

GERMAN - YEAR 7 - MEINE WELT UND ICH

Rationale and Context of Unit:		Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Most pupils have not learnt German before starting at Acle Academy. If they have, they have usually only practised a little speaking and listening. They will however, have learned grammar skills in KS1 and KS2 English, which will be transferable in the target language e.g. nouns, adjectives, quantifiers, determiners, verbs, modal verbs, adverbials, pronouns, connectives and the imperative The initial aim of starting a language at KS3 is for the pupils to have an understanding of the country/countries where that language is spoken and to look for similarities and differences between those countries and the UK. The first chapter it taught so that the pupils can tell others some basic details about themselves in the target language. The grammar involves links to the pupils' prior learning – verbs, nouns, adjectives and determiners, as well as some basic connectives During this chapter, students will learn to cope with unfamiliar language and unexpected responses; they will grow in confidence when speaking in German with increasing accuracy of pronunciation. 		<ul style="list-style-type: none"> Greetings – Learning how to introduce yourself and to pronounce German words Numbers – counting to 19 and using the verb 'sein'. Numeracy is used every lesson, amongst other things, when writing the date and listening to page numbers to turn to Saying where you live – countries, map of Germany and bordering countries, verb endings Characteristics – describing your character, using quantifiers and some basic connectives. Also, using possessive pronouns Asking questions – asking and answering questions about your belongings and favourite things. Using the verb 'haben' and the indefinite article 	<p>Etymological links are made to tier 2 and 3 English vocabulary</p>
Challenge and Support:		Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>As well as the reinforcement and extension tasks below there will be numerous scaffolding and extension opportunities both on the board during lessons and on worksheets</p>	<p>Übungsheft B, page 4 <u>Characteristics Reinforcement:</u> Extra page 120 Übungsheft A, page 5 <u>Extension:</u> Extra pages 120–121 Übungsheft B, page 5</p>	<ul style="list-style-type: none"> German speaking countries and their flags Countries that boarder Germany Typical food eaten in Germany German car brands Famous German speaking people German football teams 	<ul style="list-style-type: none"> German companies – this language is now being recommended as an important language for an English person to learn

<p>Greetings Reinforcement: More ideas for inventors and inventions to match in ex. 8 Übungsheft A, page 2 Extra page 120 Extension: Pupils add lines to the dialogue in ex. 6 Extra pages 120–121</p> <p>Numbers Reinforcement: Extra page 120 Übungsheft A, page 3 Extension: For ex. 2 pupils write number and name without reference to the pupil book Extra pages 120–121 Übungsheft B, page 3</p> <p>Saying where you live Reinforcement: Extra page 120 Übungsheft A, page 4 Extension: Extra pages 120–121</p>	<p>Belongings Reinforcement: Extra page 120 Übungsheft A, page 6 Extension: Alternative challenge reading activity for ex. 6 Extra pages 120–121 Übungsheft B, page 6</p> <p>HPAs are encouraged to read extra texts from the book to further their understanding of the language or to choose a book from off the shelf in the classroom and see whether they can understand the gist of the story.</p> <p>PP students will be sat near the front (where appropriate) and will be chosen first to answer questions and, with my support, will be encouraged to complete extension tasks.</p> <p>SEND students will be supported according to their SEN need.</p>		<ul style="list-style-type: none"> • Empathy with other cultures • Typical food eaten in Germany • German car brands • Famous German speaking people • German football teams
<p>Historical, Social, Moral, Spiritual, Cultural context:</p> <p>Relationships, Family and Friends (Personal information) How the word ‘family’ can mean many different things to different people Some historical facts about Germany, Austria and Switzerland – talking about prejudices Germany – understanding differences with food and drink, times, school rules, hobbies, currency</p>	<p>Cross curricular links/ literacy/numeracy:</p> <p>Design and technology: inventions Geography – flags, countries in Europe Maths – numbers, time and currency History – a brief account of the past and present day Germany English – lots of links to grammatical terminology</p>	<p>Common misconceptions:</p> <ul style="list-style-type: none"> • <i>Word order rules in German.</i> • <i>Pronunciation of vowels, esp. ie/ei</i> 	

