

German

German is taught to children in Key stage 2. Our scheme of work delivers the [National Curriculum for languages in Key stage 2](#). The curriculum is designed to:

- Foster an interest in learning a language by making lessons fun, interesting and engaging;
- Progressively build language skills including listening to language, speaking and writing;
- Provide pupils with a context for learning a language by identifying opportunities to learn about Germany and its customs and culture.

We have identified three stages to learning German: beginning, developing and establishing.

Children at the **beginning stage** are introduced to key ideas about German that lays the foundations for future learning, including, basic vocabulary, pronunciation and grammar. We expect children to be at the beginning stage of language learning in year 3 and into year 4.

Children at the **developing stage** build on this by improving fluency and accuracy and starting to string words together to make sentences. We expect children to be at the developing stage in year 4 and into year 5.

Children at the **accomplishing stage** develop this further by working with extended language including some un-rehearsed words. We expect children to be at the accomplishing phase in year 5 and into year 6.

Progression through key language learning skills in speaking, listening, reading, writing and grammar can be seen in more detail in our **Progression Map**.

Our curriculum is based on the scheme of work provided by the [Goethe Institut](#). Key content for each half term can be seen in our **Curriculum Overview**.

German Curriculum Progression Map

	Lower Key Stage 2 Beginning and developing	Upper Key Stage 2 Developing and accomplishing	
	Beginning	Developing	Accomplishing
Speaking	<p>Key spoken everyday language : ‘hello’, ‘goodbye’, ‘How are you?’, ‘please’, ‘thank you’</p> <p>Short simple spoken tasks using short conversation scaffolds and role play. ‘What is your name?’, ‘My name is ...’, ‘How old are you?’, ‘I am ... years old.’</p> <p>Simple positive/negative responses: ‘Do you like apples?’, ‘Yes, I like apples.’</p> <p>Focus on pronunciation using songs and rhymes</p>	<p>Improve the fluency of core language taught in the beginning phase.</p> <p>Develop and expand spoken phrases including personal details (age, where I live); colours, months of the year and days of the week.</p> <p>Develop longer conversation exchanges by asking and answering a series of questions.</p> <p>Express simple preferences and opinions (favourite colour).</p> <p>Continue to refine pronunciation. Recite a short poem.</p>	<p>Recall wider range of key phrases without the need to revisit first.</p> <p>Engage in longer conversations on a wider range of topics.</p> <p>Use transferable language skills (including construction of negatives) in different contexts.</p> <p>Attempt pronunciation of unknown words.</p>
Listening	<p>Listen to short passages of language bases firmly on language taught or revised during the lesson.</p> <p>Match images to vocabulary.</p>	<p>Listen for longer periods of time to short passages of spoken language consisting of taught language with some new language weaved in.</p> <p>Listen to language in short stories and songs.</p>	<p>Listen for more extended periods of time using familiar language and context to get the gist of what is being said.</p> <p><u>German KS2: VirtuallyThere – BBC Teach</u></p>
Reading	<p>Look for key familiar words in word searches and short written sentences.</p> <p>Read single words on flashcards aloud and read short sentences aloud with prior rehearsal.</p>	<p>Read short passages of text based on the phrases and vocabulary they are learning.</p> <p>Read short passages aloud including plausible attempts at some less familiar vocabulary.</p>	<p>Read longer passages of text and answer questions using spoken language or short written responses.</p> <p>Use dictionaries word lists to support reading of unfamiliar words in passages.</p>
Writing	<p>Write words that have been taught (predominantly nouns).</p> <p>Attempt to write a short simple sentence with an article, noun and verb: ‘My name is’, ‘I like strawberries.’</p>	<p>Write sentences with increased ease and improving accuracy. Sentences based on language and vocabulary taught but are supported by word banks rather than remembering vocabulary from memory.</p> <p>Write with increasing awareness of grammatical accuracy and attention to gender of nouns, plurals and pronouns.</p>	<p>Write a short passage including adjectives. Simple conjunctions (‘because’, ‘but’) are attempted.</p> <p>Writing is attempted in both the first and third person and in the present and past tense.</p>
Grammar	<p>Understand the concept of gender.</p> <p>Know 1st person singular of high frequency verbs.</p>	<p>Understand that adjectives change depending on gender and plurality of the noun.</p> <p>Use simple conjunction such as ‘and’ and ‘but’.</p> <p>Use negative forms.</p> <p>Regular verb conjugation.</p>	<p>Irregular verb conjugation.</p>

