocabulary.

10. Then and now: imperfect tense and comparatives

Year 8

Threads

- Adjectives
- Cultural spotlight
- Listen and respond to longer passages
- Read and respond to texts
- The past
- The present
- Verb: to be, being

Unit description

This unit introduces the imperfect tense forms *war*, *hatte*, and *es gab* to compare places and experience in the past and present. The comparative is also introduced, and adjective endings revisited.

Why this, why now?

Building on existing knowledge of the present tense of *sein* and *haben*, and '*es gibt*', this unit introduces the imperfect tense forms '*war*', '*hatte*' and '*es gab*'. Pupils practise these in the context of describing experiences then and now. The unit enriches cultural knowledge of Austria, including Innsbruck and Vienna, as well as Switzerland (through phonics practice) and Germany. Pupils can then apply their knowledge creatively through their own song lyrics for a German pop song.

Lessons in unit

1. Places and people now or then?
Imperfect tense: *war*, *hatte*, *gab*
2. What was it like then? imperfect tense:
war, *hatte*, *gab*, '*damals*' and '*früher*'
3. Then and now: the comparative
4. Then and now: the comparative , '*früher*'
with the perfect tense
5. Then and now: comparatives and plurals
6. How it is and used to be: Read, listen
and respond to a song in writing

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs, singular persons and '*wir*'.
- Pupils know the past (perfect) tense of weak and strong verbs, singular persons and '*wir*'.
- Pupils know prenominal adjective agreement with the indefinite article in the nominative and accusative.
- Pupils know and can use word order 2 with sentences beginning with time adverbials.

11. What we like and prefer doing: separable verbs, 'gern' and 'lieber'

Year 8

Threads

- The present

Unit description

This unit revisits adverbs, such as 'gut' 'schnell' and 'gern', and introduces the adverb 'lieber'. It extends knowledge of separable verbs for the plural forms 'wir' and 'sie'.

Why this, why now?

Building on and extending pupils' knowledge of comparatives and their ability to express opinions using 'gern', this unit introduces 'lieber' so that pupils can ask and answer questions on likes and preferences. Pupils practise this receptively and in role plays and also revisit and extend their knowledge of separable verbs. Later in the unit, they revisit infinitive clauses with 'statt...zu' as well as word order 1 and 3 with 'denn' and 'weil'.

Lessons in unit

1. Everyday experiences: present tense separable verbs in present tense, 'gern'
2. Everyday experiences: present tense separable verbs, questions
3. What I and others prefer to do: 'gern' and 'lieber' with present tense
4. What we prefer to do: 'statt + zu' and infinitive clauses

Prior knowledge requirements

- Pupils know the present tense, singular persons, of separable verbs.
- Pupils know and can use the adverb 'gern' as well as other high-frequency adverbs.
- Pupils know how to use word order 1 with 'denn' and word order 4 with 'weil'.
- Pupils know a range of question words and how to form questions with or without question words.

12. Last year or this year: present and perfect tenses

Year 8

Threads

- Adjectives
- The past
- The present

Unit description

This unit revisits past and present tenses in familiar contexts including school. Pupils ask and answer questions in present and perfect tenses. with the use of 'seit' plus present tense contrasting with 'vor' ago, pupils can talk about what they do, since when and for how long.

Why this, why now?

Pupils already know the present and perfect tenses of a range of weak and strong verbs with haben and sein. They will practise this with an extended verb lexicon/vocabulary as well as with possessive adjectives 'unser' and 'ihr' (their) and pronouns 'uns' and 'ihnen'. Pupils practise this in a range of receptive, speaking and translation tasks in the contextual setting of schools in Germany.. When contrasting past and current actions, pupils will be able to say what they have done and for how long.

Lessons in unit

1. Compare school experiences: possessive adjectives 'unser' and 'ihr'
2. English and German schools: pronouns 'uns' and 'ihnen'
3. Since when? 'seit' with dative and present tense
4. Since when and for how long? 'seit' with present, 'vor' with perfect tense

Prior knowledge requirements

- Pupils know possessive adjectives 'mein, dein, sein, ihr'.
- Pupils know the present and past (perfect) of weak and strong verbs in all persons (except 2nd person plural).
- Pupils know singular object and indirect pronouns 'mich, dich, ihn and sie.
- Pupils know some verbs taking indirect objects and singular indirect object pronouns.

13. In the news: 'an' vs 'auf' (accusative, dative), 'gegen'

Year 8

Threads

- Adjectives
- Cultural spotlight
- Read and respond to texts
- Use reference resources

Unit description

Using semi-authentic news articles, this unit introduces known and some new vocabulary in different contexts. Pupils also practise the use of the accusative and dative cases to communicate movement and location with 'an' and 'auf'.

Why this, why now?

Pupils' knowledge of present and past tenses is consolidated here as this unit uses two semi-authentic non-fiction texts. These demonstrate the use of high frequency vocabulary in different contexts and give pupils an opportunity to deepen their understanding and give opinions and points of view about German laws. Existing knowledge of prepositions with different cases to represent movement or location is also deepened.

Lessons in unit

1. News article: 'an' vs 'auf' (accusative and dative)
2. News article: 'gegen'

Prior knowledge requirements

- Pupils know the present tense for weak and strong verbs in all persons except 2nd person plural.
- Pupils know how to use the accusative for movement into and the dative for location in a place with prepositions like 'in'.

14. Making plans: present and future tenses

Year 8

Threads

- Questions
- The future and conditional
- The present
- Word order

Unit description

This unit revisits and consolidates the present tense, including modal verbs and two-verb structures before introducing the future tense in singular persons. It also addresses the distinction between the German 'ich will' vs the English 'I want to'.

Why this, why now?

This unit initially revisits pupils' knowledge of the present tense to communicate future meaning with the use of time phrases and enables pupils to describe and write their plans for the week. Pupils then refresh their knowledge of modal verbs and two-verb structures, revisiting known verbs and introducing 'sollen', as they examine who should do what. Later in the unit, the future tense is introduced in singular persons, as pupils use the new tense for future weekend plans. Cultural context is consolidated with further references to the Bodensee.

Lessons in unit

1. Plans for this weekend: present tense (future meaning), nach vs zu (dative)
2. Plans for the week ahead: modal verbs in present tense (future meaning)
3. Who should do what? meanings of 'sollen', 'müssen', 'dürfen'
4. Who is supposed to do what? modal verbs, 2 verb structures, question words
5. What you want to and will do: future tense singular (will) vs 'will' (want to)
6. Future plans: future tense 'werden' + infinitive, vs 'planen' + zu + infinitive

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs in all persons except 2nd person plural.
- Pupils know the modal verbs können, müssen, dürfen and wollen in singular persons.
- Pupils know the 2nd verb rule with modal verbs.
- Pupils know word order 1 with 'denn' and word order 3 with 'weil'.
- Pupils know infinitive clauses with 'zu'.
- Pupils know high frequency question words.

15. New home: adjective endings in nominative, accusative and dative

Year 8

Threads

- Adjectives
- The present

Unit description

This unit revisits and extends knowledge of adjective endings with definite and indefinite articles. As pupils describe their new house and neighbours, they revisit word order, manipulating sentence starts with time, manner or place in order to emphasise ideas.

Why this, why now?

A core thread of asking and answering questions with greater detail is explored here as pupils extend their knowledge of adjective endings with definite and indefinite articles in the nominative and accusative, and the dative with 'aus' and 'mit'. Word order knowledge is deepened as pupils learn how to vary the word order for emphasis. Pupils apply their knowledge in describing attributes in more detail, as they describe a new house and new neighbours. Cultural detail is provided through the common feature of multi-generation houses in Germany.

Lessons in unit

1. A house move: adjective endings with definite articles (accusative)
2. A new home: adjective endings with definite articles (nominative and accusative)
3. A new home: adjective endings with definite and indefinite articles (dative)
4. A new neighbourhood: dative adjectives with definite and indefinite articles

Prior knowledge requirements

- Pupils know word order 2, with options for time, manner or place at the start of the sentence.
- Pupils know adjective endings with indefinite articles in nominative and accusative cases.

16. Past events: perfect and imperfect tenses, adjective agreement and comparatives

Year 8

Threads

- Questions
- The past

Unit description

This unit revisits the perfect and imperfect tenses, as well as word order 1 and 3. Pupils also revisit numbers and dates, including ordinal numbers and practise telling the time more precisely as they describe and narrate past events.

Why this, why now?

Learning from a number of previous units is consolidated here including the imperfect and perfect tenses. Pupils extend and deepen their knowledge of word order, vocabulary and adjective endings with longer descriptions of a place they know well and narrating what they saw and did at an event. Numbers and telling the time are revisited and towards the end of the unit, pupils practise their knowledge with a picture description and preparing questions for an interview. The island of Sylt provides cultural context, as well local greetings in Germany, Switzerland and Austria.

Lessons in unit

1. What you did when: perfect tense, telling the time: half past the hour
2. Where you went and where you were: 'in', 'an' 'auf', time with 'vor' and 'nach'
3. A music festival: perfect and imperfect, adjective endings and comparatives
4. A music festival: perfect and imperfect tenses, question forming

Prior knowledge requirements

- Pupils know the German perfect tense with haben and sein, with 3 forms of 'you' - du, Sie, man.
- Pupils know how to form questions in the perfect tense.
- Pupils know the imperfect tense (war, hatte, es gab).
- Pupils know numbers and dates.
- Pupils know comparatives.

17. Erlkönig (Johann Wolfgang von Goethe): read and respond to a poem

Year 8

Threads

- Cultural spotlight
- Listen and respond to longer passages
- Read and respond to texts

Unit description

In this unit, pupils read and respond to a famous German poem, understanding how known and some new high frequency vocabulary can make extended literary texts accessible and rewarding.

Why this, why now?

In this unit, pupils consolidate existing and learn new high frequency vocabulary in the context of a famous German poem. They then apply this vocabulary to describe their reaction to the poem, deepen their knowledge of definite and indefinite articles, and develop confidence in extended reading.

Lessons in unit

1. Erlkönig (Johann Wolfgang von Goethe): develop understanding
2. Erlkönig (Johann Wolfgang von Goethe): respond to a poem in speaking and writing

Prior knowledge requirements

- Pupils know definite and indefinite articles in nominative, accusative and dative cases.
- Pupils know rules for forming noun plurals.
- Pupils know all the German sound-symbol correspondences.
- Pupils know how to use some reference resources to help with the meaning of new words.

18. My plans: future tense

Year 8

Threads

- Cultural spotlight
- Read and respond to texts
- The future and conditional
- Word order

Unit description

This unit revisits a range of learning from previous units, principally the future tense and two verb structures, and infinitive clauses with 'zu'. Pronouns are revisited as well as word order 3 with 'wenn'.

Why this, why now?

In this unit, pupils consolidate their knowledge of the future tense and the two-verb rule, with further practice in question formation and word order changes. They learn how to add detail to their descriptions, using the conjunction 'wenn', and word order 3. Pronouns (subject, direct and indirect objects) are revisited as pupils talk about the things that are important to them for their future. Authentic adapted texts are used, building pupils' confidence from earlier units in their ability to tackle more complex texts with a secure knowledge of high frequency vocabulary.

Lessons in unit

1. Future plans: present tense vs future meaning, future tense with 'werden'
2. Future plans: 'zu' + infinitive, 'werden' + infinitive
3. Dreams and future goals: 'wenn' + word order
4. A dream career: read and respond to a text 'aus' vs 'von' (from)
5. What is important to you? revisit subject and object pronouns
6. Ten tips for a happy life: read and respond to a text

Prior knowledge requirements

- Pupils know the future tense in singular persons.
- Pupils know the 2nd verb rule.
- Pupils know and can use infinitive clauses with 'zu'.
- Pupils can ask verb-subject-object questions with and without question words.
- Pupils know subject, object and indirect object pronouns.

Year 9 units

[View interactive sequence online](#) 

1

Modern lives and tall tales: present tense

2

Everyday culture: present tense weak and strong verbs

3

Past lives: perfect and imperfect tenses

4

Desires, plans and priorities: 'möcht-' future and use of infinitive

5

Ordinary routines and special events: reflexive verbs

6

New Year's resolutions: future tense

7

Family experiences: relative clauses

8

Past lives and experiences: imperfect modal verbs

9

Ambitions and destinations: mögen' 'möcht-' past tenses

10

Positive experiences: word order and prepositions

11

School exchange: verbs with prepositions

12

What makes us happy? Authentic texts

13

The environment: verbs of opinion

14

Places and projects: imperfect modal verbs

15

Narrating a story: imperfect tense

16

**Past ambitions and
future goals: past,
present and word
order**

1. Modern lives and tall tales: present tense

Year 9

Threads

- Cultural spotlight
- Extend written and spoken production
- Questions
- The present
- Word order

Unit description

This unit revisits previously known vocabulary and the present tense in new contexts. . The 2nd person plural 'ihr' (informal) is introduced for weak verbs and the contrasts between du and 'Sie' (formal) consolidated.