		<ul style="list-style-type: none"> • <i>Confusion about the 3 words for 'the' and 'a' in German</i> • <i>Incorrect stereotyping</i>
Assessment timeline:		
<ul style="list-style-type: none"> • Frequent AFL during lessons and formative feedback given • Every 2 weeks there will be a vocab test, there will also be an end of unit reading and listening test at approx. lesson 14 and a writing task on lesson 15 • There will be a pre-test revision lesson with formative feedback • There will be a WAGOLL and success criteria for the end of unit writing task • Common misconceptions from the test will be addressed before the start of the new chapter 		
Home learning		
<ul style="list-style-type: none"> • Key vocab learning for regular vocab tests. Differentiated numeracy worksheet • Vocab tests in class with differentiated pass marks. Re-sits for pupils who do not meet their pass mark. Worksheets will be marked in class and any general misconceptions addressed 		
Feedback		
<ul style="list-style-type: none"> • There will be a listening and reading test, which will be feedback 4 marked, with pupils responding in green pen to any next steps/literacy corrections. The pupils will write a paragraph at the end of the chapter about themselves, which will also be feedback 4 marked. • The pupils books will be marked according to the school marking policy and any common misconceptions will addressed as a starter activity the following lesson. If it is felt that more work is needed on a certain area, this will be dealt with during the lesson. 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 X	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: Meine Welt und ich																													

	Learning Question	Suggested activities	Core curriculum knowledge to be gained
Week 1- Hallo!	How many new friends have you already made since starting here?	<p>Starter: Hyperlink to flipchart for entire chapter</p> <p>Introduction: On flipchart</p> <p>Development 1: As above</p>	<ul style="list-style-type: none"> • The definite (<i>der, die, das</i>) and indefinite (<i>ein, eine, ein</i>) article (nominative singular) • Cognates • Pronunciation of German vowels • Some main cities in Germany <p>Checked and tested by: Speaking and listening games using mini whiteboard and flipchart - AFL</p>
	Learning objectives	<p>Development 2: As above</p>	
	To be able to introduce yourself in German using accurate pronunciation	<p>Plenary: Practise conversations using celebrity character cards Alternative plenary: Use ActiveTeach p.008 Class Game to review German pronunciation</p>	
	<p>With support, can say basic phrases to introduce themselves</p> <p>Can understand and answer some questions linked to introducing themselves</p> <p>Can ask and answer questions without support</p> <p>Can confidently look up new answers to give when asked questions and can ask others questions with very good pronunciation</p>	<p>Reinforcement: More ideas for inventors and inventions to match in ex. 8 Übungsheft A, page 2 Extra page 120</p> <p>Extension: Pupils add lines to the dialogue in ex. 6 Extra pages 120–121</p>	
	Key vocabulary		
			Key learning skill to be developed
			<p>Listening</p> <ul style="list-style-type: none"> • Understand others introducing themselves • Listen to and understand the pronunciation of key phonic sounds <p>Speaking</p> <ul style="list-style-type: none"> • Introduce yourself in a dialogue • Pronounce key phonic sounds <p>Reading</p>

	<p>Hallo! Ich heiÙe ... Wie heiÙst du? Guten Tag! Wie geht's? Und dir? Gut./Nicht schlecht. Tschüs! Auf Wiedersehen!</p>		<ul style="list-style-type: none"> • Understand people's names and individual words
	<p>Home learning or knowledge tested by:</p>	<p>Learn pronunciation from sheet vocab from first section of knowledge organiser</p>	
	<p>Resources:</p>	<p>01_Kapitel1_Einheit1_Aufgabe1 02_Kapitel1_Einheit1_Aufgabe2 03_Kapitel1_Einheit1_Aufgabe3 04_Kapitel1_Einheit1_Aufgabe5 05_Kapitel1_Einheit1_Aufgabe8 Active Learn: Starter 1 resource p.008 Class game p.008 Exercise 1 video p.009 Grammar practice p.009 Grammar presentation Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>	