German Curriculum Overview

Cycle A

	Lower Key Stage 2	Upper Key Stage 2
Autumn 1	<p>Greetings & Introductions/ Likes and dislikes <i>Key spoken everyday language : ‘hello’, ‘goodbye’, ‘How are you?’, ‘please’, ‘thank you’</i> <i>Short simple spoken tasks using short conversation scaffolds and role play. ‘What is your name?’; ‘My name is ...’; ‘How old are you?’; ‘I am ... years old.’</i> <i>Develop and expand spoken phrases including personal details (age, where I live); colours, months of the year and days of the week.</i></p>	<p>Greetings & Introductions/Likes and dislikes <i>Develop longer conversation exchanges by asking and answering a series of questions.</i> <i>Attempt pronunciation of unknown words.</i> <i>Recall wider range of key phrases without the need to revisit first.</i></p>
Autumn 2	<p>Colours and colours associated with flags/ Fruit/ Cultural - Christmas and Karneval <i>Read single words on flashcards aloud and read short sentences aloud with prior rehearsal. Match images to vocabulary.</i> <i>Express simple preferences and opinions (favourite colour).</i> <i>Look for key familiar words in word searches and short written sentences.</i> <i>Focus on pronunciation using songs and rhymes.</i></p>	<p>Colours and colours associated with flags/ Fruit/ Cultural - Christmas and Karneval <i>Continue to refine pronunciation.</i> <i>Read short passages of text based on familiar phrases and vocabulary.</i> <i>Listen for increasing periods of time using familiar language and context to get the gist of what is being said.</i></p>
Spring 1	<p>Clothes/ Food and drink (Breakfast) <i>Simple positive/negative responses: ‘Do you like apples?’; ‘Yes, I like apples.’</i> <i>Look for key familiar words in word searches and short written sentences.</i> <i>Write words that have been taught (predominantly nouns).</i></p>	<p>Clothes/Food and drink (Breakfast) <i>Develop longer conversation exchanges by asking and answering a series of questions.</i> <i>Write sentences with increased ease and improving accuracy using wordbanks and sentence stems for support.</i> <i>Recall wider range of key phrases without the need to revisit first.</i></p>
Spring 2	<p>Body/ Numbers (Maths)/ Birthdays/ Cultural – Easter <i>Read single words on flashcards aloud and read short sentences aloud with prior rehearsal. Match images to vocabulary.</i> <i>Express simple preferences and opinions (favourite colour).</i> <i>Look for key familiar words in word searches and short written sentences.</i> <i>Focus on pronunciation using songs and rhymes</i></p>	<p>Body/ Numbers (Maths)/ Birthdays/ Cultural – Easter <i>Continue to refine pronunciation. Recite a short poem.</i> <i>Listen for longer periods of time to short passages of spoken language consisting of taught language with some new language weaved in.</i> <i>Recall wider range of key phrases without the need to revisit first.</i> <i>Write a short passage including adjectives. Attempt simple conjunctions (‘because’, ‘but’).</i></p>
Summer 1	<p>Asking questions/ Weather <i>Short simple spoken tasks using short conversation scaffolds and role play.</i> <i>Listen to short passages of language bases firmly on language taught or revised during the lesson.</i></p>	<p>Asking questions/ Weather <i>Develop longer conversation exchanges.</i> <i>Engage in longer conversations on a wider range of topics.</i> <i>Listen for more extended periods of time using familiar language and context to get the gist of what is being said</i></p>
Summer 2	<p>Continents/ Phone <i>Look for key familiar words in word searches and short written sentences.</i> <i>Read single words on flashcards aloud and read short sentences aloud with prior rehearsal.</i> <i>Read short passages of text based on familiar phrases and vocabulary.</i></p>	<p>Continents/ Phone <i>Read short passages aloud including plausible attempts at some less familiar vocabulary.</i> <i>Read longer passages of text and answer questions using spoken language or short written responses.</i></p>

