**What students learn in Key Stage 3**

**End of Unit Assessments**

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| **Year Group** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **7** | **Hallo 1**  greetings, names, numbers up to 12, countries, where I live, alphabet, my pencil case, colours  **Vocab/Writing** | **Hallo 2**  Classroom instructions, numbers 12+, days of week, months, birthdays  **Speaking / Listening / Reading / Vocab** | **Schule 1**  Subjects, timetable, opinions, telling the time, asking for things in class | **Schule 2**  What I eat & drink at break, what I wear to school, revision  **Listening / Reading / Translation** | **Meine Familie 1**  Siblings, using different parts of the verb, animals, plural nouns, physical descriptions – eyes/hair, family members | **Meine Familie 2**  Personality characteristics, revision for EOY exam  **Listening / Reading / Speaking / Writing / Translation**  Project work – reading / fairytales |
| **Hayes Learner** | **Creative**:  Opportunities through Languages Week – baking/poster making etc.  **Reflective**: discuss as a class how best to learn vocabulary/share top tips | **Communicator**: information gap activity asking & answering questions in class and with a partner about personal ID | **Team** **Player** **&** **Creative**: making a game or activity for your partner/a group to use to practise important vocabulary for school | | **Independent**: Research a German celebrity and create an interview with them, using all the language you have learned this year | |
| **Careers** | In first lessons – what job can you do with a language? What have previous Hayes students done?  Opportunity to make a poster with 10 language related jobs during Languages Week | | Have a go at being a language teacher! Design an activity or game to teach or work with in a group. | | Write or record an interview with a famous German person, asking them name/age/personality/favourite subject etc. Building presentation and research skills – journalist/writer skills. | |
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| **8** | **Freizeit**  Sports, saying whether I like something, hobbies, regular & irregular verbs, arranging a meet up  **Translation** | **Zu Hause 1**  Where I live, giving address & phone number, rooms, activities in the house, chores & frequency words | **Zu Hause 2**  Bedroom furniture, einen/keinen, prepositions + dative, describing a room in detail  **Writing / Speaking** | **In der Stadt**  Places in the town, es gibt, you can + infinitive, dialogues in the ice cream café and the snack bar  **Listening / Reading** | **Die Kölner Clique**  Weather & seasons, using the past tense with haben & sein, analogue time, revision for EOY exam | **Unterwegs**  Using the past tense to talk about holidays, countries, transport, accommodation, activities  **Listening / Reading / Speaking / Writing / Translation** |
| **Hayes Learner** | **Reflective:** talking and thinking about how we learn verbs, including grammatical concepts such as conjugation/pronouns | **Communicator:** prepare a presentation about where you live to be peer-marked. | | **Independent**: research a German town that you would like to visit, finding out 10 key facts about what you can do there | **Independent**: research the climate in different German cities and do a weather report. | |
| **Careers** | What does an interpreter do? Class activity where students practise in trios or fours moving between target language & English. | Imagine you are a Personal Assistant and the company needs an apartment in Germany. Negotiate Right Move & find an apartment. | | Hospitality – food: take part in a dialogue at an ice cream café to show that you could cope with understanding orders in this situation | How could you use your language in this country in the tourist sector? Discussion.  <https://www.arsenaldoubleclub.co.uk/fun-zone/languages-at-arsenal/matchday-stewards/> | |
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| **9** | **Topfit**  Body parts, illnesses, dialogue at the doctor, keeping fit, time phrases, daily routine  **Reading / Vocab / Translation** | **Essen & Einkaufen**  Breakfast, likes & dislikes, buying food at a market, shops, positions of shops, pocket money  **Writing** | **Unter Freunden**  Inviting people out, clothes & adjective agreement, TV shows & opinions, social media & music preferences  **Reading / Translation** | **Die Zukunft**  Future tense, plans for the future, learning a foreign language & why, jobs & workplaces, characteristics | **Meine Welt, deine Welt**  EOY exam  **Speaking / Writing / Reading / Listening**  What is important, detailed daily routine, rules in Germany, environment | Following the exams, we begin the start of the GCSE course.  We learn all about key German festivals and traditions e.g. Oktoberfest, Christmas and Easter in Germany. We learn key vocab and we learn to describe them and give opinions. |
| **Hayes Learner:** | **Independent:** research a German sportsperson and write a pretend interview with them including their daily routine/times/their dietary habits | | **Communicator:** find pictures of favourite and terrible outfits and do a Group Talk speaking activity giving your opinions | | **Reflective:** engage students in a discussion around the differences between rules/age limits in Germany and England and why there might be differences. Students to reflect on whether they agree or disagree | |
| **Careers** | Do Now activity – why could speaking another language be helpful to you if you want to be involved in sport? Discuss ideas.  Video:  <https://www.arsenaldoubleclub.co.uk/fun-zone/languages-at-arsenal/jessica-daly/> | | Around Options time, show the following video: <https://www.youtube.com/watch?v=VYAjR9YGKoM>  The second module is all about jobs & future plans. Part of it is a section on why learning languages is good for your career. | | Building employability skills – listening to a presentation on a festival, understanding key information and summarising for your own purpose. | |