Why this, why now?

This unit reactivates prior knowledge of known vocabulary and the present tense. Pupils consolidate their understanding of the two different English translations of the German present tense (general activities I do, vs current activities - I am doing.) The 2nd person plural 'ihr' form of weak verbs, sein and haben is introduced and practised. German pop stars provide context, with pupils preparing interview questions. Pupils undertake a paired 'fairy tale' narration, in which their knowledge of verbs with indirect objects and prior vocabulary learning are revisited in a novel context.

Lessons in unit

1. Interview with a musician: present tense weak verbs, inversion, gern
2. Music and musicians: present tense and adverbs, including 'gern'
3. Narrate a story: present tense 2nd person plural (ihr), dative verbs
4. Narrate a story: present tense weak verbs all persons, 'seid' and 'habt'

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs in all persons except 2nd person plural.
- Pupils know a good range of previously taught high-frequency vocabulary.
- Pupils can ask verb-subject-object questions with and without question words.
- Pupils know and can pronounce the German sound-symbol correspondences.

2. Everyday culture: present tense weak and strong verbs

Year 9

Threads

- Adjectives
- Cultural spotlight
- Negation
- The present

Unit description

This unit revisits strong and weak verbs in all persons, as well as numbers, question formation, negation and adjective agreement. Vocabulary is revisited and extended as pupils describe event preparations, pictures and paintings.

Why this, why now?

Consolidation of the present tense continues in this unit as pupils build on recent prior knowledge of 'ihr' (you informal) in contrast to er/sie/es. Existing vocabulary knowledge is extended as pupils describe birthday celebrations. Cultural background is provided with the iconic '99 Luftballons' song. Pupils deepen their understanding of negation, possessive adjectives and adjective agreement as they apply these in describing pictures (orally) and a painting (in writing). Places and paintings in German-speaking countries and cultural context.

Lessons in unit

1. Plan an event: present strong verbs, 'you' pronouns 'ihr', 'du', 'Sie' and 'man'
2. How you celebrate your birthday: present tense strong verbs, plural nouns
3. What do you see? negation: kein + indefinite article vs nicht + definite article
4. Describe a picture: adjective agreement, accusative and dative definite articles

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs in all forms.
- Pupils know and can use separable verbs in the present tense.
- Pupils know the perfect tense in German and the imperfect 'war' and 'hatte'.
- Pupils know the German sound-symbol correspondences.

3. Past lives: perfect and imperfect tenses

Year 9

Threads

- Cultural spotlight
- The past
- Word order

Unit description

This unit revisits past tenses. The perfect tense is consolidated as variations on past participle formation are practised. The imperfect tense (war, hatte, es gab) is revisited, with question formation and word order 3 conjunctions. Pupils learn how to say calendar years in German.

Why this, why now?

This unit extends pupils' knowledge of the German perfect tense with haben and sein to include all persons including 'ihr'. Past participle formation is consolidated as pupils recall and practise stem change and other variations. Pupils apply this in the context of studying lives of famous German speakers past and present. The imperfect tense is revisited, together with word order 3, and 'bevor', 'nachdem' and 'als' (meaning when in the past tense). Towards the end of the unit this is practised in the context of past experiences in former East and West Germany.

Lessons in unit

1. What you used to do: perfect tense with 'ihr' (you, familiar plural) and früher
2. What did they do then? perfect, imperfect 'war', 'hatte', 'gab', compound nouns
3. Past lives of famous German speakers: 'als' as 'when' with the past tense
4. Past lives of famous German speakers: 'bevor' and 'nachdem', word order
5. Childhood experiences: perfect tense all persons
6. Germany's past: imperfect 'hatte', 'war', 'es gab', word order with conjunctions

Prior knowledge requirements

- Pupils know the German perfect tense of weak and strong verbs of haben and sein.
- Pupils know the imperfect tense - hatte, war, es gab.
- Pupils know how to ask questions in the perfect tense.
- Pupils know word order 3 with conjunctions and single verb structures.
- Pupils know compound words.
- Pupils know the prepositions 'vor' and 'nach' with the dative case.
- Pupils know the German sound-symbol correspondences.

4. Desires, plans and priorities: 'möcht-' future and use of infinitive

Year 9

Threads

- Adjectives
- Nouns and determiners
- The future and conditional
- The present

Unit description

This unit extends knowledge of the future tense for all persons, and introduces 'möcht-', with nouns and in two-verb structures.

Using the infinitive with 'es ist' + adjective, zu + infinitive extends pupils' ability to give views and opinions. Prepositions with accusative and dative are revisited.

Why this, why now?

This unit extends pupils' ability to express desires and plans with 'möcht-', used with a noun and with an infinitive in a two-verb structure. Pupils extend their knowledge and use of the future tense, contrasting it with verbs like 'vorhaben' as they revisit zu + infinitive. Vocabulary is extended as pupils express both immediate desires at a Christmas market and longer term plans, challenges and priorities. Pupils ask and answer questions on what they did with and for others, reactivating knowledge of prepositions.

Lessons in unit

1. What you would like: 'möcht-' with jed-, dies- and welch-
2. Christmas market: 'möcht-' in one- and two-verb structures
3. The future: future tense plural forms werden + infinitive
4. The future: future tense werden + infinitive, 'will' vs 'werde'
5. What is important : infinitive uses, es ist + adjective, zu + infinitive
6. What is important in life: infinitive uses, verbs capitalised as nouns
7. What you do for and with others: prepositions 'ohne', 'für', 'mit', and 'von'
8. What you did for and with others: perfect tense

Prior knowledge requirements

- Pupils know determiners (definite articles, dies-, jed-, alle welch-) in nominative and accusative cases.
- Pupils know comparative adjectives and adverbs.
- Pupils know two-verb structures with modal verbs.
- Pupils know and can use separable verbs in the present tense.
- Pupils know prepositions which taking the accusative (for example für and gegen) or the dative (for example mit and von).

5. Ordinary routines and special events: reflexive verbs

Year 9

Threads

- Cultural spotlight
- The present

Unit description

This unit introduces reflexive verbs in the present tense and teaches pupils to recognise reflexive vs non-reflexive use of common verbs. The 12 and 24-hour clock are revisited so that pupils can describe their actions and routines on a daily basis and for special occasions and festivals.

Why this, why now?

Based on a solid foundation of present tense knowledge, this unit introduces the reflexive use of verbs in everyday situations. Pupils learn to distinguish between reflexive and non-reflexive use of common verbs. They practise this with standard and separable verbs, and apply it together with knowledge of the 24-hour clock to ask and answer questions about daily routine. Cultural context includes an authentic article on daily routine for an unusual job. Pupils then apply their knowledge of reflexive verbs in the context of traditions for major festivals in German-speaking countries.

Lessons in unit

1. Everyday actions and routines: using singular verbs reflexively
2. Everyday routine: using verbs reflexively, 24-hour clock
3. Festivals and traditions: using plural verbs reflexively
4. Famous festivals and traditions: plural reflexive verbs, 12-hour clock

Prior knowledge requirements

- Pupils know the present tense of strong and weak verbs.
- Pupils know a wide range of high-frequency previously taught vocabulary.
- Pupils know how to tell the time with the 12 and 24-hour clock.
- Pupils know the German sound-symbol correspondences.

6. New Year's resolutions: future tense

Year 9

Threads

- Cultural spotlight
- The future and conditional
- Word order

Unit description

This unit consolidates knowledge of the future tense, two-verb structures, and the use of zu infinitive. It introduces word order 3 with two-verb structures as pupils learn to give reasons for New Year's resolutions.

Why this, why now?

Pupils already know the future tense with werden and the alternative ways of expressing intentions with for example 'planen', 'vorhaben' with zu + infinitive, including separable and reflexive verbs in the infinitive. In this unit, pupils expand this knowledge as they learn to give reasons using 2-verb structures. Word order 3 is practised with the future tense and with modal verbs. Cultural context is provided in extended listening and reading articles on Chinese New Year celebrations in Germany.

Lessons in unit

1. New Year's resolutions: future tense
2. New Year's resolutions: word order with two-verb structures

Prior knowledge requirements

- Pupils know the future tense, 'werden' plus infinitive, in all forms.
- Pupils know the structure 'zu' plus infinitive after verbs such as vorhaben, planen.
- Pupils know a wide range of previously taught high-frequency vocabulary and have a good verb lexicon.

7. Family experiences: relative clauses

Year 9

Threads

- Nouns and determiners
- The present
- Word order

Unit description

This unit introduces introduces relative clauses in the nominative cases, as well as the indefinite pronouns 'jemand' and 'niemand'. Pupils also learn to embed (non-defining) relative clauses within main clauses and revisit adjective endings with indefinite articles.

Why this, why now?

Based on the core foundation of present tense knowledge, this unit introduces pupils to relative clauses, which are applied firstly to define and describe people and things, (who, which, that). This is in the familiar context of family and neighbours. Then pupils practise using relative clauses to talk about particular characteristics, learning to embed the relative clause into a main clause. This is practised in the context of a murder mystery party, with the added cultural context of the German TV series 'Tatort' .

Lessons in unit

1. People and things: relative clauses to define who, which, that
2. People and things: relative pronouns 'der', 'die', 'das' and word order
3. A murder mystery party: relative clauses
4. A murder mystery party: relative clauses and adjective endings

Prior knowledge requirements

- Pupils know and can use word order 3 with single verb structures.
- Pupils can use adjective endings after indefinite articles in nominative, accusative and dative cases.
- Pupils know and can pronounce and read aloud the German sound-symbol correspondences.

8. Past lives and experiences: imperfect modal verbs

Year 9

Threads

- Cultural spotlight
- Read and respond to texts
- The past
- Word order

Unit description

This unit revisits the perfect tense with *sein*, introducing change of state verbs, and teaches the formation of past participles of separable verbs. Imperfect modal verbs (singular) are introduced as pupils learn about past lives and experiences within the cultural context of migration in Germany.

Why this, why now?

This unit extends pupils' knowledge of German past tenses. The perfect tense with *sein* is revisited, change of state verbs added, and past participles of separable verbs taught. Pupils apply this knowledge in texts on famous Germans, and reactivate knowledge of years and dates in discussing their lives. Imperfect modal verbs plus all imperfect forms of *haben* and *sein* are taught. Pupils then apply this knowledge and revisit previous learning to learn about migrants' experiences past and present. An authentic text by a Syrian immigrant draws the learning together.

Lessons in unit

1. Famous people and their languages: perfect tense with *sein*, calendar years
2. Language and identity: change of state verbs, cardinal and ordinal numbers
3. Childhood experiences: imperfect modal verbs 'konnte', 'musste', 'wollte'
4. Childhood experiences: imperfect plural forms of 'sein' and 'haben'
5. Migration: imperfect modal verbs 'konnte', 'musste', 'wollte'
6. Migration: imperfect modal verbs, word order with two-verb structures
7. Poem- *Seiltanz* (Adel Karasholi): read, listen to and understand an authentic poem
8. Poem-*Seiltanz* (Adel Karasholi): understand the background to an authentic poem

Prior knowledge requirements

- Pupils know the imperfect tense *hatte*, *war* and *es gab*.
- Pupils know how to say years and dates in German.
- Pupils know how to ask questions in the perfect tense.
- Pupils know a range of conjunctions using word order 1, 2 or 3.
- Pupils recognise and can use compound nouns.
- Pupils know how to use separable verbs in the present tense in a word order 1 clause.

9. Ambitions and destinations: mögen' 'möcht-' past tenses

Year 9

Threads

- Cultural spotlight
- Nouns and determiners
- The past
- The present
- Word order

Unit description

This unit revisits a broad range of known grammar and vocabulary and present and past tenses, as pupils learn how to use their knowledge in new contexts of personal goals, travel destinations and volunteering.

Why this, why now?

This unit revisits known grammar, vocabulary and sound-symbol correspondences, so that pupils can talk about what they like, would like and prefer in a range of contexts. Large numbers are revisited in the context of statistics on the German school system. Dates are revisited in the context of the German artist Franz Marc. Preferences, using gern, lieber and other comparative adverbs, are examined with reference to travel destinations. and the past tense is revisited in volunteering roles. Pupils apply their knowledge in speaking and writing interactions, including describing photos.