	Learning Question	Suggested activities	Core curriculum knowledge to be gained				
WEEK 2- Wie alt bist du?	How many times a day do you use numbers?	Starter: 1 Sort German words by <i>der/die/das</i> using the starter resource 2 Practise numbers by playing bingo using the starter resource <i>Alternative:</i> Use ActiveTeach p.010 Flashcards to review and practise numbers 1–12	The verb <i>sein</i> (simple present, singular) Using key words to help pronunciation Asking someone’s age				
	Learning objectives						
	To be able to count up to 19 Using the verb <i>sein</i> (to be) With support, can match most numbers up to 19 Can recognise most numbers up to 19 Is able to write most numbers up to 19 and can recognise the pattern with numbers Can write all numbers up to 19, including the irregular ones and can use this knowledge to work out some higher numbers	Introduction: On flipchart Development 1: As above Development 2: As above Plenary: Play dominoes using plenary resource to practise numbers 1–19 and <i>sein</i> Extension: <u>Reinforcement:</u> Extra page 120 Übungsheft A, page 3 <u>Extension:</u> For ex. 2 pupils write number and name without reference to the pupil book Extra pages 120–121 Übungsheft B, page 3	Checked and tested by: Games and listening activities in class. Vocab test for new words next week <table border="1" data-bbox="1444 662 2116 718"> <thead> <tr> <th>Key learning skill to be developed</th> </tr> </thead> <tbody> <tr> <td>Listening <ul style="list-style-type: none"> Listen to and understand numbers 1–19 </td> </tr> <tr> <td>Speaking <ul style="list-style-type: none"> Talk about someone’s age </td> </tr> <tr> <td>Reading <ul style="list-style-type: none"> Understand numbers 1–19 </td> </tr> <tr> <td>Writing <ul style="list-style-type: none"> Write down the numbers 1–19 </td> </tr> </tbody> </table>	Key learning skill to be developed	Listening <ul style="list-style-type: none"> Listen to and understand numbers 1–19 	Speaking <ul style="list-style-type: none"> Talk about someone’s age 	Reading <ul style="list-style-type: none"> Understand numbers 1–19
Key learning skill to be developed							
Listening <ul style="list-style-type: none"> Listen to and understand numbers 1–19 							
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Reading <ul style="list-style-type: none"> Understand numbers 1–19 							
Writing <ul style="list-style-type: none"> Write down the numbers 1–19 							

	Key vocabulary		
	Numbers 1–19 Wie alt bist du? Ich bin ... Jahre alt.		
	Home learning or knowledge tested by:	Revise vocabulary ready for vocab test next week. Vocab is on the knowledge organiser at the back of their neat books. They have a week to learn this and will be tested at the start of the lesson.	
	Resources	06_Kapitel1_Einheit2_Aufgabe1 07_Kapitel1_Einheit2_Aufgabe2 08_Kapitel1_Einheit2_Aufgabe3 09_Kapitel1_Einheit2_Aufgabe6 10_Kapitel1_Einheit2_Aufgabe7 Übungsheft 1 A&B, page 3 Starter 1 resource p.010 Flashcards p.011 Grammar presentation Plenary resource Listening A, Listening B Reading A, Reading B Grammar, Vocabulary	

	Learning Question	Suggested activities	Core curriculum knowledge to be gained
WEEK 3- Wie schreibt man das?	Which country would you most like to live in and why?	Starter: 1 Pupils play bingo using the starter resource 2 Revising the alphabet and vocabulary using the starter resource	The verb <i>wohnen</i> (simple present, singular)
	Learning objectives	Introduction: On flipchart	
	To be able to use the German alphabet to spell the names of different countries Using the verb <i>wohnen</i> to say where you live With support, can match countries in German and English and can read the question and answer Can recognise most countries in German and with support, can ask and answer questions about where they live Can ask and answer questions without support and be able to write most countries learnt in German with only a few spelling mistakes Can confidently look up new countries as answers to give when asked questions and can ask others questions with very good pronunciation. Generally accurate spellings when writing answers.	Development 1: As above Development 2: As above Plenary: Practise conversations using character cards from the plenary resource <u>Reinforcement:</u> Extra page 120 Übungsheft A, page 4 <u>Extension:</u> Extra pages 120–121 Übungsheft B, page 4	Checked and tested by: THE HOMEWORK WILL BE FEEDBACK 4 MARKED Key learning skill to be developed Listening <ul style="list-style-type: none"> Listen to, understand and use the alphabet Speaking <ul style="list-style-type: none"> Talk about yourself Use the alphabet Reading <ul style="list-style-type: none"> Understand key words from texts Writing <ul style="list-style-type: none"> Write about yourself

	Key vocabulary		
	<p>Wo wohnst du? Ich wohne in ... Er/Sie wohnt in ... Das ist in ... England Schottland Wales Nordirland Irland Wie schreibt man das (Haus)? Das schreibt man (H-A-U-S).</p>		
	Home learning or knowledge tested by:	<p>Grades F – 2+: Revise the conversation using your book to help you Grades 3 - 5: Revise the conversation so that you are ready to present it in lesson</p>	
	Resources:	<p>11_Kapitel1_Einheit3_Aufgabe1 12_Kapitel1_Einheit3_Aufgabe2 13_Kapitel1_Einheit3_Aufgabe4 14_Kapitel1_Einheit3_Aufgabe8 <i>ActiveLearn:</i> Starter 1 resource Starter 2 resource p.013 Grammar presentation p.013 Video: Episode 1 p.013 Exercise 5 grid p.013 Grammar worksheet p.013 Thinking skills worksheet Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>	

