

Curriculum Map (MFL) – German (Year 8)

Subject: German

Year 8

The curriculum map below (pages 2-4) demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation);
- 2) Deepening vocabulary;
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using);
- 5) Expression and justification of opinions;
- 6) Use of authentic sources and expanding understanding of culture(s);

For each key topic in the left column, the number in brackets refers to the corresponding GCSE Topic Area. The page numbers for relevant sections of the course book are given in ***bold and italics***.

Specific end points (learning outcomes) for each key topic can be found at the end of this document (pages 5-7).

Course Overview

The Year 8 German course is based on the textbook “Stimmt! 2”. Each chapter revisits vocabulary and structures from Year 7, whilst introducing past tense forms and vocabulary and structures for the Year 8 key topics:

- 1) Holidays and Travel
- 2) Media (Film, Television, Reading, Internet)
- 3) Food, Health and Fitness

By the end of the year, all students will be able to infer language from longer listening and reading extracts and be able to give spoken presentations and/or extended responses to questions in general conversation and in writing in relation to both Year 7 and Year 8 key topics.

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	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
<p>Term 1</p> <p>Town and Country (2)</p> <p>Stimmt! 2 pp. 6-15</p>	<p>Translation – using correct word order and subject-verb agreement</p> <p>Writing – responding to 4 bullet points (extended writing)</p>	<p>Adjectives for town description</p> <p>Accommodation types</p> <p>Holiday activities</p> <p>Transport</p> <p>Weather</p>	<p>Recap of negative article – <i>keinen / keine / kein</i></p> <p>Recap of word order 2 – verb as 2nd idea</p>	<p>Introduction of past tense form (imperfect – <i>war, hatte, es gab</i>)</p> <p>Introduction of past tense form (perfect – recap of <i>- haben</i>)</p> <p>Past tense form (perfect – recap of <i>sein</i>)</p>	<p>Expressing opinions in the past tense – <i>es war + adj</i></p>	<p>Culture: travel and tourism</p>
<p>Term 2</p> <p>Holidays (2) (cont.)</p> <p>Stimmt! 2 pp. 16-27</p> <p>Media (1)</p> <p>Stimmt! 2 pp. 28-33</p>	<p>Asking and answering questions in the past tense</p> <p>Using follow-up questions to keep a conversation going</p>	<p>Film types</p> <p>TV programme types</p> <p>Adjectives for opinions on media</p>	<p>Intensifiers / Qualifiers – <i>total, extrem, gar nicht</i></p> <p>Modal verb – <i>wollen,</i></p>	<p>Recap of imperfect tense</p> <p>Perfect tense with <i>haben</i> and <i>sein</i></p> <p>Transforming sentences to/from present to/from past</p>	<p>Recap of opinion expressings using (<i>nicht</i>) <i>gern</i></p>	<p>Culture: film, tv, books, discussing advantages and disadvantages of social media</p>

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<p>Term 3</p> <p>Media (1) (cont.)</p> <p>Stimmt! 2 pp. 34-51</p> <p>Food and Health (1)</p> <p>Stimmt! 2 pp. 52-55</p>	<p>Spoken presentation – book, film or TV review</p>	<p>Book types</p> <p>Time phrases – more complex</p> <p>Opinion phrases - advantages and disadvantages</p> <p>Breakfast foods, traditional dishes</p> <p>Adjectives for food opinions</p>	<p>Prepositions <i>in</i> and <i>auf</i> + dative case</p> <p>Modal verb – <i>sollen</i>,</p> <p>Recap of negative article <i>kein(en)</i></p> <p>Preposition <i>mit</i> + <i>Dative</i></p>	<p>Present tense and past (perfect) tense of key verbs – <i>sehen / lesen / essen / trinken / nehmen</i></p>	<p>Expression of likes and dislike using <i>gern, lieber, am liebsten</i></p> <p>Justification of opinions using <i>weil</i></p>	<p>Culture: importance of learning foreign languages, traditional German/Swiss/Austrian foods</p>
<p>Term 4</p> <p>Food and Health (1) (cont.)</p> <p>Stimmt! 2 pp. 56-73</p>	<p>Writing for other purposes – recipes and reviews</p> <p>Group talk for discussing favourite foods –</p>	<p>Recipes, ingredients and cooking methods</p> <p>Healthy lifestyle activities</p>	<p>Imperative</p> <p>Modal verb - <i>müssen</i></p>	<p>Present tense – imperative and modals</p> <p>Recap of past tense forms in context of food</p>	<p>Recap of phrases for agreeing and disagreeing</p>	<p>Culture: recipes for German/Austrian/Swiss dishes</p> <p>Sport: profiles of famous athletes</p>

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						Culture: German reality TV and food shows
	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
Term 5 Speaking Examination and Revision	Conducting of oral exams / speaking tests Writing a text - 3 bullet point task– approx. 100 words	Revision of all above	Revision of all above	Revision of all above	Revision of all above	Video worksheets: German-speaking young people
Term 6 Examination Week & Feedback Wir gehen aus! (3, 5) – flipped learning / project work Stimmt! 2 pp. 96-103	Translation – correct word order of time-manner-place Asking and answering questions – open and closed Speaking – debating skills	Clothing Adjectives for clothes Free-time activities – going out Daily routine activities	Recap of accusative case – <i>einen/eine/ein</i> Adjective endings Wenn + Verb-Comma-Verb	Introduction of future tense Present tense – introduction of reflexive verbs Present tense – introduction of separable verbs	Recap of phrases for agreeing and disagreeing	Text (Easy Reader): Hannas Tagebuch Culture: traditional clothing for German-speaking festivals

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The following end points for each topic area have been adapted from the *Lernzieltest* at the end of each chapter of the course book (*Stimmt! 2*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

Kapitel 1: Ich liebe Ferien!