Cycle B

	Lower Key Stage 2	Upper Key Stage 2
Autumn 1	<p>Animals/ Days of the week <i>Simple positive/negative responses: ‘Do you like apples?’; ‘Yes, I like apples.’</i> <i>Focus on pronunciation using songs and rhymes.</i> <i>Develop and expand spoken phrases including personal details (age, where I live); colours, months of the year and days of the week.</i></p>	<p>Animals/ Days of the week <i>Develop and expand spoken phrases including personal details (age, where I live); colours, months of the year and days of the week.</i> <i>Read longer passages of text and answer questions using spoken language or short written responses.</i></p>
Autumn 2	<p>Ordinal numbers/ Letters and sounds/ Verb ‘haben’/ Cultural: Christmas & Karneval <i>Focus on pronunciation using songs and rhymes</i> <i>Know 1st person singular of high frequency verbs.</i> <i>Regular verb conjugation.</i></p>	<p>Ordinal numbers/ Letters and sounds/ Verb ‘haben’/ Cultural: Christmas & Karneval <i>Continue to refine pronunciation. Recite a short poem.</i> <i>Attempt pronunciation of unknown words.</i> <i>Irregular verb conjugation.</i></p>
Spring 1	<p>Alphabet/ Reading simple story <i>Focus on pronunciation using songs and rhymes</i> <i>Match images to vocabulary.</i> <i>Listen to language in short stories and songs.</i></p>	<p>Alphabet/ Reading simple story <i>Continue to refine pronunciation.</i> <i>Listen for more extended periods of time using familiar language and context to get the gist of what is being said.</i></p>
Spring 2	<p>Shapes/ Adjectives, descriptive vocab/ Singular & plural forms/ Furniture, rooms & prepositions/ Cultural – Easter <i>Match images to vocabulary.</i> <i>Read single words on flashcards aloud and read short sentences aloud with prior rehearsal.</i> <i>Read short passages aloud including plausible attempts at some less familiar vocabulary.</i></p>	<p>Shapes/ Adjectives, descriptive vocab/ Singular & plural forms/ Furniture, rooms & prepositions/ Cultural – Easter <i>Read short passages aloud including plausible attempts at some less familiar vocabulary.</i> <i>Use dictionaries word lists to support reading of unfamiliar words in passages</i></p>
Summer 1	<p>Directions/ Reading German Fairy Tale <i>Look for key familiar words in word searches and short written sentences.</i> <i>Read single words on flashcards aloud and read short sentences aloud with prior rehearsal.</i> <i>Short simple spoken tasks using short conversation scaffolds and role play. ‘What is your name?’; ‘My name is ...’; ‘How old are you?’; ‘I am ... years old.’</i> <i>Improve the fluency of core language taught in the beginning phase.</i></p>	<p>Directions/ Reading German Fairy Tale <i>Read longer passages of text and answer questions using spoken language or short written responses.</i> <i>Use dictionaries word lists to support reading of unfamiliar words in passages.</i> <i>Use transferable language skills (including construction of negatives) in different contexts.</i></p>
Summer 2	<p>Holiday/Countries & Continents <i>Understand the concept of gender.</i> <i>Know 1st person singular of high frequency verbs.</i> <i>Use simple conjunction such as ‘and’ and ‘but’.</i></p>	<p>Holiday/Countries & Continents <i>Understand that adjectives change depending on gender and plurality of the noun.</i> <i>Writing is attempted in both the first and third person and in the present and past tense.</i></p>