	Learning Question	Suggested activities	Core curriculum knowledge to be gained
WEEK 4- Wie bist du?	How would you describe your character?	Starter: <i>Describe a photocard (on flipchart)</i> Introduction: On flipchart	The indefinite article (<i>mein, dein</i>) Checked and tested by: Games and listening activities in class. Vocab test for new words next week
	Learning objectives	Development 1: As above	
	To be able to say what your character is like and to describe someone else's Using <i>mein(e)</i> and <i>dein(e)</i> With support, can say what their character is like Can use at least two adjectives when talking about their character and can recognise 'Lieblings...' Can use a connective when describing themselves and can explain at least one thing that is their favourite, using 'Lieblings...' Can talk about themselves and conjugate the verb correctly when talking about other people's characteristics. Can write about at least three things that are their favourite	Development 2: As above Plenary: Word-matching jigsaw using plenary resource to practise vocabulary and <i>mein</i> and <i>dein</i> <i>Alternative:</i> Use ActiveTeach p.014 Class Game to review adjectives of personality <u>Reinforcement:</u> Extra page 120 Übungsheft A, page 5 <u>Extension:</u> Extra pages 120–121 Übungsheft B, page 5	
Key learning skill to be developed			Listening <ul style="list-style-type: none"> • Listen to check answers • Practise careful listening Speaking <ul style="list-style-type: none"> • Read out loud • Describe yourself Reading <ul style="list-style-type: none"> • Match text to illustration • Read out loud

	<p>Key vocabulary</p>		<p>Writing</p> <ul style="list-style-type: none"> • Write short sentences about yourself
	<p>freundlich launisch kreativ intelligent sportlich laut faul musikalisch lustig Ich bin sehr/ziemlich/nicht ... Was ist deine(e) ...? Mein(e) ... ist ... der Lieblingssport der Lieblingsmonat die Lieblingsmusik die Lieblingszahl die Lieblingssendung die Lieblingsfußballmannschaft das Lieblingsspiel das Lieblingsland das Lieblingsauto</p>		
	<p>Home learning or knowledge tested by:</p>	<p>Revise the vocabulary ready for a test next week – next section of the knowledge organiser</p>	
	<p>Resources:</p>	<p>15_Kapitel1_Einheit4_Aufgabe2 16_Kapitel1_Einheit4_Aufgabe5 17_Kapitel1_Einheit4_Aufgabe6 <i>ActiveLearn:</i> p.014 Flashcards p.014 Class game p.015 Grammar practice p.015 Grammar presentation Plenary resource Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>	

	Learning Question	Suggested activities	Core curriculum knowledge to be gained
WEEK 5- So viele Fragen!	Have you ever lost something?	Starter: 1 Making string sentences to review vocabulary and structures 2 Think-pair-share activity to review use of the accusative	Introduction to the accusative Singular paradigm of <i>haben</i>
	Learning objectives	Introduction: On flipchart	
	Asking and answering questions about your belongings Using the verb <i>haben</i> + the indefinite article With support, can match some question words Can recognise most question words and can use 'haben' in more than one form with support Can recognise most question words and can use 'haben' in at least 3 different forms to talk about other people Can confidently ask questions using a variety of question words and can conjugate 'haben' without support	Development 1: As above Development 2: As above Plenary: Speaking chain game about belongings <i>Alternative:</i> Use ActiveTeach p.017 Class Game to review questions <i>Reinforcement:</i> Extra page 120 Übungsheft A, page 6 <i>Extension:</i> Alternative challenge reading activity for ex. 6 Extra pages 120–121 Übungsheft B, page 6	Checked and tested by: Speaking and listening games using mini whiteboard and flipchart - AFL Key learning skill to be developed Listening <ul style="list-style-type: none"> • Understand conversation • Listen and follow text Speaking <ul style="list-style-type: none"> • Ask about belongings • Talk about characteristics and belongings Reading <ul style="list-style-type: none"> • Create questions • Read and understand texts Writing <ul style="list-style-type: none"> • Write sentences about belongings • Write questions

