

# EMMANUEL COLLEGE

## THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 8



Year 8	Autumn, Half-Term 1	Autumn-Half Term 2
<b>Unit Title</b>	My World and I	Family and Pets
<b>Key Question(s)?</b>	How do we introduce ourselves in German?	How do we talk about our family and friends in German?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Pronunciation of German.</li> <li>• Conjugation of regular present tense verbs.</li> <li>• Conjugation of the irregular verb <i>sein</i> (= to be).</li> <li>• Conjugation of the irregular verb <i>haben</i> (= to have).</li> <li>• The difference between <i>du, ihr, Sie</i> (= you).</li> <li>• Possessive pronouns (<i>mein + dein</i>).</li> <li>• Introduction to the nominative and accusative cases.</li> <li>• Asking questions using <i>wer, wie, was, wo and woher</i>).</li> <li>• Formation of compound nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Plural forms of nouns.</li> <li>• Introduction to the modal verb <i>können</i>.</li> <li>• Introduction to ordinal and cardinal numbers.</li> </ul>
<b>Link to Prior Learning</b>		<ul style="list-style-type: none"> <li>• Present tense verb conjugation.</li> <li>• Present tense conjugation of the irregular verbs <i>haben</i> and <i>sein</i>.</li> <li>• Question formation.</li> </ul>
	Spring, Half-Term 1	Spring, Half-Term 2
<b>Unit Title</b>	Free Time	School
<b>Key Question(s)?</b>	How can we talk about our free time in German?	How do we talk about school in German?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Using <i>gern</i> to express likes and dislikes.</li> <li>• Introduction to some irregular verbs in the 3<sup>rd</sup> person singular form.</li> <li>• Word order changes when starting sentences with a time phrase.</li> <li>• Talking about the future with the present tense and a future time phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• Using <i>weil</i> to justify opinions.</li> <li>• Possessive pronouns <i>sein + ihr</i>.</li> <li>• The dative case.</li> <li>• Preposition usage with <i>in, an, auf, neben</i>.</li> <li>• How to use <i>es gibt</i>.</li> <li>• The modal verb <i>dürfen</i>.</li> <li>• Using <i>man</i> to mean people in general.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Present tense verb conjugation.</li> </ul>	<ul style="list-style-type: none"> <li>• Word order when starting sentences with a time phrase.</li> <li>• Possessive pronouns <i>mein + dein</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>• The German case system: nominative and accusative cases.</li> <li>• The modal verb <i>können</i>.</li> </ul>
	<b>Summer Term</b>	
<b>Unit Title</b>	Travel	
<b>Key Question(s)?</b>	How can we talk about travel in German?	
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Negation with <i>kein</i>.</li> <li>• Using <i>ich möchte</i> to express wishes.</li> <li>• Using <i>Sie</i> to make polite requests.</li> <li>• Future tense formation with <i>werden</i>.</li> </ul>	
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Formation of compound nouns.</li> <li>• Present tense verb conjugation.</li> <li>• The difference between <i>du, ihr, Sie</i> (= you).</li> <li>• Using <i>gern</i> to express likes and dislikes.</li> </ul>	
<b>Knowledge and Sequencing Rationale</b>	<p>The Year 8 German curriculum is designed to be knowledge-rich, providing a solid foundation in terms of core structures and vocabulary and acting as a springboard for sustained progress throughout Key Stage 3.</p> <p>Knowledge is taught contextually, using a range of topics which stimulate students' curiosity of the German speaking world, such as the school system, free time activities, and travel. The topics taught are age-appropriate, corresponding to the interests and lifestyles of young people in their first two years of secondary school. The core grammatical structures taught are carefully sequenced to ensure students make progress in a coherent and logical manner. Spaced retrieval practice enables students to recall material on a regular basis, allowing for key knowledge to be effectively embedded in their long-term memory.</p> <p>Our curriculum assumes that students have not been taught German in primary school; students therefore begin the Year 8 course with several lessons on the pronunciation of German. A phonics-based approach at this early stage means that pronunciation does not become a barrier to receptive or productive communication throughout students' Key Stage 3 and 4 language learning.</p> <p>As students make progress through the curriculum and deepen their knowledge of core structures and vocabulary, they are provided with regular opportunities to apply their knowledge in speaking and writing, thus establishing a clear link between the theory and practice of language. The vocabulary and structures taught provide students with the tools to understand spoken and written language from a variety of sources. Translation skills into and out of German are introduced early in Year 8; this is an effective way to focus attention upon the need for precision and accurate use of language.</p>	