Lessons in unit

1. Like and would like: 'mögen' , 'möcht-', plural rules, large numbers
2. Like and would like: 'mögen' and 'möcht-' all forms, 'mag' + noun
3. Places you like and prefer: present tense + adverbs, verbs + indirect object
4. Places you like and prefer: present tenses + adverbs, questions, comparisons
5. Volunteering: revisit past tenses
6. Volunteering: revisit past tenses, word order with two-verb structures

Prior knowledge requirements

- Pupils know how to form plural nouns.
- Pupils know numbers in German.
- Pupils know the present tense of high-frequency verbs, including those with indirect objects.
- Pupils know how to use the present tense with 'gern' and 'lieber'.
- Pupils know the perfect tense in German.

10. Positive experiences: word order and prepositions

Year 9

Threads

- Nouns and determiners
- The past
- The present
- Word order

Unit description

This unit revisits a broad range of known grammar and vocabulary and introduces 'um...zu' +infinitive. New imperfect modals sollte and durfte are practised, together with further consolidation of Time-Manner-Place word order. Prepositions and cases for movement and location are consolidated.

Why this, why now?

This unit expands pupils' ability to answer the question 'why' as they learn 'um...zu + infinitive' to express reasons. Pupils explore this in the context of helping others. They reactivate knowledge of past tense, word order (time, manner, place) in saying when, how and where they do things when describing journeys past and present. And they consolidate knowledge of prepositions and accusative and dative with articles with verbs of movement and location. Reflexive verbs are revisited and pupils practise talking about what goes where in a familiar context of making changes at home.

Lessons in unit

1. Answer the question 'why'? two-verb structures with 'um...zu'
2. Why? Two-verb structures with 'um...zu', imperfect modals 'durfte' 'sollte'
3. Journeys past and present: time-manner-place word order in the present tense
4. Journeys past and present: time-manner-place in the perfect tense
5. Make changes at home: prepositions with verbs of location and movement
6. Make changes at home: prepositions, determiners 'welcher', 'dieser', 'jeder'

Prior knowledge requirements

- Pupils know the perfect tense of weak and strong verbs and the formation of past participles.
- Pupils know the present tense of verbs with indirect objects
- Pupils know the use of the accusative case for movement and dative case for location,
- Pupils know some modal verbs in the imperfect tense.

11. School exchange: verbs with prepositions

Year 9

Threads

- Nouns and determiners
- The present
- Word order

Unit description

This unit revisits the present tense, introducing sentences with two objects, and verbs with direct or indirect objects. Verbs with prepositions an, auf, für and vor are introduced.

Why this, why now?

Building on prior knowledge of present tense of verbs with indirect objects, this unit introduces sentences with two objects and verbs with direct or indirect objects. Pupils revise indirect object pronouns 'uns' and 'ihnen' and learn 'euch'. Pupils practise this in the context of preparing for a school exchange, and in talking about the things they do for others. Pupils then learn how to use verbs with prepositions 'an', 'auf', 'für' and 'vor' (reflexive and non-reflexive) to give their reactions and express feelings about an exchange.

Lessons in unit

1. Helping others at school: word order in sentences with two objects
2. A school exchange: plural direct and indirect object pronouns
3. A school exchange: verbs with 'an', 'auf', 'für', 'vor', reflexive verbs
4. A school exchange: verbs with prepositions 'an', 'auf', 'für', 'vor'

Prior knowledge requirements

- Pupils know the present tense of verbs with indirect objects.
- Pupils know reflexive verbs.

12. What makes us happy? Authentic texts

Year 9

Threads

- Cultural spotlight
- Read and respond to texts
- Word order

Unit description

This unit consolidates grammar knowledge or relative pronouns, word order 3 with 'wenn' and the comparative. Pupils apply known vocabulary in understanding extended reading passages.

Why this, why now?

In this unit, pupils consolidate known grammar, including relative pronouns in examining an extended text. They apply their knowledge in giving verbal and written explanations of what makes them happy. They will reactivate their knowledge of wenn with word order 3.

Lessons in unit

1. What makes us happy? Authentic texts, relative pronouns and comparatives
2. What makes us happy? Understanding authentic texts, 'wenn' + word order

Prior knowledge requirements

- Pupils know relative pronouns in the nominative case.
- Pupils know word order 3 with 'wenn'.
- Pupils know how to use comparative adjectives.
- Pupils know the German sound-symbol correspondences.

13. The environment: verbs of opinion

Year 9

Threads

- Extend written and spoken production
- Questions
- The present
- Word order

Unit description

This unit extends pupils' knowledge of verbs and prepositions by introducing wo- and da-compounds wo/darauf, wo/dafür, wo/damit, wo/davor and wo/darüber. Conversational particles (doch, echt, natürlich) are introduced to facilitate a discussion on environmental issues.

Why this, why now?

In this unit, pupils build on knowledge of verbs with prepositions and learn how to use 'da-' and 'wo-' with prepositions to refer back to things. With the use of known and some new vocabulary pupils apply their knowledge to read, listen and talk about concerns for the environment. And using modal verbs, verbs of opinion and two-verb structures, pupils develop their questions and answers to present a case during a discussion using extended opinions using dass and word order 3.

Lessons in unit

1. The environment: verbs with prepositions, da-compounds
2. The environment: wo- and da-compounds with 'auf', 'für', 'mit', 'vor' and 'über'
3. Discussion: verbs of opinion, 'dass' + word order
4. Extended opinions in a discussion: verbs of opinion, 'doch' and 'ja'

Prior knowledge requirements

- Pupils know a range of verbs with prepositions.
- Pupils know modal verbs in the present tense.
- Pupils know word order 3 with conjunctions (like dass) plus two verb structures.

14. Places and projects: imperfect modal verbs

Year 9

Threads

- Extend written and spoken production
- Negation
- The past
- The present
- Word order

Unit description

This unit consolidates grammar knowledge of word order - time before manner before place - and revisits imperfect modals. The present and perfect tense are revisited with verbs plus indirect objects.

Why this, why now?

This unit revisits previously learnt vocabulary and grammar as pupils talk and write about past journeys. Pupils' knowledge of Germany is enriched as they learn of journey to the German islands of Helgoland, Röhre and Rügen. Knowledge of present and perfect tenses with indirect objects is applied as they learn about young German celebrities and pupils talk about planning a charity concert.

Lessons in unit

1. A new start in a new place: time-manner-place, imperfect modal verbs
2. A new start in a new place: present and imperfect modal verbs
3. A charity concert: present and perfect tenses, 'kein' vs 'nicht'
4. A charity concert: present and perfect tenses, verbs + indirect object

Prior knowledge requirements

- Pupils know modal verbs in the present and imperfect tenses.
- Pupils know the present and perfect tenses.
- Pupils know the word order rules for TMP: time before manner before place.
- Pupils know how to negate sentences, using 'kein' or 'nicht'
- Pupils know the German sound-symbol correspondences, including [qu] and patterns of word stress.

15. Narrating a story: imperfect tense

Year 9

Threads

- Cultural spotlight
- Read and respond to texts
- The past

Unit description

This unit introduces the imperfect (simple past) tense of regular and highly frequent irregular verbs in singular persons. Da-compounds are revisited along with the perfect tense and the historic present in the narration of a story.

Why this, why now?

This unit, designed around an adaptation of Grimm Brothers' fairy tale of the Pied Piper of Hamelin (Der Rattenfänger) uses a famous literary base to introduce the imperfect tense for narration. Pupils also practise their knowledge of the new tense in contrast with the present tense..

Lessons in unit

1. Narrate a story: singular imperfect tense - regular and key irregular verbs
2. Narrate a story: imperfect tense, da- and wo- compounds
3. Story - der Rattenfänger: understand an authentic text in the imperfect tense
4. Story - der Rattenfänger: respond to an authentic text, imperfect tense vs perfect tense

Prior knowledge requirements

- Pupils know the imperfect tense of 'sein' and 'haben' and es gab.
- Pupils know the perfect tense.
- Pupils know and understand the use of the historic present.

16. Past ambitions and future goals: past, present and word order

Year 9

Threads

- The past
- The present
- Word order

Unit description

This unit revisits past, present and future tenses, modal verbs and word order rules as pupils apply known grammar and vocabulary in reading and speaking about past and future goals.

Why this, why now?

This unit revisits past and future tenses, modals and word order (TMP) as pupils consolidate their grammar and vocabulary knowledge from previous units. They also build on the threads of more extended questions and answers to talk about past ambitions and future goals. Context is provided with details of the lives of famous young Germans.

Lessons in unit

1. Past and future goals: imperfect modal verbs, word order time-manner-place
2. Ambitions of famous young Germans: imperfect modals, time-manner-place

Prior knowledge requirements

- Pupils know the present, future and past (perfect) tenses.
- Pupils know the TMP word order: Time before Manner before Place.
- Pupils know modal verbs in the present and imperfect tenses.

Year 10 units

[View interactive sequence online](#) 

1

People and lifestyle: wer sind wir?

2

People and lifestyle: sprichst du Deutsch?

3

Popular culture: Stereotypen

4

People and lifestyle: Identitätsprobleme

5

Popular culture: Vorbilder

6

People and lifestyle: Familie und Freunde

7

Popular culture: Beziehungen und Feste

8

People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne

9

Popular culture: tolle Lebenserfahrungen

10

People and lifestyle: das Schulleben

11

Popular culture: der Alltag

12

Communication and the world around us: Technologie

13

Popular culture: Sport und Freizeit

14

People and lifestyle: Zukunftsentscheidungen

15

People and lifestyle: positive Lebensentscheidungen

16

**Communication
and the world
around us: mein
Leben online**

17

**Communication and the
world around us: los
geht's. Wohin?**

18

**Communication and
the world around us:
Reiseziele**

1. People and lifestyle: wer sind wir?

Year 10

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Nouns and determiners
- Questions
- Read and respond to texts
- The present
- Verb: to be, being
- Word order

Unit description

This unit revisits the present tense of 'sein' and 'haben', weak verbs, open and closed question formation and word order 1 and 2. It introduces nationality nouns and gender neutral language, and reinforces simple (I do) and ongoing (I am doing) functions of the present tense.

Why this, why now?

This unit allows pupils to explore and express their identity in the context of revisiting present tense weak verbs, singular and plural nouns and gender neutral language. Pupils explore this in the context of their own nationality, identity and lifestyles. Cultural enrichment and practice on large numbers and translation into English provided through a focus on Switzerland and then Germany (Bavaria), the Oktoberfest, and some lesser known places and a dialect spoken in northern Germany.

Lessons in unit

1. Länder, Sprachen, Nationalitäten: nationality, 'sein', present tense weak verbs
2. Wer ist Bella? Was macht sie? Present tense verbs, yes/ no questions
3. Identität: language and gender, plurals, weak masculine nouns, 'seit'
4. Die Schweiz, Deutschland, Bayern: numbers, word order- inversion
5. Kultur in Deutschland: wh- question words
6. Das Oktoberfest in Deutschland: plurals add umlaut/e, n, no change; translation

Prior knowledge requirements

- Pupils know the verbs 'sein' and 'haben' in the present tense.
- Pupils know the present tense of weak verbs.
- Pupils know definite and indefinite articles and possessive adjectives.
- Pupils know and can use negation using 'nicht' and 'kein'.
- Pupils know how to ask questions in German.
- Pupils know numbers in German.

2. People and lifestyle: sprichst du Deutsch?

Year 10

[Go to unit resources](#) 

Threads

- Adjectives
- Derivational word patterns
- Negation
- Nouns and determiners
- Word order

Unit description

This unit revisits the present tense of strong verbs, negation with nicht and kein, compound and plural nouns in the context of learning a new language. Pupils learn to distinguish between wissen, kennen and können with opportunities to apply all these in listening, reading, speaking and writing.

Why this, why now?

Revisiting and consolidating knowledge of weak and strong verbs in the present tense, this unit develops pupils' ability to express their identity, study choices and future plans in the context of learning a new language. Knowledge of compound nouns is expanded, together with the nominalisation of infinitive verbs, so that pupils can extend their comprehension, translation, speaking and writing skills. Pupils' language learning experiences are contextualised with articles about interpreters, Polish learners of German, and famous people whose knowledge of languages has enriched their careers.

Lessons in unit

1. Deutsch lernen: compound nouns, 'Lieblings-' and 'Haupt-', translation
2. Englisch lernen: haben, present tense weak verbs, negation with nicht and kein
3. Eine neue Sprache lernen: plural rules 4 - 6
4. Wissen ist Macht! Wissen, kennen, können
5. Sprachen: word order, strong verbs, adjectives identical to adverbs
6. Christine Thürmer: nominalisation of infinitive verbs, plural rules 7-9

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs.
- Pupils know and can use compound nouns, for example starting with 'Haupt' and 'Lieblings'
- Pupils know and can use definite and indefinite articles in the nominative and accusative cases.
- Pupils know word order 1 with conjunctions like 'und' and 'denn' and word order 3 with conjunctions like 'weil' and 'wenn'.

