Subject: GERMAN **Year group: 8**

Sandringham School
"Everybody can be Somebody"

Curriculum Map

	Module 1: Das sind wir!	Module 2: Komm in die Schule!	Module 3: Stadtleben!	Module 4: So feiern wir!
Content *Declarative Knowledge: 'Know What'*	**Communicative Functions:** - Introducing yourself - Saying how old you are - Talking about pets - Talking about family and friends - Describing appearance - Describing personalities **Core Target Constructions & Grammar:** - Capital letters on nouns - The verbs *haben & sein* - Nominative definite and indefinite articles - Accusative indefinite articles - Possessive adjectives - Adjectives before a plural noun and after a noun - Qualifiers **Core Vocabulary**: as per Sentence Builders.	**Communicative Functions:** - Describing your school - Talking about breaktime - Talk about favourite subjects - Giving opinions on school subjects - Talking about school uniform - Giving opinions on school rules **Core Target Constructions & Grammar:** - Opinions using *Ich mag* & *denn* - The 'verb second' rule - Regular verbs in the present tense - Word order after *weil* - Accusative definite articles - The verb *tragen* - Modal verbs in the present tense - The pronoun *man* **Core Vocabulary**: as per Sentence Builders.	**Communicative Functions:** - Saying where you live - Saying what there is in your town - Talking about weekend plans - Saying what you can do in town - Talking about where you buy things - Talking about buying clothes **Core Target Constructions & Grammar:** - Present tense verbs - *Es gibt* + the accusative case - *In* + the accusative case - Time expression + present tense - *Mann kann* + infinitive - *In* + dative case - Compound nouns - Verbs ending in *-ten & -den* **Core Vocabulary**: as per Sentence Builders.	**Communicative Functions:** - Talking about birthdays - Saying how you celebrate - Discussing cultural festivals - Ordering food at a festival - Saying what you like to eat and drink for breakfast - Discussing plans for a celebration **Core Target Constructions & Grammar:** - The verbs *essen & trinken* - Ordinal numbers - Verbs in the present tense - Different words for 'you' - The future tense with *werden* - *Ich möchte/Ich will* + infinitive - *Gern, lieber* and *am liebsten* - *Ich werde* + infinitive **Core Vocabulary**: as per Sentence Builders.
Skills *Procedural Knowledge: 'Know How'*	Developing **all micro skills** of **listening**, **reading**, **speaking** and **writing** to be able to **decode** and **encode** messages for **effective communication**. Developing **autonomous recall** and **fluency** skills through routinisation and fluency training. Developing **learner autonomy**: organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.			
Key Questions	Wie heißt du? Wie alt bist du? Beschreib deine Familie. Wie bist du? Wie siehst du aus?	Wie ist deine Schule? Beschreib deine Schule. Was ist dein Lieblingsfach? Was denkst du über die Schuluniform? Was denkst du über die Schulregeln?	Wo wohnst du? Was gibt es in deiner Stadt? Was machst du am Wochenende? Was kann man in deiner Stadt machen? Wo kaufst du Kleidung?	Wann hast du Geburtstag? Wie feierst du? Was isst du gern zum Frühstück? Was trinkst du gern zum Frühstück? Was wirst du machen?
Assessment (See SoL)	**Formative** and **summative** assessment in: **Listening**, **Reading**, **Grammar**, **Writing** and **Speaking**	**Formative** and **summative** assessment in: **Listening**, **Reading**, **Grammar**, **Writing** and **Speaking**	**Formative** and **summative** assessment in: **Listening**, **Reading**, **Grammar**, **Writing** and **Speaking**	**Formative** and **summative** assessment in: **Listening**, **Reading**, **Grammar**, **Writing** and **Speaking**
Literacy/ Numeracy/ SMSC/ Character	Developing an **understanding** of the **phonological** and **graphological systems** of the target language and their **sound-symbol correspondence**, as well as of the **key structural, morphological** and **syntactic patterns.** Understanding and dealing with **cultural barriers** to **prevent breakdown in communication** and **develop intercultural competence.** Developing new perspectives through comparisons with our own culture to foster **positive attitudes towards the target culture.**			