

**EMMANUEL COLLEGE**  
**THE MODERN FOREIGN LANGUAGES DEPARTMENT**

Year 9



Year 9	Autumn, Half-Term 1	Autumn, Half-Term 2
<b>Unit Title</b>	Holidays	Media
<b>Key Question(s)?</b>	How do we talk about holidays in different tenses in German?	How can we talk about the different types of media that we use in our spare time?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>The imperfect tense forms of the verbs <i>haben</i>, <i>geben</i> and <i>sein</i>.</li> <li>Perfect tense formation with <i>haben</i> as auxiliary.</li> <li>Perfect tense formation with <i>sein</i> as auxiliary.</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions in the perfect tense.</li> <li>The modal verb <i>woollen</i>.</li> <li>Prepositions used with the dative case.</li> <li>Using the modal verb <i>dürfen</i> in the negative form.</li> <li>The modal verb <i>sollen</i> in the affirmative and negative.</li> <li>Using the adverbs <i>lieber</i> and <i>am liebsten</i> to express likes and dislikes.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>The word <i>kein</i>.</li> <li>Present tense verbs, including the irregular verbs <i>haben</i> and <i>sein</i>.</li> <li>Verb 2<sup>nd</sup> idea rule.</li> </ul>	<ul style="list-style-type: none"> <li>Different ways of saying 'you': <i>du</i>, <i>ihr</i>, <i>Sie</i>.</li> <li>Question formation.</li> <li>The modal verbs <i>können</i> and <i>dürfen</i>.</li> <li>Cases: nominative, accusative, dative.</li> <li>Prepositions <i>in</i>, <i>an</i>, <i>auf</i>, <i>neben</i>, <i>in</i>.</li> <li>Using the adverb <i>gern</i> to express likes and dislikes.</li> </ul>
	Spring, Half-Term 1	Spring, Half-Term 2
<b>Unit Title</b>	Health and Fitness	Trips
<b>Key Question(s)?</b>	How can we talk about our health and fitness in German?	How can we talk about a school trip?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>Using the verbs <i>essen</i> and <i>trinken</i> in the perfect tense.</li> <li>Using the preposition <i>mit</i>.</li> <li>Using the preposition <i>mit</i> with plural nouns, adding -n.</li> <li>Using the verb <i>nehmen</i> in the present and perfect tenses.</li> <li>The imperative.</li> <li>The modal verb <i>müssen</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Using separable verbs like <i>fernsehen</i>.</li> <li>Using reflexive verbs in the present tense.</li> <li>Asking for directions using the preposition <i>zu</i> + dative.</li> <li>Using the preposition <i>vor</i> + dative.</li> <li>Using adjectives before nouns.</li> <li>Conjugation of the irregular verb <i>tragen</i> in the present and perfect tenses.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>Perfect tense formation.</li> <li>Present tense formation.</li> <li>Negative usage with <i>kein</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs: <i>dürfen</i>, <i>können</i>, <i>müssen</i>, <i>sollen</i>, <i>woollen</i>.</li> <li>Present tense formation.</li> <li>The imperative.</li> <li>Question formation.</li> </ul>

		<ul style="list-style-type: none"> <li>The case system: nominative, accusative, dative.</li> <li>Saying 'you': <i>du, ihr, Sie</i>.</li> <li>Irregular verbs from Module 3, Year 8.</li> </ul>
	<b>Summer, Half-Term 1</b>	<b>Summer, Half-Term 2</b>
<b>Unit Title</b>	Planning To Go Out	Free-Time Activities
<b>Key Question(s)?</b>	How can we use German to plan a date?	How can we talk about our free time in more detail in German?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>Using the word <i>wenn</i> with correct word order.</li> <li>Time-Manner-Place word order rule.</li> <li>Asking questions in the present, past and future tenses.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between <i>mögen</i> and <i>gern</i> when expressing likes and dislikes.</li> <li>Separable verb usage in the present, perfect and future tenses.</li> <li>Reflexive verb usage in the present, perfect and future tenses.</li> <li>Comparative and superlative adjectives.</li> <li>Saying 'when' using: <i>wenn, wann, als</i>.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>Using adjectives before nouns.</li> <li>Using the word <i>weil</i>.</li> <li>Future tense formation, using <i>werden</i>.</li> <li>Separable and reflexive verbs.</li> <li>Question formation.</li> <li>Perfect tense formation.</li> <li>Imperfect tense of the verbs <i>haben</i> and <i>sein</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>gern</i>.</li> <li>Using <i>ich möchte</i>.</li> <li>Verb 2<sup>nd</sup> idea rule.</li> <li>Present tense verb conjugation, including <i>haben + sein</i>.</li> <li>Modal verbs.</li> <li>Perfect tense formation.</li> <li>Using the adverbs <i>lieber</i> and <i>am liebsten</i> to express likes and dislikes.</li> <li>Using <i>weil</i>.</li> <li>Time-Manner-Place adverb position.</li> <li>Separable verb usage in the present and perfect tenses.</li> <li>Reflexive verb usage in the present and perfect tenses.</li> <li>Future tense formation.</li> <li>Subordinating conjunctions: <i>wenn, weil</i>.</li> </ul>
<b>Knowledge and Sequencing Rationale</b>	<p>The content taught in Year 9 has been selected to extend students' knowledge of the language in contexts which are relevant to the emerging interests of students e.g. media, health and fitness and arranging a first date.</p> <p>Knowledge is carefully and sequentially built upon the Year 8 curriculum. For example, Year 8 students learn language to express basic opinions regarding free time activities and this is consolidated and extended in Year 9 where students learn how to express more sophisticated ideas and opinions regarding the types of media that they use daily. New concepts such as the perfect tense develop coherently from Year 7 students' introduction to present verbs and infinitives.</p> <p>The Year 9 curriculum is structured in such a way to link well with prior learning and prepare pupils for Key Stage 4 study, adding an increasing degree of complexity in what is taught. Students progress from using a single time frame in isolation, to manipulating verbs and vocabulary across three timeframes, which is essential for making effective progress at GCSE. The introduction to an increased number of modal verbs and subordinating conjunctions, for instance, allows students to add a further degree of complexity to their own work, expressing more complex ideas.</p> <p>Knowledge and skills are inextricably linked, and the Year 9 curriculum is therefore designed to facilitate students' ability to apply their knowledge with an increasing degree of</p>	

	<p>sophistication in speaking and writing. The vocabulary and structures taught also provide students with the tools to understand and respond to both spoken and written language. Translation skills introduced in Year 8 are strengthened in Year 9, providing the means for pupils to manipulate language with an increasing degree of precision and accuracy. Following the annual examination, students who wish to study GCSE German follow a grammar-rich curriculum within the context of free-time activities. This not only allows students to consolidate their grammatical knowledge, but it also introduces some more complex grammatical structures which would usually be introduced in Year 3 of a three-year Key Stage 3 curriculum. This sets students up for rapid progress as they enter Year 10.</p>
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