

Year 8 German Curriculum:

There are five main aspects of **German** that will be covered in Year 8:

1. **Listening and speaking:** understanding and responding to the spoken word / developing capability and confidence in listening/ being sensitive to the spoken word/ talking together/ presenting and narrating
2. **Reading and writing:** understanding and responding to the written word/ developing capability and confidence in reading/ being sensitive to the written word/ adapting and building text/ writing to create meaning
3. **Intercultural understanding:** appreciating cultural diversity/ recognising different ways of seeing the world
4. **Knowledge about the language:** letters and sounds/ sentence structure/ verbs and tenses/ questions and negatives
5. **Language learning strategies:** identifying patterns in the target language/ working out meaning / using reference materials/ reading aloud / planning and preparing/ evaluating and improving
6. **Working as an independent and autonomous learner: taking responsibility for own learning,** reflecting on one's own work, redrafting, researching, taking initiatives in one's learning, being pro-active

Autumn Term - themes

1. Skills reinforced: phonics, discriminate sounds, reading, scanning text to decode meaning, identify and apply patterns, spontaneous speaking, expressing opinions on authentic documents
2. talking about past holidays: countries, accommodation, activities in past tense, time
3. talking about past weekend
4. shopping, food, pocket money, ordering food in cafe

Spring Term - themes

1. Media and free time activities: types of TV programmes, discuss what friends do after school, discuss sports/cinema
2. Talking about health/illnesses: saying what is wrong, discussing healthy/unhealthy eating/lifestyle

Summer Term - themes

1. Going out: accepting and turning down invitations, discussing clothes/daily routine, making party food
2. Exchange: welcoming a German visitor to your home, making plans for the weekend

Key objectives:

Whilst the content for German varies from term to term the following skills are being developed on an ongoing basis throughout the year:

1. Listening and speaking:

- a) Understand information at the first attempt, including language spoken at near-normal speed.
- b) Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
- c) Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges.
- d) Use some complex language in a prepared but unscripted talk or narrative

2. Reading and writing:

- a) Develop their vocabulary through contact with authentic materials.
- b) Identify and understand familiar language in new contexts when reading longer and more complex texts.
- c) Give a personal response to a text, in terms of enjoyment or interest, supported by reference to the text itself.
- d) Use a story, poem or information text as a stimulus for own writing.
- e) Organise ideas and information into a sequence of paragraphs.
- f) Use language researched independently to add originality to their writing.

3. Intercultural understanding:

- a) Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own.
- b) Explain the origin and purpose of a custom that does not exist in their own culture.

4. Knowledge about the language:

- a) Identify and recall common exceptions to the usual patterns of sounds and spellings.
- b) Increase their stock of words, including a range of abstract items and words with more than one meaning.
- c) Develop and improve sentences by adding, rearranging or replacing elements.
- d) Understand and use a range of verb forms referring to past, present and future events.
- e) Understand and use a range of modal verb forms in different contexts.
- f) Understand and use a range of question types.
- g) Understand and use a range of negative forms

5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read
- c) Make appropriate & effective use of reference materials to aid understanding, build vocabulary & develop speaking & writing
- d) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- e) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.

Key Performance Standards

1. Listening and speaking:

- a) Understand information at the first attempt, including language spoken at near-normal speed.
- b) Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
- c) Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges.
- d) Use some complex language in a prepared but unscripted talk or narrative.

2. Reading and writing:

- a) Develop their vocabulary through contact with authentic materials.
- b) Identify and understand familiar language in new contexts when reading longer and more complex texts.
- c) Use a story, poem or information text as a stimulus for their own writing.
- d) Organise ideas and information into a sequence of paragraphs.
- e) Use language researched independently to add originality to their writing.

3. Intercultural understanding:

- a) Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own.

4. Knowledge about the language:

- a) Increase their stock of words.
- b) Develop and improve sentences by adding, rearranging or replacing elements.
- c) Understand and use a range of verb forms referring to past, present and future events.
- d) Understand and use a range of modal verb forms in different contexts.
- e) Understand and use a range of question types.
- f) Understand and use a range of negative forms.

5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language.
- a) Use previous knowledge, context and other clues to work out the meaning of what they hear or read.
- b) Make appropriate & effective use of reference materials to aid understanding, build vocabulary & develop speaking & writing.
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) Evaluate and improve quality of their speech, writing and ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, being pro-active.