End Points (by end of Term 2)

(Page 20)

I can...

- compare places then and now
 - use a range of adjectives to describe places
 - describe in the past, using the imperfect *war*, *hatte* and *es gab*
 - use *kein* to say what was not there
 - ▶ **recognise and say “-b” and “-d” at the end of a word**
-
- say where I/we stayed on holiday
 - say what I/we did on holiday
 - **say how long I/we stayed on holiday**
 - use the perfect tense with *haben*
 - use some irregular participles
 - ▶ use the key sound-symbol correspondence (**“w”**) when pronouncing new words
-
- say how I travelled
 - say where I went and what I did
 - use the perfect tense with *sein*
 - use some irregular participles with *sein*
 - apply the verb second rule after time phrases in the perfect tense
 - **apply the word order rule of time-manner-place**
 - ▶ **recognise and say “ch” using knowledge of sound-symbol correspondence**
-
- talk about the weather in the present and the past
 - form the present and perfect tenses confidently
 - combine the present and past tenses in speaking and writing tasks
 - ▶ **recognise and say “-ig” at the end of a word**
-
- ~~▶ use questions to help form answers~~
 - ~~▶ use fillers to buy time and improve spontaneity~~
 - ~~▶ use follow-up questions to extend conversations~~
 - ~~▶ prepare for a spoken presentation by predicting likely questions~~
-
- ▼ talk about holiday problems
 - ▼ use the imperfect tense *war* and *es gab* in a new context
 - ▼ combine imperfect and perfect tenses in writing tasks

Kapitel 2: Bist du ein Medienfan?

End points (by end of Term 4)

(Page 42)

I can...

- say what films I like, **really like, and don't like**
- say what my favourite film is **and why**
- say what I think of films
- ~~■ use the different forms for saying 'you'~~
- ask **and answer** questions in the perfect tense
- **use the conjunction weil to justify opinions**
 - ▶ **recognise and say "-ie" as two syllables at the end of a word (PK: Familie)**
- say what programmes I like and don't like
- ask others what they like and don't like to watch
- use some group talk phrases
- use the modal verb *wollen* **with present and future time frames**
- say what I like and don't like reading
- say what I prefer reading
- say what I like reading most of all
- ~~■ use prepositions with the dative case~~
- use key irregular verbs in the present tense (*sehen, lesen*)
 - ▶ **use the sound-symbol correspondence ("z") to pronounce new words**
- say how long I spend in front of a screen
- express my opinion about screen time
- say what I'm allowed and not allowed to do using the modal verb *dürfen*
- say what I can do using the modal verb *können*
- say what I ought and ought not do using the modal verb *sollen*
- say what people should not do using the modal verb *sollen*
 - ▶ **use the sound-symbol correspondence "v" when pronouncing new words**
- understand opinions in media reviews
 - ▶ use clues to understand the gist of a text
 - ▶ look up words in a dictionary
- ~~▼ talk about speaking different languages~~
- ~~▼ use and understand different tenses~~

Kapitel 3: Bleib gesund!

End points (by end of Term 6)

(Page 66)

I can...

- name some typical German and British breakfast foods
- say what I and others usually eat and drink for breakfast using the verbs *essen* and *trinken*
- use the verbs *essen* and *trinken* **and *nehmen*** in the perfect tense
- use *kein* to say what I and others don't eat or drink
- ▶ **use the sound-symbol correspondence ("ei") to pronounce new words**
- say what some typical meals from German speaking countries are
- talk about what different dishes are like
- ▶ pronounce words confidently **using familiar sound-spelling correspondences**
- use *mit* with plural nouns, adding *-n*
- use the verb *nehmen* correctly with nouns to mean 'take' or 'have'

- understand instructions in a recipe
- talk about favourite sandwich fillings
- use quantities
- give instructions to others, using the *du* imperative form
- use *in* and *auf* to mean 'into' and 'onto' correctly with nouns
- ▶ **recognise and say "pf-" at the start of a word**

- say what people must do to stay healthy
- talk about what I and others have to do to stay healthy
- use the different parts of the verb *müssen* in speaking and writing

- ▶ transcribe words I hear **using knowledge of sound-spelling correspondences**
- ▶ use prediction to understand more information the first time I listen
- ▶ improve my note-taking by preparing how to record the information I hear
- ▶ give a short spoken presentation

- ▼ talk about a dinner party in the present and past
- ▼ compare two details using the comparative form of adjectives