

## East Midlands Academy Trust German Curriculum Map @ NIA



	Year 7	Year 8	Year 9	Year 10	Year 11
Theme 1: Identity and Culture	<ul> <li>To simply introduce ourselves: name, age, where we live, simple opinions</li> <li>To describe our family and pets using a range of adjectives</li> <li>To give justified opinions when describing what we like/dislike to do in our free time including sports</li> </ul>	<ul> <li>To talk about a past holiday</li> <li>To describe the weather in the present and past</li> <li>To describe some holiday problems</li> <li>To express justified opinions on what types of film, music, TV and social media we like</li> <li>To describe what we normally eat and find out about typical German food</li> <li>To describe a festival in Switzerland</li> <li>To describe our style and make plans for a date</li> </ul>	<ul> <li>To express justified opinions on different styles of music</li> <li>To describe a music festival</li> <li>To talk about our friends from our childhood</li> <li>To describe what makes us happy</li> </ul>	<ul> <li>To describe our preferences on different forms of entertainment and give justified opinions</li> <li>To develop our cultural understanding about different types of festivals and celebrations</li> <li>To describe important relationships within our family and friends network</li> <li>To explore different views on marriage</li> <li>To compare our childhood with our lives now</li> </ul>	<ul> <li>To revise over previous knowledge and skills associated with this topic</li> <li>To be able to successfully order food in a restaurant</li> <li>To describe typical German food and express our opinions</li> <li>To describe how and when we use social media and technology</li> <li>To describe the advantages and disadvantages of social media</li> </ul>
<b>Theme 2</b> : Local, national, international and global areas of interest	<ul> <li>To describe what there is in our town and give our opinion</li> <li>To talk about holiday plans in the future</li> </ul>	<ul> <li>To discuss healthy lifestyles and give our opinions</li> <li>To research the Fairtrade movement and simply discuss in German</li> </ul>	<ul> <li>To describe how our town is in the present and compare to what it used to be like</li> <li>To simply describe changes to our local area</li> <li>To explain what we can do to make the world a better place</li> </ul>	<ul> <li>To debate the advantages and disadvantages of a global sporting event</li> <li>To explain how social problems effect young people</li> <li>To describe issues such as homelessness and poverty</li> <li>To explain how a school can be environmentally friendly</li> <li>To discuss international and local campaigns about climate change</li> </ul>	<ul> <li>To revise over previous knowledge and skills associated with this topic</li> <li>To describe different modes of transport and make a hotel booking</li> <li>To describe accommodation and associated problems</li> <li>To ask for and give directions within a German speaking city</li> <li>To shop for souvenirs and give opinions</li> <li>To describe holiday preferences in a range of tenses</li> <li>To assess the advantages and disadvantages of where we live</li> <li>To explain how we stay fit and healthy</li> </ul>
<b>Theme 3</b> : Current and future study and employment	<ul> <li>To understand and discuss the importance of learning a language and how this can benefit our future opportunities</li> <li>To list what we study and simply describe our school</li> <li>To describe school facilities and rules</li> </ul>	<ul> <li>To discuss why learning a language is important</li> <li>To describe our school uniform and give our opinion</li> <li>To debate for and against school uniforms</li> </ul>	<ul> <li>To identify and understand different job roles</li> <li>To explain what we would like to do when we are older</li> <li>To describe our primary school</li> </ul>	<ul> <li>To describe school subjects and uniform</li> <li>To describe the school day and rules applicable in your school</li> <li>To learn about cultural differences between German and UK schools</li> <li>To discuss school exchanges and trips</li> </ul>	<ul> <li>To revise over previous knowledge and skills associated with this topic</li> <li>To identify and understand a range of jobs and skills</li> <li>To explain what we would like to do in the future and the skills needed to do it</li> <li>To write a CV describing our experiences and skills</li> </ul>
Grammar	<ul> <li>Pronunciation and key phonic sounds</li> <li>Sentence construction and word order</li> <li>Regular and irregular verb conjugation in the present tense</li> <li>Adjectives and intensifiers</li> <li>Gender of nouns</li> <li>Adjectival endings</li> <li>Telling the time</li> <li>Future tense</li> <li>Possessives</li> <li>Connectives</li> <li>Prepositions</li> <li>Qualifiers</li> </ul>	<ul> <li>The perfect tense</li> <li>Combining past and present tenses</li> <li>The future tense</li> <li>The imperative</li> <li>Using reflexive and separable verbs</li> <li>Adjectives</li> <li>Prepositions with the dative case</li> </ul>	<ul> <li>Present tense</li> <li>Using <i>weil</i></li> <li>Justified opinions</li> <li>Present perfect tense</li> <li>The perfect and imperfect tenses</li> <li>Subject pronouns</li> <li>Modal verbs</li> <li>Correct word order</li> <li>Combining three time frames</li> <li>Debating skills</li> <li>Understanding a literary text</li> </ul>	<ul> <li>The passive</li> <li>Subordinate clauses</li> <li>Comparative and superlative adjectives and adverbs</li> <li>Forming questions</li> <li>Adjectival nouns (awareness)</li> <li>Numbers, dates, statistics</li> <li>Modal verbs</li> <li>Present, past and future tense</li> <li>Justified opinions</li> <li>Understanding a literary text</li> <li>The dative</li> <li>Separable verbs in the present and perfect</li> </ul>	<ul> <li>Irregular verbs (present tense)</li> <li>Separable and reflexive verbs</li> <li>Applying the correct register</li> <li>Prepositions with accusative and dative</li> <li>Complex opinions</li> <li>Clauses and subordinate clauses</li> <li>Comparative and superlative adjectives</li> <li>The subjunctive</li> <li>The pluperfect tense</li> <li>Infinitive constructions</li> </ul>

Every child deserves to be the best they can be