	Key vocabulary		
	Wie? Was? Wo? Woher? Wer?		
	Home learning or knowledge tested by:	Page 0.17 worksheet - Complete the differentiated worksheet	
	Resources:	18_Kapitel1_Einheit5_Aufgabe1 19_Kapitel1_Einheit5_Aufgabe5 Übungsheft 1 A&B, page 6 <i>ActiveLearn:</i> p.016 Grammar practice p.016 Grammar presentation (1) p.016 Grammar presentation (2) p.017 Class game p.017 Video: Episode 2 p.017 Extension reading activity Plenary resource Listening A, Listening B Reading A, Reading B Grammar, Vocabulary	

	Learning Question	Suggested activities	Core curriculum knowledge to be gained
WEEK 6- Meine Lieblingsachen!	What are your two favourite items?	Starter: 1 Dictionary exercise to look up popular nouns for favourite things Introduction: On flipchart Development 1: As above Development 2: As above Plenary: Self- or peer-assess written work using plenary resource	Mein/Meine - masc/fem/neut nouns Using Lieblings Singular and plural of ‚sein‘
	Learning objectives		Key learning skill to be developed
	To be able to say what your favourite things are and ask someone else what theirs are You are able to write about your favourite things using the correct endings You can confidently write about your favourite things and ask other people about theirs		Listening <ul style="list-style-type: none"> Working out which items are mentioned Reading <ul style="list-style-type: none"> Read out loud Working out the meaning of new words Writing <ul style="list-style-type: none"> Write about your favourite things
	Key vocabulary		
	Lieblings Mein/Meine ist sind aber auch		
	Home learning or knowledge tested by:	Use their books and vocab sheets to help them to revise for the upcoming tests	
	Resources:	20_Kapitel1_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 7 <i>ActiveTeach:</i> Starter resource 1 Starter resource 2 Plenary resource	

	Learning Question	Suggested activities	Core curriculum knowledge to be gained
WEEK 7- Ich über mich!	Can I write about what I have learned in German so far?	Starter: 1 Review masculine, feminine and neuter articles using the starter resource 2 Practise key verbs using the starter resource	Review of language from this unit
	Learning objectives	Introduction: On flipchart Development 1: As above Development 2: As above Plenary: Self- or peer-assess written work using plenary resource <i>Reinforcement:</i> Extra page 120 Übungsheft A, page 7 <i>Extension:</i> Pupils make sentences from grids completed in starter 1 Pupils complete ex. 1 without reference to the pupil book Pupils translate into English completed text from ex. 4 Extra pages 120–121 Übungsheft B, page 7	Checked and tested by: Peer assessment using grade descriptors for each test THE TESTS WILL BE MARKED AND FEEDBACK 4 GIVEN
	Preparing a poster presentation Checking your work TO BE ABLE TO COMPLETE A LISTENING, READING AND WRITING TEST FOR THIS CHAPTER NEXT WEEK		Key learning skill to be developed
	EDSM gradings for MFL can be found in the SOL folder for MFL		Listening <ul style="list-style-type: none"> • Listen to check answers
	Key vocabulary		Reading <ul style="list-style-type: none"> • Read out loud • Read to answer questions
	Review of language from this unit		Writing <ul style="list-style-type: none"> • Write about yourself • Write grammatically correct text
Home learning or knowledge tested by:	No home learning due to test		
Resources:	20_Kapitel1_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 7 <i>ActiveTeach:</i> Starter resource 1 Starter resource 2		

		Plenary resource
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	Learning Question	Suggested activities	Core curriculum knowledge to be gained
WEEK 8 – Test week	Can I read, listen and write about what I have learned in German so far?	Starter: Revision exercise with common mistakes Introduction: On flipchart Development 1: As above Development 2: As above Plenary: Thumbs up/down exercise to get a feeling of how the pupils felt about each test	Review of language from this unit
	Learning objectives		Checked and tested by: Peer marking – feedback of results to teacher THE TESTS WILL BE MARKED AND FEEDBACK 4 GIVEN
	To complete a reading, listening and writing test EDSM gradings for MFL can be found in the SOL folder for MFL		Key learning skill to be developed
	Key vocabulary		Listening <ul style="list-style-type: none"> • Listen to check answers Reading <ul style="list-style-type: none"> • Read out loud • Read to answer questions Writing <ul style="list-style-type: none"> • Write about yourself • Write grammatically correct text
	Review of language from this unit		
Home learning or knowledge tested by:	No home learning due to test		
Resources:	20_Kapitel1_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 7 <i>ActiveTeach:</i> Starter resource 1		

		Starter resource 2 Plenary resource
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