3. Popular culture: Stereotypen

Year 10

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Extend written and spoken production
- Word order

Unit description

This unit introduces 'es gibt' (existence) vs 'es ist/sind' (location) as pupils understand articles on common stereotypes. They learn and apply the pronouns jemanden, niemanden and revise the pronouns 'it' and 'they' as well as the singular and plural relative pronouns in the nominative case.

Why this, why now?

Based on existing knowledge of the present tense, this unit consolidates and extends pupils' prior knowledge of relative clauses in the context of challenging stereotypes.

Authentic materials on the 'Miss Germany' competition, on the German term 'Alman' and on the lives of three influential German women challenge preconceptions. Pupils apply their knowledge in extended reading and in completing extended, scaffolded writing with existing and new vocabulary. They apply the historic/narrative present and practise their new knowledge of 'es gibt' (existence) vs 'es ist/sind' (location).

Lessons in unit

1. Falsche Ideen: es gibt vs da ist/sind, jemanden, niemanden, relative clauses
2. Drei starke Frauen: subject pronouns, relative clauses, historic present
3. Eine interessante Person: extended writing

Prior knowledge requirements

- Pupils know the present tense of weak and strong verbs.
- Pupils know 'es gibt'.
- Pupils know relative pronouns der, die, dass in the nominative case.
- Pupils know word order 3 with the verb at the end of the clause or sentence.

4. People and lifestyle: Identitätsprobleme

Year 10

[Go to unit resources](#) 

Threads

- Cultural spotlight
- The past

Unit description

This unit introduces perfect tense irregular past participles, and consolidates translation of the German perfect tense with the English 'did' and 'have done'. The simple past of *haben*, *sein*, *es gab*, weak and strong verbs are revisited in singular persons, and plural persons added.

Why this, why now?

Within the context of identity issues, this unit consolidates prior learning of the perfect tense with *haben* and introduces perfect tense irregular past participles. The simple past of *haben* and *sein* is consolidated, and the simple past of weak and strong verbs taught. Contemporary context is provided with articles on Syrian refugees in Germany, transgender people and why German is spoken in Namibia. Pupils apply known and new vocabulary and grammar in extended reading, writing, speaking and translation tasks. Sound-symbol correspondences are also consolidated in speaking.

Lessons in unit

1. Neu in Deutschland: irregular past participles, perfect tense with 'haben'
2. Neu in Deutschland: 'hatte', 'war', 'es gab', imperfect tense singular & plural
3. Namibia: extended reading, extended writing

Prior knowledge requirements

- Pupils know the perfect tense of weak verbs with 'haben'.
- Pupils know the English present perfect (I have done) and simple past (I did) translations of the German perfect tense.
- Pupils know the simple past (imperfect) or *haben* and *sein* and 'es gab'.

5. Popular culture: Vorbilder

Year 10

[Go to unit resources](#) 

Threads

- Questions
- The past

Unit description

This unit revisits the perfect tense of '-ieren' verbs, the use and translation of perfect tense with adverbs of time. Pupils learn to add -er to a verb stem to create male agent nouns, extending their ability to manipulate known and new vocabulary when talking about role models.

Why this, why now?

This unit provides a rich cultural seam through which pupils revisit and consolidate knowledge of the perfect tense in yes/no questions, and with adverbs. Pupils also learn to ask yes/no questions in the simple past. Texts on the literary heroine 'Heidi' by Johanna Spyri, German astronaut Matthias Maurer, and TV news anchor Marietta Slomka also facilitate dictation and extended translation opportunities, alongside core thread of asking and answering questions.

Lessons in unit

1. Heidi: perfect tense -ieren verbs, perfect tense with adverbs
2. Matthias Maurer: yes/no questions in the perfect and imperfect tenses
3. Marietta Slomka: dictation, extended translation

Prior knowledge requirements

- Pupils know how to form yes/no questions in the perfect tense.
- Pupils know how to form the perfect tense of verbs ending in '-ieren'.
- Pupils know how to use the perfect tense with time adverbials such as 'nie' 'schon' and 'noch nicht'.

6. People and lifestyle: Familie und Freunde

Year 10

[Go to unit resources](#) 

Threads

- Adjectives
- Derivational word patterns
- Extend written and spoken production
- Read and respond to texts
- Word order

Unit description

This unit revisits possessive adjectives and comparatives in a familiar context of friends and family. Pupils expand vocabulary knowledge with word pattern endings of '-keit' and '-heit'. They revisit 'gern' 'lieber', and comparative adverbs before learning superlative adjectives and adverbs.

Why this, why now?

Building on the concept of role models, this unit revisits possessive adjectives initially in the context of family as pupils consolidate known and new vocabulary through extended reading and dictation.

Comparative adjectives are revisited and extended as pupils learn about German influencers. They then apply previous knowledge of the adverbs 'gern' and 'lieber' to extended descriptions of friends. Pupils learn how to use superlative adjectives and adverbs 'amsten' and apply this in a range of tasks including translation and a group discussion.

Lessons in unit

1. Meine Familie: possessive adjectives, extended reading
2. Deutsche Influencer: comparatives, adding -keit and -heit
3. Meine Familie: possessive adjectives, dictation
4. Freunde: 'gern' and 'lieber', dictation, comparative adverbs
5. Wie sind deine Familie und Freunde? Adding un-, word order, superlatives
6. Familie und Freunde: translation, comprehension, conversation

Prior knowledge requirements

- Pupils know possessive adjectives in the nominative, accusative and dative forms.
- Pupils recognise, can form and use regular comparative adjectives.
- Pupils know and can use the adverbs 'gern' (like) and 'lieber' (prefer) with verbs.
- Pupils know word order 2 (after a time, manner or place adverbial) and word order 3 (with the verb at the end of the clause or sentence).

7. Popular culture: Beziehungen und Feste

Year 10

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Listen and respond to longer passages
- Nouns and determiners
- The present
- Word order

Unit description

This unit revisits verbs with prepositions, and adds to previous knowledge of da- and wo- compounds in the accusative and the dative. Reflexive verbs are revisited in the context of family relationships, together with word order and the use of wen, wem, with reflexive questions.

Why this, why now?

This unit on everyday culture revisits and extends known grammar in new contexts of family relationships and festivals and traditions. Da- and wo-compounds are revisited and extended in use with verbs plus a range of prepositions. Direct and indirect object pronouns are also revisited, along with reflexive verbs in both statement and question form. The rich context includes examples of women as role models in motor sport, an article on young carers and Karneval in Germany. Vocabulary is extended with a rich text on world religions celebrated in Germany.

Lessons in unit

1. Familie: direct object pronouns, singular and plural
2. Vorbilder: accusative definite articles, verbs with accusative prepositions
3. Frauen im Motorsport: da-compounds, wo-compounds
4. Traditionen: da-compounds, 'damit' as conjunction and wo-compounds
5. Karneval: indirect object pronouns, verbs with indirect objects, 'bei', 'beim'
6. Traditionen: 'jed-', dative verbs, translation
7. Weltreligionen und ihre Feste: expanding vocabulary, describing photos
8. Beziehungen: reflexive and non-reflexive verbs, reciprocal verbs
9. Junge Pflegende: accusative and dative reflexive pronouns, 'welch-'
10. Freunde: 'wen' and 'wem' - interrogative, word order with reflexive questions

Prior knowledge requirements

- Pupils know the definite article in the accusative and dative cases, with correct spelling contractions for example 'vom', 'zum'
- Pupils know singular direct object pronouns
- Pupils know some da-compounds, for example 'darauf', 'dafür', 'damit'.
- Pupils know demonstrative adjectives like 'dies-', 'jed-', and the interrogative adjective 'welch-'.
- Pupils know some reflexive verbs and the reflexive pronouns 'mich, dich, sich, uns, euch, sich'.

8. People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne

Year 10

[Go to unit resources](#) 

Threads

- Derivational word patterns
- Extend written and spoken production
- Listen and respond to longer passages
- Nouns and determiners
- Questions
- Read and respond to texts
- The future and conditional
- The present
- Word order

articles on young Germans as role models and their career aspirations.

Unit description

This unit revisits a wide range of grammar, including modal verbs, the future tense, two-verb structures. It introduces the conditional 'würd-' with gern and lieber and 'hätte' and 'wäre'. Pupils learn to distinguish müssen vs sollen, and dürfen vs können regarding responsibilities and future plans.

Why this, why now?

This unit revisits a wide range of grammar with known and new vocabulary in the context of future plans and career aspirations. Knowledge of modal verbs is extended with practice on contrasting meanings, for example dürfen vs können. Pupils express their future intentions with new grammar structures, including 'würd-', with 'hätte' and 'wäre' and with new conjunctions 'sobald' and 'solange'. Specific context includes youth laws and responsibilities from the age of 16, career options, work experience, and authentic

Lessons in unit

1. Hitzefrei: 'müssen' vs 'sollen', 'sollen' vs 'sollte'
2. Was darf man ab wann? 'Dürfen' vs 'können', wh- questions and modal verbs
3. Das Pfandsystem: word order with 'wenn', inversion, plural nouns
4. Berufe: 'werden' + infinitive, wh- questions in future and conditional tenses
5. Wenn ich 16 bin: würd- with gern and lieber, imperfect subjunctive hätte, wäre
6. Pläne: word order with 'sobald', 'solange' and 'wenn'
7. Berufserfahrung: verbs with indirect objects, dative pronouns
8. Berufserfahrung: 'Sie', 'Ihnen', interrogatives 'wer', 'wen', 'wem'
9. Meine Pläne: adding -er to verb stems for male agent nouns, extended writing
10. Junge Deutsche: neuter adjectival nouns, nominalisation, adjectival agreement
11. Junge Deutsche: telling the time, uses of 'es'
12. Junge Deutsche: weak plural masculine nouns, feminine person nouns

Prior knowledge requirements

- Pupils know modal verbs in the present tense.
- Pupils know and can use 2-verb structures.
- Pupils know the future tense with werden plus infinitive, with the English meanings 'will' and 'going to'.
- Pupils know how to ask questions with modal verbs and with or without question words.
- Pupils know how to use word order 3 with prepositions like 'wenn'.
- Pupils know and can use verbs with indirect objects.
- Pupils know adjective agreement with nouns and the indefinite article.

9. Popular culture: tolle Lebenserfahrungen

Year 10

[Go to unit resources](#) 

Threads

- Extend written and spoken production
- Negation
- Nouns and determiners
- Questions
- Read and respond to texts
- The past
- Word order

Unit description

Along with practice of known grammar, pupils learn reflexive verbs in two-verb structures with modals in the perfect and imperfect tenses. The plural forms of imperfect modal verbs are introduced. Pupils learn negation with 'nicht' and 'sondern'.

Why this, why now?

This unit revisits the past tenses, perfect and imperfect, as pupils practise their knowledge of weak, strong, modal and reflexive verbs in extended reading, writing and spoken production, and in asking and answering questions in the past tense. Word order is revisited, as well as negation using 'nicht' and 'sondern'. Known vocabulary is revisited with new vocabulary in a range of contexts. These include articles on unusual jobs, a career as an engineer, an Erasmus year, and holiday and family experiences.

Lessons in unit

1. Ich bin Ingenieurin: imperfect modals
2. Lebenserfahrung: simple past with früher, gern, lieber, am liebsten, reflexive verbs
3. Karrieregespräche: perfect tense strong verbs, 'mochte', 'gefallen' vs 'gemocht'
4. Es war toll! Perfect tense with 'sein', 'haben' and questions, inversion
5. Der Hund ist frech! Negation with 'nicht' and 'sondern', determiners
6. Die Ferien: perfect tense with adverbs

Prior knowledge requirements

- Pupils know the simple past of haben, sein and 'es gab' and the meaning of 'früher' (used to).
- Pupils can use 'gern' and 'lieber' with verbs in the present, perfect and simple past (imperfect).
- Pupils know and can ask questions in the perfect tense of weak and strong verbs with 'haben' and 'sein'.
- Pupils know with increasing confidence the past participles of strong verbs with and without stem changes.
- Pupils know and can use the determiners 'jed-', 'nächst-' and 'letz-'

10. People and lifestyle: das Schulleben

Year 10

Threads

- Adjectives
- Cultural spotlight
- Extend written and spoken production
- Nouns and determiners
- The past
- The present
- Word order

Unit description

This unit revisits separable verbs in present and perfect tenses, adjective agreement and use of time, manner, place adverbs. It introduces nouns and adjectives with prepositions, the preposition and adverb 'bis', superlative pronominal adjectives and abstract nouns, for example 'das Gute'.

Why this, why now?

