

EMMANUEL COLLEGE
THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 11



Year 11	Autumn, Half-Term 1	Autumn, Half-Term 2
Unit Title	Global Issues	Travel and Tourism
Key Question(s)?	How do I talk about a range of global issues such as the environment in German?	How do I talk about holidays that I have been on in German?
Threshold Concepts	<ul style="list-style-type: none"> Using the imperative. Using the pluperfect tense. Using accusative and dative reflexive pronouns. Using reflexive verbs with a direct object. 	<ul style="list-style-type: none"> Recognising the imperfect tense of irregular verbs. Using coordinating and subordinating conjunctions. Choosing dative or accusative after prepositions. Using relative pronouns and <i>was</i>.
Link to Prior Learning	<ul style="list-style-type: none"> Differences between <i>du, ihr, Sie</i> when saying 'you'. Formation of the perfect tense. Formation of the imperfect tense. 	<ul style="list-style-type: none"> Formation of the imperfect tense of the verbs <i>haben, sein, geben</i> and modal verbs. Word order rules after subordinating conjunctions. Gender. The German case system: nominative, accusative, dative.
	Spring, Half-Term 1	Spring, Half-Term 2
Unit Title	My Studies. Life at School/College	Education Post-16 Jobs, Career Choices and Ambitions
Key Question(s)?	How do I talk about school?	How do I talk about my future plans post-16?
Threshold Concepts	<ul style="list-style-type: none"> Using the prepositions <i>seit</i> and <i>vor</i>. Using the correct tense with <i>seit</i>. Using infinitive constructions. Using the subjunctive of common verbs. 	<ul style="list-style-type: none"> Using <i>welcher</i> to mean 'which?'. Using verbs followed by <i>zu</i>. Using a range of subordinating conjunctions. Using the genitive case.
Link to Prior Learning	<ul style="list-style-type: none"> Cases used after prepositions. 	<ul style="list-style-type: none"> Gender. The German case system: nominative, accusative, dative. Rules for using subordinating conjunctions.
	Summer, Half-Term 1	
	Exam practice in speaking, reading, listening and writing.	

Knowledge and Sequencing Rationale

In Year 11, students continue to extend their knowledge and understanding across the three GCSE Themes, with a focus upon the structures and vocabulary relating to global issues, travel and tourism, education and employment. New content continues to be introduced in a rich cultural context allowing students to broaden their horizons and appreciate customs and traditions other than their own. Students develop an understanding of the German education system, for example, and evaluate strengths and weaknesses in relation to the UK. The cultural insight which the course offers continues to be complemented by a study of literary texts.

As in Year 10, students are keenly aware of their increased confidence with the application of their knowledge in the skills of speaking and writing, developing both fluency and spontaneity. Pupils are also exposed to more challenging texts and passages, developing their ability to read and listen for both gist and detail.

Whilst there is rightly an emphasis upon exam practice and preparation, the course follows a coherent structure, consolidating and building upon the knowledge taught in Year 10. Students benefit from regular retrieval practice with respect to the core time frames, whilst also extending their knowledge of new grammatical concepts such as the use of the pluperfect tense. Translation skills continue to be developed, providing the means for pupils to manipulate language with an increasing degree of confidence and accuracy.

The themes and structures taught are sequenced in such a way to provide a springboard for study at a more advanced level in sixth form. Discussing poverty and inequality, for example, enables students to develop and justify their ideas with increasingly more sophisticated language.