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| Year | **9** |
| Topic | **Unit 1: Bleib gesund** |
| **Lesson** | **Key aim/title/objective of the lesson?**  **These may stretch over a number of lessons as appropriate** |
|  | Talking about typical breakfasts (using the full paradigm of the verb “essen”) |
|  | Discussing traditional German foods ( using the full paradigm of the verb “nehmen”) |
|  | Understanding and using recipes (Forming and using the “du” form of the imperative) |
|  | Talking about healthy lifestyles (using the full paradigm of the modal verb “müssen” |
|  | Listening Skills (Understanding and responding to longer texts, developing note-taking skills) |
|  | Extension (Describing and comparing dinner parties, using language creatively in new contexts, using the comparative) |
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| Key grammar: The irregular verbs “essen” and “nehmen”, the imperative – du form, the modal verb “müssen”, using the comparative  Numeracy Opportunities: Cooking quantities | |

How does this topic build on ***prior*** learning?

This topic builds on prior learning by going into more detail about irregular, including modal verbs. Lots of previously learnt vocabulary is recycled.

How does the work during this topic prepare for future learning?

The areas studied in this unit are continually revisited in later topics in the year, KS3 and KS4 and form the building blocks of the language. Being able to use different forms of verbs is a key element of the GCSE course. Being able to use modal verbs will give pupils a better chance of accessing higher grades, particularly in the speaking and writing exams. The listening skills section is particularly important for GCSE preparation, each skill being worth 25% of the final GCSE grade. Developing note taking skills will ab advantageous for pupils tackling longer texts in the listening exam. Pupils will continue to build on these throughout KS3 and 4.

How will learning be **assessed** and **feedback** provided in this scheme?

Pupils will have low stakes testing such as vocabulary tests but will be assessed formally at the end of the module. They will then review their performance and identify the areas to work on in the next module.

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| **Personal Development** | |
| How is this topic developed beyond the classroom? Eg **learning passport?** | * High starters will have extension booklets. * All will use online learning tools Memrise and Active Learn * Homeworks will be set involving German songs, videos and cultural elements. * Culture: Typical German foods, cooking where possible |
| How are **Careers/ IAG** links built into this lesson sequence? | * Why learn a language is a theme throughout. |
| **Relationship Sex and Health Education.** |  |
| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | * Respect for other cultures * Respect for pupils giving answers |