In this unit, pupils consolidate a wide range of grammar including present and perfect tenses, word order, and adjective agreement as pronominal superlative adjectives are introduced. Opportunities for comprehension and extended spoken production are provided in the context of the German education system. Pupils compare school life this year and last year, read about therapy dogs, peer pressure, and deepen their knowledge of the German school system in normal and unusual settings.

Lessons in unit

1. Schule - dieses Jahr: 'bis' preposition vs conjunction
2. Schule - letztes Jahr: nouns without plurals, past participles
3. Gruppenzwang: word order with separable verbs in single and 2-verb clauses
4. Therapiehund: nouns and adjectives with prepositions
5. Das deutsche Schulsystem: adjective agreement
6. Kleider machen Leute: definite and indefinite articles, extended speaking
7. In der Schule: superlative adjectives and adverbs
8. Nach der Schule: abstract adjectival neuter nouns, plural adjectival nouns
9. Kleine Schule: time, manner, place, present tense with gern, lieber, am liebsten

Prior knowledge requirements

- Pupils know the present and perfect tense of separable verbs.
- Pupils know and are more confident with past participles of strong (irregular) verbs.
- Pupils know and can use the comparative 'gern, lieber and am liebsten' with present tense verbs.
- Pupils know the position of adverbs of time, manner and place.
- Pupils know adjective agreement with definite and indefinite articles in the nominative, accusative and dative cases..

11. Popular culture: der Alltag

Year 10

[Go to unit resources](#) 

Threads

- Derivational word patterns
- Nouns and determiners
- The past
- The present
- Word order

Unit description

This unit revisits reflexive verbs in past and present tenses as pupils discuss daily routines. Known prepositions are practised, and new prepositions taking accusative and dative are introduced. Times and days are revisited as 'nachdem' and 'bevor' with clauses are introduced.

Why this, why now?

Pupils reactivate a wide range of grammar as they discuss regular routines at school and at home. Present and perfect tense are reactivated in discussing journeys to and from school. Knowledge of prepositions and their da- and wo- compounds is consolidated and extended with additional dual-case prepositions hinter, neben, unter, über, vor and zwischen. In discussing routines after school, pupils learn to use 'nachdem' and 'bevor' with clauses and revise word order to enrich their description and narration. Reflexive verbs are revisited in arranging to meet up with friends.

Lessons in unit

1. Freizeit: prepositions, da-compounds
2. Ich fahre in die Schule: words for 'in' and 'to', wo-compounds
3. Mein Alltag jetzt und früher: '-chen' and '-lein', 'wenn' and 'als'
4. Vor und nach der Schule: word order with 'nachdem' and 'bevor'
5. Mein Alltag: telling the time, prepositions 'um', 'seit' and 'vor'
6. Wir treffen uns: reflexive verbs past and present, forming adverbs, role play

Prior knowledge requirements

- Pupils know the perfect tense of movement and change of state verbs taking 'sein'.
- Pupils know the prepositions 'in', 'an', and 'auf' with either accusative or dative for movement or location.
- Pupils know the contracted form of some prepositions depending on case (for example ins/im, zur/zum)
- Pupils know reflexive verbs in present and past (perfect) tenses.
- Pupils know a range of prepositions taking the dative case, for example aus, nach, von, zu

12. Communication and the world around us: Technologie

Year 10

[Go to unit resources](#) 

Threads

- Nouns and determiners
- Questions
- The future and conditional
- The present

Unit description

This unit revisits present and future tenses and modal verbs and consolidates knowledge of verb-subject questions in single and two-verb structures. It introduces the imperative (informal - du/ihr) of weak verbs and the Da-Wo compounds 'worum' and 'darum' as pupils explore online communication.

Why this, why now?

In this unit, pupils consolidate their knowledge of the present tense to describe simple and ongoing activities. They reinforce their knowledge of modal verbs and two verb structures in statements and questions and extend this with the imperative in the 'du' and 'ihr' forms. Pupils apply this in writing emails and in social media messages, and in discussions on sport.

Lessons in unit

1. Schreib eine E-Mail: informal imperatives, present tense verbs
2. Eine Nachricht: 'worum' and 'darum', genitive prepositions
3. Technologie der Zukunft: 'du' & 'ihr' questions with reflexives, modals, future

Prior knowledge requirements

- Pupils know the present tense in German and its two English translations 'I do' (simple) and 'I am doing' (continuous).
- Pupils know and can ask verb-subject questions in single verb structures, including reflexive verbs.
- Pupils know and can ask verb-subject questions in 2-verb structures using modal verbs and werden (future tense.)

13. Popular culture: Sport und Freizeit

Year 10

[Go to unit resources](#) 

Threads

- Questions
- The future and conditional
- The present

Unit description

This unit consolidates the present tense and imperative forms (du/ihr) of weak and strong verbs, and revises the present tense with time adverbs to express future meaning. It revisits stem changes for verbs like finden (findest) and 't' not 'st' for verbs in examples like 'du tanzt'.

Why this, why now?

In this unit pupils apply their knowledge of the present tense in the context of their everyday and leisure activities. They apply their knowledge of verb stem changes in the present tense, for example and extra 'e' in du findest, dropping an 'e' in 'ich sammle' and changing 'st' to 't' for verbs like tanzen - du tanzt. Pupils build further confidence in asking and answering questions with strong verbs in discussing reading habits and practise present tense with future meaning in talking about a competition.

Lessons in unit

1. Meine Mannschaft: stem changes 't' not 'st', 'e' before 't'/'st', 'el' stem
2. Liest du Romane? Questions and informal imperatives with strong verbs
3. Meine Freizeit: present tense for future meaning, extended writing

Prior knowledge requirements

- Pupils can use the present tense with time adverbials to express future meaning.
- Pupils can ask verb-subject questions in the present tense with weak and strong verbs.

14. People and lifestyle: Zukunftsentscheidungen

Year 10

[Go to unit resources](#) 

Threads

- Derivational word patterns
- Nouns and determiners
- The present

Unit description

This unit revisits present tense modal verbs. It consolidates the nominalisation of infinitives, feminine word formation (ending in -ung) and 'um...zu' and 'statt...zu' clauses. Pupils also learn 'ohne....zu' and phrases for expressing options, including 'entweder....oder' and 'weder...noch'.

Why this, why now?

This unit revisits knowledge of the present tense and word patterns for feminine nouns in the context of future study plans. Pupils apply new learning of the phrases 'ohne...zu', 'entweder...noch' 'weder...noch' in discussing the options of the Abitur or professional training. Nominalisation of nouns is revised as pupils explore future decisions, and pupils apply their knowledge of modal verbs in extended speaking on what they want to learn for their future.

Lessons in unit

1. Abitur oder Ausbildung: ohne...zu..., entweder...oder..., weder...noch...
2. Zukunftsentscheidungen: nominalisation of infinitives, adding '-ung'
3. Was will ich lernen? Present modal verbs, describing photos, extended speaking

Prior knowledge requirements

- Pupils know modal verbs in the present tense.
- Pupils understand and can use infinitives as neuter nouns.

15. People and lifestyle: positive Lebensentscheidungen

Year 10

[Go to unit resources](#) 

Threads

- Adjectives
- Cultural spotlight
- Derivational word patterns
- Nouns and determiners
- Read and respond to texts
- The future and conditional
- Word order

Unit description

This unit revises word patterns, plurals, direct and indirect object pronouns and interrogative and demonstrative adjectives (welch-) and (jed-). Nominative and accusative use of abstract adjectival neuter nouns after viel and wenig are taught in the context of healthy living and lifestyle choices.

Why this, why now?

In the context of positive lifestyle choices this unit revisits a broad range of previously taught grammar on word patterns, plurals, adjectives, present and conditional tenses. Pupils expand their vocabulary in reading and responding to texts and discussing lifestyle options, for example veganism. They learn to use adjectival neuter nouns in describing a healthy lifestyle. Later, they explore numbers and interrogative adjectives in the context of shopping, with cultural input on a famous Berlin department store and the initiatives of a famous German 'zero waste shopping' pioneer.

Lessons in unit

1. Gesundheit: position of indirect and direct objects with two nouns
2. Psychische Gesundheit: position of indirect and direct objects
3. Neue Schüler: adding '-keit' and '-heit', adjectives as adverbs
4. Gesund bleiben: abstract adjectival neuter nouns, adding '-los'
5. Würdest du Veganer werden?
Conditional with 'würde', 'hätte', 'wäre', 'sollte'
6. Isst du gesund? Nouns without plurals, plural rules
7. Gesund und ungesund: expanding vocabulary, reading skills, role play
8. Was möchtest du? Present and conditional 'mögen'
9. KaDeWe: cardinal and ordinal numbers
10. Einkaufen: 'welch-' and 'dies-' in nominative, accusative, dative

Prior knowledge requirements

- Pupils know direct and indirect object pronouns.
- Pupils know the rules for and can form noun plurals.
- Pupils know the gender of nouns and the rule for capital letters on all nouns.
- Pupils know and can use viel, viele, wenig, wenige, einige, alle.
- Pupils know the present and conditional use of 'möcht-
- Pupils know the conditional tense forms of würde, hätte, wäre, sollte (Higher)
- Pupils know cardinal numbers and prices.

- Pupils know the demonstrative adjectives 'dies-', 'jed-' and the interrogative adjective 'welch-'.

16. Communication and the world around us: mein Leben online

Year 10

[Go to unit resources](#) 

Threads

- Adjectives
- Derivational word patterns
- Extend written and spoken production
- Nouns and determiners
- The past
- The present
- Word order

Unit description

This unit revisits verbs and prepositions and teaches new da-/wo-compounds dabei, darin, davon and dazu. Relative pronouns in subject relative clauses are also used in 2-verb structures. Pupils consolidate the perfect tense and am/beim with the nominationson of the infinitive is introduced.

Why this, why now?

In the context of social media, this unit revisits a range of grammar including the perfect tense of strong verbs, the perfect tense with 'gerade' meaning 'just'. Verbs with prepositions are revised, together with wo- and da- compounds. Pupils are introduced to the use of am/beim with the nominalisation of the infinitive. Pupils practise this through articles about influencers and musicians in Germany, and an opportunity for extended writing on online communication. Digital detox provides the context for perfect tense revision, whilst music is the vehicle for revisiting 'wenn' vs 'als'.

Lessons in unit

1. Die digitale Welt: verbs with prepositions, 'da-' and 'wo-' compounds
2. Nachhaltige Mode: relative pronouns, question words in relative clauses
3. Kommunikation online: extended writing
4. Digital Detox: perfect tense, imperfect tense, 'gerade'
5. Magst du Musik? Nominalisation of infinitives with 'beim' and 'am'
6. Meine Lieblingssänger: 'wenn' and 'als', superlatives

Prior knowledge requirements

- Pupils know the perfect tense of weak and strong verbs.
- Pupils know that some past participles change the vowel from ei to ie (schreiben) or ie to o (fliegen)
- Pupils know that past participles or some strong verbs are the same as infinitives, for example 'bekommen, erfahren, enthalten'.
- Pupils know some verbs with prepositions.
- Pupils know and can use some da-compounds, for example 'darauf', 'dafür'.

17. Communication and the world around us: los geht's. Wohin?

Year 10

[Go to unit resources](#) 

Threads

- Cultural spotlight
- Extend written and spoken production
- The future and conditional
- Word order

Unit description

This unit revisits the future tense, 2-verb structures and the present tense with future meaning. Word order with time-manner-place is consolidated in the context of travel plans.

Why this, why now?

Pupils know the grammar within this unit and apply it in the context of travel plans and exploring Europe. The future tense, and present tense with future meaning is practised in planning an Interrailing experience. Cultural depth is added to consolidation of word order rules with time-manner-place through a study of the Vienna Festival (Wiener Festwochen). Pupils apply their knowledge in extended spoken production in the context of a journey across Europe.

Lessons in unit

1. Interrailing: future tense, 2-verb structures, present tense with future meaning
2. Wiener Festwochen: inversion, time-manner-place
3. Eine Reise durch Europa: dates

Prior knowledge requirements

- Pupils know the future tense with werden plus infinitive and other 2-verb structures.
- Pupils know that the present tense can be used with a future meaning.
- Pupils know word order 2 and time before manner before place.

18. Communication and the world around us: Reiseziele

Year 10

[Go to unit resources](#) 

Threads

- Adjectives
- Cultural spotlight
- Derivational word patterns
- Nouns and determiners
- Questions
- Read and respond to texts
- The future and conditional
- The past
- The present
- Verb: to be, being
- Verb: to have, having
- Word order

Unit description

This consolidation unit revisits all of the grammar covered in previous units in the context of travel destinations in Germany, Austria and Switzerland. Pupils learn to use 'man' in order to avoid the passive, and also learn 'sein' and 'ihr' in nominative, accusative and dative to mean 'its'.

