

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn</b>  <b>Half Term 1</b>	<ul style="list-style-type: none"> <li>• Talking about your free time</li> <li>• Expressing preferences</li> <li>• Using frequency phrases with correct word order</li> <li>• Discussing how you spend time online</li> <li>• Using separable verbs in the present tense</li> <li>• Expressing advantages and disadvantages of life online</li> <li>• Inviting people out and buying tickets</li> <li>• Asking questions</li> <li>• Practising the role-play section of the exam</li> <li>• Expressing preferences about films and TV shows</li> <li>• Using the imperfect and perfect tenses together</li> <li>• Practising the eu sound in German</li> <li>• Using the future tense to describe plans for the weekend</li> <li>• Understanding the 'time-manner-place' rule</li> <li>• Using sequencers</li> </ul>	No formal assessment. Completion of speaking questions.	Key retrieval practice of y7-9 work on free time/making plans, before expanding on this knowledge with more complex vocabulary and structures. Again, revision of key concepts and tenses and the introduction of the using multiple tenses and asking questions in the perfect tense to extend learning further.	Glossaries of grammatical terminology given to all pupils for reference. Regular vocabulary repetition and retrieval practice. Strong focus on reading challenging texts throughout the year and key literacy focus on written and oral work.

<p><b>Autumn</b></p> <p><b>Half Term</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Understanding the school system in the UK and in the German-speaking world.</li> <li>• Using articles and plural nouns.</li> <li>• Talking about your timetable</li> <li>• Using the present tense</li> <li>• Using weil to give and justify opinions</li> <li>• Talking about school uniforms</li> <li>• Using adjectives with nouns</li> <li>• Talking about school rules.</li> <li>• Using modal verbs: müssen, sollen, dürfen</li> <li>• Using opinion phrases with dass</li> <li>• Talking about special events at school</li> <li>• Using the perfect tense and imperfect tense</li> <li>• Practising the w sound in German</li> <li>• Describing school life</li> </ul>	<p>No formal assessment.</p> <p>Completion of speaking questions.</p>	<p>Commencement of the topic of School. This draws on previously taught content from Y7 before expanding knowledge and depth to cover key areas of interest and culture within the topic such as understanding the German school system.</p>	<p>Glossaries of grammatical terminology given to all pupils for reference. Regular vocabulary repetition and retrieval practice. Strong focus on reading challenging texts throughout the year and key literacy focus on written and oral work.</p>
<p><b>Spring</b></p> <p><b>Half Term</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Mock exam preparation</li> <li>• Topic revision</li> <li>• Grammar consolidation of tenses</li> </ul>	<p>Year 10 exam window. All 4 skills assessed. Listening, speaking, reading and writing.</p>	<p>Focus shifts now to retrieval/recap and revision of the GCSE themes covered – Y9 and Y10 work included. A 4-skill exam window is conducted – listening, reading and writing in line with whole school assessment calendar followed by a first full speaking examination – This draws together components that have been experienced in part during Y7-9.</p>	<p>Glossaries of grammatical terminology given to all pupils for reference. Regular vocabulary repetition and retrieval practice. Strong focus on reading challenging texts throughout the year and key literacy focus on written and oral work.</p>

<p><b>Spring</b></p> <p><b>Half Term 4</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussing plans</b> for after exams</li> <li>• Using reflexive verbs</li> <li>• Revising the future tense</li> <li>• <b>Discussing</b> what jobs, you would like to do in the future</li> <li>• Revising the conditional and imperfect subjunctive</li> <li>• Using <i>werden</i> in different tenses</li> <li>• <b>Discussing</b> the skills and characteristics needed for certain jobs</li> <li>• Revising subordinating conjunctions</li> <li>• <b>Discussing</b> gap years</li> <li>• Using adjectives as nouns after <i>viel, etwas</i>, etc.</li> <li>• <b>Formulating an argument</b></li> <li>• <b>Discussing</b> hopes for the future</li> </ul>	<p><i>Reflection on assessments.</i></p>	<p>This is largely new in terms of content, however key structures such as: Reflexive verbs (years 7-9), future tense (Years 7-9), formulating arguments (Year 8 and 9), present, past and future tenses (Years 7-10), conditional (Year 10) have all come up before so lots of opportunities for retrieval and consolidation.</p> <p>The content is deliberately left until later in KS4 to ensure it is relevant to pupils and therefore often serves as a good motivator being a mature topic. This topic also links directly with the whole school relevance and forthcoming Fairfield Futures week.</p>	<p>Glossaries of <b>grammatical terminology</b> given to all pupils for reference. Regular <b>vocabulary repetition</b> and retrieval practice. Strong focus on reading <b>challenging texts</b> throughout the year and key literacy focus on written and oral work.</p>
<p><b>Summer</b></p> <p><b>Half Term 5</b></p>	<ul style="list-style-type: none"> <li>• Mock exam preparation</li> <li>• Topic revision</li> <li>• Grammar consolidation of tenses</li> </ul>	<p>Year 10 exam window. 3 skills assessed. Listening, reading and writing.</p>	<p>Focus shifts now to retrieval/recap and revision of the GCSE themes covered – Y9 and Y10 work included. A 3-skill exam window is conducted – listening, reading and writing in line with whole school assessment calendar.</p>	<p>Glossaries of <b>grammatical terminology</b> given to all pupils for reference. Regular <b>vocabulary repetition</b> and retrieval practice. Strong focus on reading <b>challenging texts</b> throughout the year and key literacy focus on written and oral work.</p>

<p><b>Summer</b></p> <p><b>Half Term</b></p> <p><b>6</b></p>	<p><i>Recap of year 9 coverage (with new GCSE specification resources)</i></p> <ul style="list-style-type: none"> <li>• <b>Describing</b> family members</li> <li>• Using possessive adjectives</li> <li>• Using relative pronouns</li> <li>• <b>Saying</b> how we get on with people and why</li> <li>• Using pronouns and possessive adjectives in the dative</li> <li>• Using qualifiers and intensifiers Discussing equality and identity</li> <li>• Using two-time frames together: past and present</li> <li>• Recognising feminine nouns Describing a family celebration in the past</li> <li>• Practising word order</li> <li>• Using time phrases Discussing a party</li> <li>• Using three time frames</li> <li>• Using <i>in</i> + accusative / dative</li> </ul>	<p><i>Reflection and intervention following assessments.</i></p>	<p>This half-term allows for retrieval practice of all themes covered since Y9 as well as some cultural input. The focus will be on ensuring pupils are confident with the new GCSE specification and examination style by using topics they are most confident with.</p>	<p>Glossaries of <b>grammatical terminology</b> given to all pupils for reference. Regular <b>vocabulary repetition</b> and retrieval practice. Strong focus on reading <b>challenging texts</b> throughout the year and key literacy focus on written and oral work.</p>
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