Why this, why now?

In this unit, pupils explore the grammar covered in previous units in a rich cultural context of towns and regions in Germany and Austria, their history, traditions, renowned infrastructure and famous events. The grammar is revisited in these contexts along with known and new vocabulary, allowing the pupils to consolidate and extend their comprehension and their production skills.

Lessons in unit

1. Die Sächsische Schweiz: 'man' + verb, 'Lieblings-' and 'Haupt-'
2. Badeschiff Berlin: possessive adjectives, modal verbs, 2-verb structures
3. 16 Bundesländer: numbers, articles following 'in', 'zu', 'nach'
4. Eine Reise: present tense, separable verbs, possessive adjectives
5. Die Wuppertaler Schwebebahn: past tense, past participles, time-manner-place
6. Romantische Straße: future tense, present tense with adverbs to express future
7. Düsseldorf: past participles of strong and irregular verbs, questions
8. Graz: word order rules, possessive adjectives
9. Bern: 'es gibt' vs 'da sind', determiners and prepositions
10. Berlin: 'wissen' vs 'kennen'
11. Das Ruhrgebiet: perfect tense irregular verbs, imperfect tense, 'früher'
12. Frankfurter Buchmesse: uncountable quantifiers, abstract adjectival neuter nouns

Prior knowledge requirements

- Pupils know cardinal and ordinal numbers.
- Pupils know and can differentiate between 'es gibt' and (es) hat.
- Pupils know and can use modal verbs in the present tense and two verb structures.

- Pupils know the perfect tense with sein and haben.
- Pupils know the future tense with 'werden' plus infinitive.
- Pupils know word order 1, 2 and 3.
- Pupils know the irregular verb 'wissen' and can distinguish its meaning from 'kennen'.
- Pupils can identify and form compound nouns.
- Pupils know a number of different word patterns
- Pupils know a broad range of high frequency vocabulary with which they can apply their grammar and communicative knowledge.

Year 11 units

[View interactive sequence online](#) 

1

**Communication and
the world around us:
mein Wohnort**

2

**Communication and
the world around us:
Geschichte**

3

**People and lifestyle:
Menschenrechte**

4

**Popular culture:
Kulturszene**

5

**Communication and
the world around us:
meine Welt**

6

**Communication and
the world around us:
die weite Welt**

7

**People and lifestyle:
mein Leben, meine
Zukunft**

8

**Communication and
the world around us:
Online Leben**

9

**People and lifestyle:
Menschen und Orte**

10

**Popular culture:
berühmte
Deutschsprachige**

11

**Fragen und
Antworten**

1. Communication and the world around us: mein Wohnort

Year 11

Threads

- Adjectives
- Cultural spotlight
- Extend written and spoken production
- Listen and respond to longer passages
- Negation
- Nouns and determiners
- Questions
- Read and respond to texts
- The past
- The present
- Word order

Unit description

This unit consolidates known grammar and vocabulary, including past and present tenses, direct and indirect object pronouns, and comparatives, as pupils explore new places. Pupils also learn the imperative in the formal 'Sie' form.

Why this, why now?

Pupils apply previously taught grammar in a number of different contexts, including gap years and volunteering, and exploring places and customs. Pupils revisit the past and present tenses, ask and answer spoken questions, and develop confidence in listening and responding to longer passages.

Lessons in unit

1. Mein Brückenjahr: perfect tense stem changes, perfect tense questions
2. Freiwilligenarbeit: direct and indirect object pronouns, position of objects
3. Freiwilligenarbeit: preposition 'bei', 'bei' and 'am' and nominalised infinitive
4. Museen: formal imperatives with 'sie', informal imperatives with 'du' and 'ihr'
5. Wie komme ich am besten? Formal vs informal questions
6. Das Wattenmeer: present tense weak and strong, present tense reflexives
7. Tłusty Czwartek: imperatives 'du' 'ihr' 'Sie'
8. Recyclen: formal vs informal questions 'du' 'ihr' 'Sie'
9. Feste: present tense weak and strong
10. Flüsse in Deutschland: negation, sondern, entweder...oder, weder...noch
11. Pferd geht spazieren: comparative adjectives including with spelling changes
12. Städte in Deutschland: dative definite and indefinite articles after 'laut'

Prior knowledge requirements

- Pupils know the perfect tense of weak and strong verbs, including the patterns of common changes in spelling of past participle stems.
- Pupils know and can ask a wide range of questions in the perfect tense of verbs with haben or sein.
- Pupils know and can use direct and indirect objects.

- Pupils know the present tense of weak and strong verbs, including reflexive verbs.
- Pupils know and can ask a range of questions in formal and informal situations.
- Pupils know and can apply negation in sentences using 'nie, nicht, nichts, kein'.
- Pupils know a range of comparative adjectives.

2. Communication and the world around us: Geschichte

Year 11

Threads

- Adjectives
- Cultural spotlight
- Negation
- Nouns and determiners
- Read and respond to texts
- The past
- Word order

Unit description

This unit revisits known grammar in the context of German and Austrian history. Pupils revise perfect tense and simple past, negation, word order and adjective agreement.

Why this, why now?

In this unit pupils revisit simple past and the perfect tense as they are introduced to important aspects of German and Austrian history. They also practise negation, word order 2, adjective agreements and adjectival nouns. They practise these and expand their vocabulary in reading extended texts and in writing on subjects including the Habsburgs, Otto von Bismarck and the 1936 Berlin Olympics.

Lessons in unit

1. Deutsche Geschichte: negation, inversion
2. Deutsche Geschichte: adjective agreement, adjectival nouns
3. Deutsche Geschichte: simple past, perfect tense

Prior knowledge requirements

- Pupils know and can negate sentences using 'nie, nicht, nichts, kein'.
- Pupils know adjective agreement with definite and indefinite articles in the nominative, accusative and dative cases.
- Pupils know the perfect tense.
- Pupils know word order 2.
- Pupils know adjectival nouns and can use them as abstract neuter nouns, for example 'das Gute' (higher).

3. People and lifestyle: Menschenrechte

Year 11

Threads

- Extend written and spoken production
- Questions
- Word order

Unit description

This unit revisits known grammar with an emphasis on simple past and perfect tense, 'obwohl' with single verb structures, word order 2, and 'zu..' clauses following verbs (for example planen, hoffen). New vocabulary is added to support the discussion of human rights.

Why this, why now?

In this unit pupils continue to consolidate their knowledge of the perfect tense and simple past, as well as word order and the use of 'zu,,,' clauses. With both known and new vocabulary, they apply their knowledge in the context of people's rights, as they read, write and speak about issues including homophobia, German citizens of Turkish origin, employee right and the 1st May demonstrations and Black Lives Matter.

Lessons in unit

1. Rechte: simple past, perfect tense, seit vs vor
2. Hartz IV: obwohl and word order, zu clauses um...zu, ohne...zu, statt...zu
3. Rechte: wer, wen, wem

Prior knowledge requirements

- Pupils know and can use the perfect tense with the English meanings 'did' and 'have done'.
- Pupils know word order 3 with conjunctions like 'weil' or 'dass'.
- Pupils know the simple past (higher).
- Pupils know 'zu...infinitive clauses, for example after 'planen' (Higher)
- Pupils know um....zu, ohne...zu, statt....zu. (higher)

4. Popular culture: Kulturszene

Year 11

Threads

- Adjectives
- Cultural spotlight
- Nouns and determiners
- Read and respond to texts
- The past
- Word order

Unit description

This unit revisits previously taught grammar with practice of the perfect tense (haben and sein) and simple past with früher, gern and lieber. Comparative adverb structures are consolidated along with plural nouns and irregular nationality nouns. 'wo' and 'was' in relative clauses are revisited.

Why this, why now?

This unit provides a cultural backdrop in which pupils revisit known grammar and vocabulary, adding new vocabulary as they explore cultural traditions and famous lives in German speaking countries. The perfect tense with haben and sein and the simple past are reactivated, together with comparative adverbs, plural nouns, nationality nouns and relative clauses. Cultural traditions in Austria and Switzerland are explored in texts and exercises, and the lives and influence of famous German speakers, including the Grimm Brothers and the first Nobel peace prize winner Bertha Suttner are examined.

Lessons in unit

1. die Vennbahn: perfect tense, simple past, weak past participles
2. Traditionen in Österreich: comparative adverbs, postnominal superlatives
3. Traditionen in der Schweiz: abstract adjectival neuter nouns
4. Bertha Suttner: perfect tense change of state verbs, superlative adjectives
5. Die Brüder Grimm: plural nouns, weak masculine nouns
6. Berühmte Deutsche: subject relative clauses, wh pronouns in relative clauses

Prior knowledge requirements

- Pupils know the perfect tense with haben and sein. With sein pupils know change of state verbs.
- Pupils know how to form plural nouns.
- Pupils know and can use irregular nationality nouns, for example Deutsche.
- Pupils know and can use the perfect tense and the simple past (sein, haben, es gab) with adverbs, for example gern, lieber.
- Pupils know comparative adverbs.
- Pupils know and can use subject relative clauses

5. Communication and the world around us: meine Welt

Year 11

Threads

- Extend written and spoken production
- Listen and respond to longer passages
- Nouns and determiners
- Questions
- The future and conditional
- The present
- Word order

Unit description

This unit revisits a range of known grammar in the context of social and global inequalities. The future and conditional tenses are reactivated. 'Nach' and 'nachdem', 'vor' and 'bevor' are revisited. Word order 3 with conjunctions ob, sobald, solange, bis and damit are practised.

Why this, why now?

In this unit, pupils apply known grammar with known and new vocabulary in the context of global inequalities and environmental challenges. Most prepositions and conjunctions are revisited, along with consolidation of the future and conditional tenses and question formation using wo-compound questions words, for example wobei, woran. Pupils learn about loneliness, poverty and mental health in Germany, the German energy crisis and rewilding. Pupils practise all this in listening and responding to longer passages, extended spoken production and asking and answering spoken questions.

Lessons in unit

1. Gemeinsam statt einsam: dative vs verb to end - prepositions and conjunctions
2. Du siehst nicht krank aus: word order in 2-verb clauses with conjunctions
3. Soziale Ungerechtigkeiten: stem changes -t not -st, e before -t/-st, el stem
4. Armut in Deutschland: dative vs verb to end with bis, word order with wenn
5. Ungerechtigkeiten: damit da-compound vs damit conjunction
6. Ungerechtigkeiten: extended listening and spoken production
7. Energiekrise in Deutschland: future vs conditional, conditional, 2-verb rule
8. Rewilding: definite and indefinite articles after prepositions, da-compounds
9. Die Umwelt: word order with questions, questions with wo-compounds

Prior knowledge requirements

- Pupils know the prepositions 'nach' plus noun in the dative versus 'nachdem' with word order 3 in a clause..
- Pupils know the preposition 'vor' plus noun in accusative or dative versus 'bevor' with word order 3 in a clause.
- Pupils know and can use the future and the conditional tenses, both with 2-verb structures.
- Pupils know and can ask questions using 2-verb structures.
- Pupils know and can use a range of prepositions and da-compounds.

6. Communication and the world around us: die weite Welt

Year 11

Threads

- Derivational word patterns
- Extend written and spoken production
- Nouns and determiners
- Read and respond to texts
- The past
- The present
- Word order

Unit description

This unit consolidates known grammar with practice of modal verbs in present and past, reflexive verbs in two-verb structures, es gibt vs es gab and imperatives.(Sie, formal). Pupils also revise 'man' with verb to avoid the passive.

Why this, why now?

New vocabulary is introduced in the context of international issues, medicine and online safety. Together with revisiting known grammar and vocabulary, this allows pupils to read and respond to texts, to read aloud and undertake extended written production. Modal verbs in present and past, reflexive verbs and the use of 'man' to avoid the passive are used in discussing life and challenges in other countries.

Developments and current challenges in medicine provide further context, whilst online safety articles support extended reading and practice of the imperative.

Lessons in unit

1. Deutschland und Ukraine: present and past modals, reflexive verbs, simple past
2. Andere Länder: reflexive and reciprocal verbs with dative reflexive pronouns
3. Das Leben in anderen Ländern: passive avoidance man with a verb, adding -los
4. Medizin: 'es gibt' vs 'es gab', simple past
5. Gesundheit: word order with 'obwohl' in single-verb structures
6. Gesundheit: read and respond to texts
7. Online-Rechte: imperatives 'Sie' vs indicative and interrogative
8. Sicherheit im Internet: da-compounds
9. Sicherheit im Internet: extended text

Prior knowledge requirements

- Pupils know modal verbs in the present and past tenses.
- Pupils know reflexive verbs in 2-verb structures with present and imperfect modal verbs.
- Pupils know a range of word pattern rules.
- Pupils know a range of verbs in the simple past (higher)
- Pupils know word order 3 with a range of conjunctions including 'obwohl'.
- Pupils know the imperative in the du, ihr and Sie (formal) forms (higher).

7. People and lifestyle: mein Leben, meine Zukunft

Year 11

Threads

- Adjectives
- Nouns and determiners
- The future and conditional
- The past
- The present
- Word order

Unit description

This unit begins formal revision of the course, with known grammar and vocabulary reactivated throughout. Pupils apply knowledge on plural nouns, present and perfect tenses, including reflexive and separable verbs, imperfect tense, modals, verbs with prepositions, future tense and 'möcht-'

Why this, why now?

In this unit, pupils revise previous grammar and vocabulary knowledge in the context of their current lives as teenagers, an impression of the future at university, and a cultural visit to Salzburg. As pupils' knowledge has progressed, this unit draws together past, present tenses, including reflexive and separable verbs. Pupils also apply the future tense, including present tense with future meaning..They practise applying more complex language, including verbs, nouns and adjectives with preposition with greater confidence and fluency,

Lessons in unit

1. Mein Tag: making nouns plural, nouns without plurals, gender of nouns
2. Mein Tag: present vs past perfect, past participles
3. Mein Tag: perfect tense with simple past and present perfect functions
4. Salzburg, Österreich: making nouns plural
5. Salzburg, Österreich: present vs past imperfect
6. Salzburg, Österreich: simple past with 'früher'
7. An der Universität: da-compounds, verbs, nouns and adjectives with prepositions
8. An der Universität: present vs future
9. An der Universität: 'werden' vs 'möcht-', 2-verb rule

Prior knowledge requirements

- Pupils know and revise plural rules, nouns without plurals, gender of nouns and capital letters for nouns.
- Pupils know the present and perfect tenses, including reflexive and separable verbs.
- Pupils know the perfect tense with the 2 English meanings (I did vs I have done).
- Pupils know the imperfect tense of modal verbs, some high frequency strong verbs, and haben, sein, and es gab.
- Pupils know verbs with prepositions, and nouns and adjectives with prepositions.
- Pupils know the future tense with werden plus infinitive, the use of möcht-'

and 2 verb rule, and the use of the present tense with future meaning.

8. Communication and the world around us: Online Leben

Year 11

Threads

- Extend written and spoken production
- Listen and respond to longer passages
- Questions

Unit description

This unit continues to revisit known grammar and vocabulary from the entire course, this time focusing on question formation and application of knowledge in extended writing.

Why this, why now?

In this unit, pupils revisit their previous knowledge in the context of the social media and technology in everyday life. Pupils apply their knowledge across a range of common threads, including asking and answering spoken questions, listening and responding to longer passages and extended writing.

Lessons in unit

1. Online Leben: questions
2. Online Leben: extended listening
3. Online Leben: extended writing

Prior knowledge requirements

- Pupils revise present, future and past tenses with a wide range of question words.
- Pupils revise question formation with question words: wann, was (was für), wie (wie viele), wer, wen, wem, wo, woher, wohin, welcher- and warum.
- Pupils know and recall a wide range of vocabulary in extended listening tasks
- Pupils know and use a wide range of vocabulary in an extended writing task.

9. People and lifestyle: Menschen und Orte

Year 11

Threads

- Adjectives
- Derivational word patterns
- Negation
- Nouns and determiners

Unit description

This unit continues the focus on known grammar and vocabulary, with a spotlight on negation, adjective agreement, compound nouns, word pattern rules and read aloud practice of sound-symbol correspondences.

Why this, why now?

In this unit pupils reactivate their grammar and vocabulary knowledge within the context of geographical and cultural knowledge about North and South Germany. and about healthy lifestyles. This unit will help pupils to develop their confidence in being able to apply their knowledge in comprehension and in asking and answering questions and role play practice in these new contexts.

Lessons in unit

1. Nord- und Süddeutschland: negation
2. Nord- und Süddeutschland: adjective agreement
3. Nord- und Süddeutschland: role play practice
4. Gesund bleiben: compound nouns
5. Gesund bleiben: word patterns
6. Gesund bleiben: read aloud practice

Prior knowledge requirements

- Pupils know how to negate sentences in present, past and future tenses using nichts, nicht and nie.
- Pupils know adjective agreement with definite, indefinite and no articles,
- Pupils know and recall compound noun rules and word pattern rules.
- Pupils know and apply a broad range of vocabulary in role play speaking practice.
- Pupils know and demonstrate their knowledge of sound-symbol correspondences in read aloud practice.

10. Popular culture: berühmte Deutschsprachige

Year 11

Threads

- Extend written and spoken production
- Word order

Unit description

This unit consolidates revision of vocabulary and grammar with a focus on word order 1, word order 2 (inversion) and word order 3 with subordinating conjunctions.

Why this, why now?

This unit allows pupils to apply their vocabulary and grammar knowledge in order to learn about the lives of famous German speakers. Most elements of word order are revisited as pupils build greater confidence in applying these rules more accurately.

Lessons in unit

1. Berühmte Deutschsprachige: main clause word order
2. Berühmte Deutschsprachige: word order - inversion
3. Berühmte Deutschsprachige: word order - subordinate clauses

Prior knowledge requirements

- Pupils know and can apply their knowledge of word order 1, word order 2 (inversion) and word order 3 (subordinating clauses).
- Pupils know and can apply their knowledge of a wide range of high-frequency vocabulary in understanding complex texts.

11. Fragen und Antworten

Year 11

Threads

- Extend written and spoken production
- Listen and respond to longer passages
- Read and respond to texts

Unit description

This unit draws together known grammar and vocabulary in practising the skills for the different elements of the GCSE examination.

Why this, why now?

In this final unit, pupils apply their knowledge in extended spoken production, transcription, listening, reading and responding to longer passages, and extended written production. Pupils will also be able to ask and answer questions in role play, photo card and conversation practice.

Lessons in unit

1. Prüfungsvorbereitung: photo description practice
2. Prüfungsvorbereitung: listening and transcription practice
3. Prüfungsvorbereitung: short question writing practice
4. Prüfungsvorbereitung: longer question writing practice
5. Prüfungsvorbereitung: reading practice
6. Prüfungsvorbereitung: role play practice

Prior knowledge requirements

- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in describing photos.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in transcribing material.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in writing and rehearsing questions and answers.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in writing and rehearsing longer questions and answers.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in reading practice.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in role play practice.

Threads in German

[See how to use threads](#) ↑

Adjectives

Cultural spotlight

Derivational word patterns

Extend written and spoken production

Listen and respond to longer passages

Negation

Nouns and determiners

Questions

Read and respond to texts

The future and conditional

The past

The present

Use reference resources

Verb: to be, being

Verb: to have, having

Word order

Thread, 'Adjectives'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 10**, 'My family, my life: possessive adjectives'

Year 8

- **Unit 3**, 'Who am I? Adjective agreement, 'weil' and 'denn''
- **Unit 10**, 'Then and now: imperfect tense and comparatives'
- **Unit 12**, 'Last year or this year: present and perfect tenses'
- **Unit 13**, 'In the news: 'an' vs 'auf' (accusative, dative), 'gegen''
- **Unit 15**, 'New home: adjective endings in nominative, accusative and dative'

Year 9

- **Unit 2**, 'Everyday culture: present tense weak and strong verbs'
- **Unit 4**, 'Desires, plans and priorities: 'möcht-' future and use of infinitive'

Year 10

- **Unit 2**, 'People and lifestyle: sprichst du Deutsch?'
- **Unit 6**, 'People and lifestyle: Familie und Freunde'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 4**, 'Popular culture: Kulturszene'
- **Unit 7**, 'People and lifestyle: mein Leben, meine Zukunft'
- **Unit 9**, 'People and lifestyle: Menschen und Orte'

Thread, 'Cultural spotlight'

Year 7

- **Unit 2**, 'Belongings: 'haben' and articles in accusative case'
- **Unit 5**, 'Christmas: singular and plural nouns'
- **Unit 7**, 'Famous lives: present tense (singular) weak verbs'
- **Unit 8**, 'Friends and family: weak and strong verbs singular and 3rd person plural'

Year 8

- **Unit 5**, 'Past journeys: perfect tense with 'sein''
- **Unit 6**, 'Likes and dislikes: adverb 'gern''
- **Unit 10**, 'Then and now: imperfect tense and comparatives'
- **Unit 13**, 'In the news: 'an' vs 'auf' (accusative, dative), 'gegen''
- **Unit 17**, 'Erlkönig (Johann Wolfgang von Goethe): read and respond to a poem'
- **Unit 18**, 'My plans: future tense'

Year 9

- **Unit 1**, 'Modern lives and tall tales: present tense'
- **Unit 2**, 'Everyday culture: present tense weak and strong verbs'
- **Unit 3**, 'Past lives: perfect and imperfect tenses'
- **Unit 5**, 'Ordinary routines and special events: reflexive verbs'
- **Unit 6**, 'New Year's resolutions: future tense'
- **Unit 8**, 'Past lives and experiences: imperfect modal verbs'
- **Unit 9**, 'Ambitions and destinations: mögen' 'möcht-' past tenses'
- **Unit 12**, 'What makes us happy? Authentic texts'
- **Unit 15**, 'Narrating a story: imperfect tense'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 3**, 'Popular culture: Stereotypen'
- **Unit 4**, 'People and lifestyle: Identitätsprobleme'
- **Unit 7**, 'Popular culture: Beziehungen und Feste'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 17**, 'Communication and the world around us: los geht's. Wohin?'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 4**, 'Popular culture: Kulturszene'

Thread, '**Derivational word patterns**'

Year 10

- **Unit 2**, 'People and lifestyle: sprichst du Deutsch?'
- **Unit 6**, 'People and lifestyle: Familie und Freunde'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 11**, 'Popular culture: der Alltag'
- **Unit 14**, 'People and lifestyle: Zukunftsentscheidungen'
- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 9**, 'People and lifestyle: Menschen und Orte'

Thread, 'Extend written and spoken production'

Year 9

- **Unit 1**, 'Modern lives and tall tales: present tense'
- **Unit 13**, 'The environment: verbs of opinion'
- **Unit 14**, 'Places and projects: imperfect modal verbs'

Year 10

- **Unit 3**, 'Popular culture: Stereotypen'
- **Unit 6**, 'People and lifestyle: Familie und Freunde'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 17**, 'Communication and the world around us: los geht's. Wohin?'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 3**, 'People and lifestyle: Menschenrechte'
- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 8**, 'Communication and the world around us: Online Leben'
- **Unit 10**, 'Popular culture: berühmte Deutschsprachige'
- **Unit 11**, 'Fragen und Antworten'

Thread, 'Listen and respond to longer passages'

Year 8

- **Unit 10**, 'Then and now: imperfect tense and comparatives'
- **Unit 17**, 'Erlkönig (Johann Wolfgang von Goethe): read and respond to a poem'

Year 10

- **Unit 7**, 'Popular culture: Beziehungen und Feste'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 8**, 'Communication and the world around us: Online Leben'
- **Unit 11**, 'Fragen und Antworten'

Thread, 'Negation'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 2**, 'Belongings: 'haben' and articles in accusative case'
- **Unit 6**, 'Opinions about school: 'mögen', 'finden' and object pronouns'

Year 8

- **Unit 6**, 'Likes and dislikes: adverb 'gern''

Year 9

- **Unit 2**, 'Everyday culture: present tense weak and strong verbs'
- **Unit 14**, 'Places and projects: imperfect modal verbs'

Year 10

- **Unit 2**, 'People and lifestyle: sprichst du Deutsch?'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 9**, 'People and lifestyle: Menschen und Orte'

Thread, 'Nouns and determiners'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 2**, 'Belongings: 'haben' and articles in accusative case'
- **Unit 4**, 'Life at home: present tense (singular) weak verbs'
- **Unit 5**, 'Christmas: singular and plural nouns'

Year 8

- **Unit 2**, 'An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases'
- **Unit 3**, 'Who am I? Adjective agreement, 'weil' and 'denn''

Year 9

- **Unit 4**, 'Desires, plans and priorities: 'möcht-' future and use of infinitive'
- **Unit 7**, 'Family experiences: relative clauses'
- **Unit 9**, 'Ambitions and destinations: mögen' 'möcht-' past tenses'
- **Unit 10**, 'Positive experiences: word order and prepositions'
- **Unit 11**, 'School exchange: verbs with prepositions'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 2**, 'People and lifestyle: sprichst du Deutsch?'
- **Unit 7**, 'Popular culture: Beziehungen und Feste'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 11**, 'Popular culture: der Alltag'
- **Unit 12**, 'Communication and the world around us: Technologie'
- **Unit 14**, 'People and lifestyle: Zukunftsentscheidungen'
- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 4**, 'Popular culture: Kulturszene'
- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 7**, 'People and lifestyle: mein Leben, meine Zukunft'
- **Unit 9**, 'People and lifestyle: Menschen und Orte'

Thread, 'Questions'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 2**, 'Belongings: 'haben' and articles in accusative case'
- **Unit 4**, 'Life at home: present tense (singular) weak verbs'
- **Unit 5**, 'Christmas: singular and plural nouns'
- **Unit 6**, 'Opinions about school: 'mögen', 'finden' and object pronouns'
- **Unit 8**, 'Friends and family: weak and strong verbs singular and 3rd person plural'
- **Unit 9**, 'Activities: time phrases, word order, prepositions'
- **Unit 10**, 'My family, my life: possessive adjectives'
- **Unit 12**, 'Friendship: weak and irregular verbs, simple v. continuous'
- **Unit 13**, 'Improve your lifestyle: modal verbs 'müssen', 'dürfen', 'wollen'

Year 8

- **Unit 2**, 'An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases'
- **Unit 5**, 'Past journeys: perfect tense with 'sein''
- **Unit 6**, 'Likes and dislikes: adverb 'gern''
- **Unit 14**, 'Making plans: present and future tenses'
- **Unit 16**, 'Past events: perfect and imperfect tenses, adjective agreement and comparatives'

Year 9

- **Unit 1**, 'Modern lives and tall tales: present tense'
- **Unit 13**, 'The environment: verbs of opinion'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 5**, 'Popular culture: Vorbilder'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'
- **Unit 12**, 'Communication and the world around us: Technologie'
- **Unit 13**, 'Popular culture: Sport und Freizeit'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 3**, 'People and lifestyle: Menschenrechte'
- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 8**, 'Communication and the world around us: Online Leben'

Thread, 'Read and respond to texts'

Year 8

- **Unit 3**, 'Who am I? Adjective agreement, 'weil' and 'denn''
- **Unit 4**, 'Berlin: numbers and time'
- **Unit 10**, 'Then and now: imperfect tense and comparatives'
- **Unit 13**, 'In the news: 'an' vs 'auf' (accusative, dative), 'gegen''
- **Unit 17**, 'Erlkönig (Johann Wolfgang von Goethe): read and respond to a poem'
- **Unit 18**, 'My plans: future tense'

Year 9

- **Unit 8**, 'Past lives and experiences: imperfect modal verbs'
- **Unit 12**, 'What makes us happy? Authentic texts'
- **Unit 15**, 'Narrating a story: imperfect tense'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 6**, 'People and lifestyle: Familie und Freunde'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'
- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 4**, 'Popular culture: Kulturszene'
- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 11**, 'Fragen und Antworten'

Thread, 'The future and conditional'

Year 8

- **Unit 14**, 'Making plans: present and future tenses'
- **Unit 18**, 'My plans: future tense'

Year 9

- **Unit 4**, 'Desires, plans and priorities: 'möcht-' future and use of infinitive'
- **Unit 6**, 'New Year's resolutions: future tense'

Year 10

- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 12**, 'Communication and the world around us: Technologie'
- **Unit 13**, 'Popular culture: Sport und Freizeit'
- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 17**, 'Communication and the world around us: los geht's. Wohin?'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 7**, 'People and lifestyle: mein Leben, meine Zukunft'

Thread, 'The past'

Year 8

- **Unit 1**, 'Holidays: present and past, perfect tense with 'haben''
- **Unit 4**, 'Berlin: numbers and time'
- **Unit 5**, 'Past journeys: perfect tense with 'sein''
- **Unit 9**, 'New experiences: perfect tense with haben and sein'
- **Unit 10**, 'Then and now: imperfect tense and comparatives'
- **Unit 12**, 'Last year or this year: present and perfect tenses'
- **Unit 16**, 'Past events: perfect and imperfect tenses, adjective agreement and comparatives'

Year 9

- **Unit 3**, 'Past lives: perfect and imperfect tenses'
- **Unit 8**, 'Past lives and experiences: imperfect modal verbs'
- **Unit 9**, 'Ambitions and destinations: mögen' 'möcht-' past tenses'
- **Unit 10**, 'Positive experiences: word order and prepositions'
- **Unit 14**, 'Places and projects: imperfect modal verbs'
- **Unit 15**, 'Narrating a story: imperfect tense'
- **Unit 16**, 'Past ambitions and future goals: past, present and word order'

Year 10

- **Unit 4**, 'People and lifestyle: Identitätsprobleme'
- **Unit 5**, 'Popular culture: Vorbilder'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 11**, 'Popular culture: der Alltag'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 4**, 'Popular culture: Kulturszene'
- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 7**, 'People and lifestyle: mein Leben, meine Zukunft'

Thread, 'The present'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 3**, 'Activities in and out of school: present tense (singular) weak verbs'
- **Unit 4**, 'Life at home: present tense (singular) weak verbs'
- **Unit 5**, 'Christmas: singular and plural nouns'
- **Unit 6**, 'Opinions about school: 'mögen', 'finden' and object pronouns'
- **Unit 7**, 'Famous lives: present tense (singular) weak verbs'
- **Unit 8**, 'Friends and family: weak and strong verbs singular and 3rd person plural'
- **Unit 9**, 'Activities: time phrases, word order, prepositions'
- **Unit 10**, 'My family, my life: possessive adjectives'
- **Unit 11**, 'Berlin: word order'
- **Unit 12**, 'Friendship: weak and irregular verbs, simple v. continuous'
- **Unit 13**, 'Improve your lifestyle: modal verbs 'müssen', 'dürfen', 'wollen'
- **Unit 14**, 'Plans and places: future vs present meaning for present tense'

Year 8

- **Unit 1**, 'Holidays: present and past, perfect tense with 'haben''
- **Unit 2**, 'An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases'
- **Unit 3**, 'Who am I? Adjective agreement, 'weil' and 'denn''
- **Unit 4**, 'Berlin: numbers and time'
- **Unit 5**, 'Past journeys: perfect tense with 'sein''
- **Unit 6**, 'Likes and dislikes: adverb 'gern''
- **Unit 7**, 'A party: separable verbs'
- **Unit 8**, 'Family and friends: verbs with indirect objects'
- **Unit 10**, 'Then and now: imperfect tense and comparatives'
- **Unit 11**, 'What we like and prefer doing: separable verbs, 'gern' and 'lieber''
- **Unit 12**, 'Last year or this year: present and perfect tenses'
- **Unit 14**, 'Making plans: present and future tenses'
- **Unit 15**, 'New home: adjective endings in nominative, accusative and dative'

Year 9

- **Unit 1**, 'Modern lives and tall tales: present tense'
- **Unit 2**, 'Everyday culture: present tense weak and strong verbs'
- **Unit 4**, 'Desires, plans and priorities: 'möcht-' future and use of infinitive'
- **Unit 5**, 'Ordinary routines and special events: reflexive verbs'
- **Unit 7**, 'Family experiences: relative clauses'
- **Unit 9**, 'Ambitions and destinations: mögen' 'möcht-' past tenses'
- **Unit 10**, 'Positive experiences: word order and prepositions'
- **Unit 11**, 'School exchange: verbs with prepositions'
- **Unit 13**, 'The environment: verbs of opinion'

- **Unit 14**, 'Places and projects: imperfect modal verbs'
- **Unit 16**, 'Past ambitions and future goals: past, present and word order'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 7**, 'Popular culture: Beziehungen und Feste'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 11**, 'Popular culture: der Alltag'
- **Unit 12**, 'Communication and the world around us: Technologie'
- **Unit 13**, 'Popular culture: Sport und Freizeit'
- **Unit 14**, 'People and lifestyle: Zukunftsentscheidungen'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 7**, 'People and lifestyle: mein Leben, meine Zukunft'

Thread, '**Use reference resources**'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 4**, 'Life at home: present tense (singular) weak verbs'
- **Unit 8**, 'Friends and family: weak and strong verbs singular and 3rd person plural'

Year 8

- **Unit 13**, 'In the news: 'an' vs 'auf' (accusative, dative), 'gegen''

Thread, '**Verb: to be, being**'

Year 7

- **Unit 1**, 'In the classroom: 'sein', nouns, articles, questions'
- **Unit 5**, 'Christmas: singular and plural nouns'

Year 8

- **Unit 2**, 'An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases'
- **Unit 5**, 'Past journeys: perfect tense with 'sein''
- **Unit 9**, 'New experiences: perfect tense with haben and sein'
- **Unit 10**, 'Then and now: imperfect tense and comparatives'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Thread, **'Verb: to have, having'**

Year 7

- **Unit 2**, 'Belongings: 'haben' and articles in accusative case'
- **Unit 5**, 'Christmas: singular and plural nouns'

Year 8

- **Unit 1**, 'Holidays: present and past, perfect tense with 'haben''
- **Unit 2**, 'An exchange: present tense, 'haben' and 'sein', formal 'Sie' vs 'du', cases'
- **Unit 9**, 'New experiences: perfect tense with haben and sein'

Year 10

- **Unit 18**, 'Communication and the world around us: Reiseziele'

Thread, 'Word order'

Year 7

- **Unit 2**, 'Belongings: 'haben' and articles in accusative case'
- **Unit 4**, 'Life at home: present tense (singular) weak verbs'
- **Unit 9**, 'Activities: time phrases, word order, prepositions'
- **Unit 10**, 'My family, my life: possessive adjectives'
- **Unit 11**, 'Berlin: word order'
- **Unit 12**, 'Friendship: weak and irregular verbs, simple v. continuous'

Year 8

- **Unit 3**, 'Who am I? Adjective agreement, 'weil' and 'denn''
- **Unit 5**, 'Past journeys: perfect tense with 'sein''
- **Unit 6**, 'Likes and dislikes: adverb 'gern''
- **Unit 8**, 'Family and friends: verbs with indirect objects'
- **Unit 14**, 'Making plans: present and future tenses'
- **Unit 18**, 'My plans: future tense'

Year 9

- **Unit 1**, 'Modern lives and tall tales: present tense'
- **Unit 3**, 'Past lives: perfect and imperfect tenses'
- **Unit 6**, 'New Year's resolutions: future tense'
- **Unit 7**, 'Family experiences: relative clauses'
- **Unit 8**, 'Past lives and experiences: imperfect modal verbs'
- **Unit 9**, 'Ambitions and destinations: mögen' 'möcht-' past tenses'
- **Unit 10**, 'Positive experiences: word order and prepositions'
- **Unit 11**, 'School exchange: verbs with prepositions'
- **Unit 12**, 'What makes us happy? Authentic texts'
- **Unit 13**, 'The environment: verbs of opinion'
- **Unit 14**, 'Places and projects: imperfect modal verbs'
- **Unit 16**, 'Past ambitions and future goals: past, present and word order'

Year 10

- **Unit 1**, 'People and lifestyle: wer sind wir?'
- **Unit 2**, 'People and lifestyle: sprichst du Deutsch?'
- **Unit 3**, 'Popular culture: Stereotypen'
- **Unit 6**, 'People and lifestyle: Familie und Freunde'
- **Unit 7**, 'Popular culture: Beziehungen und Feste'
- **Unit 8**, 'People and lifestyle: Aufwachsen, Altersgrenzen und Zukunftspläne'
- **Unit 9**, 'Popular culture: tolle Lebenserfahrungen'
- **Unit 10**, 'People and lifestyle: das Schulleben'
- **Unit 11**, 'Popular culture: der Alltag'

- **Unit 15**, 'People and lifestyle: positive Lebensentscheidungen'
- **Unit 16**, 'Communication and the world around us: mein Leben online'
- **Unit 17**, 'Communication and the world around us: los geht's. Wohin?'
- **Unit 18**, 'Communication and the world around us: Reiseziele'

Year 11

- **Unit 1**, 'Communication and the world around us: mein Wohnort'
- **Unit 2**, 'Communication and the world around us: Geschichte'
- **Unit 3**, 'People and lifestyle: Menschenrechte'
- **Unit 4**, 'Popular culture: Kulturszene'
- **Unit 5**, 'Communication and the world around us: meine Welt'
- **Unit 6**, 'Communication and the world around us: die weite Welt'
- **Unit 7**, 'People and lifestyle: mein Leben, meine Zukunft'
- **Unit 10**, 'Popular culture: berühmte Deutschsprachige'



© Oak National Academy 2024.

Produced in partnership with The Cam Academy Trust.

Licensed on the [Open Government Licence v3.0](#), except where otherwise stated.
See [Oak terms and conditions](#).

OGL