



German: Second Language – Scope and sequence 7–10 (Year 7 entry)

| | Year 7 | Year 8 | Year 9 | Year 10 |
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| Communicating | | | | |
| Socialising | <p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ich heiÙe Bastian. Wie heiÙt du?; Ich bin vierzehn Jahre alt. Wie alt bist du?; Ich habe blaue Augen und braune Haare. Ich bin nicht sehr groÙ. ; Das ist mein Freund Max. Ich komme gut mit meinem Freund Max aus, weil ...; Das sind wir – die Familie Braun!; Ich habe zwei Schwestern und einen Bruder.; Ich spiele Basketball und koche gern italienisches Essen.</i></p> | <p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Welche Hausarbeiten machst du? Jeden Tag füttere ich die Katze und jeden Abend spüle ich ab.; Dreimal in der Woche räume ich mein Zimmer auf.; In welcher Klasse bist du?; Ich bin in Klasse 9A.; Wann stehst du auf? Um sechs Uhr.; Wann haben wir montags Deutsch?; Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng.; Ich finde meine Schule sehr gut, obwohl ...; Montagabend schwimme ich und am Wochenende spiele ich Tennis mit meinen Freunden/Freundinnen. Und du?; Meine Lieblingsband heiÙt ...; Ich lese gern.; Ich esse gern Pizza, aber ich esse lieber Nudeln.</i></p> | <p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Wohin sind Sie in den Ferien gefahren?; Wir sind in den Ferien zum Strand gefahren.; Wie feiern Sie Silvester? Normalerweise treffen wir uns mit unseren Freunden und unserer Familie zum Abendessen. Letztes Jahr haben wir bis Mitternacht auf dem Balkon Karten gespielt und dann das Feuerwerk angeschaut.; Wer kann am Samstag zu meiner Geburtstagsparty kommen?; Was machst du für die Osterferien? Ich bleibe bei meinen Großeltern. Sie wohnen in Österreich. Dort kann man wandern oder Skifahren.</i></p> | <p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, <i>Ich esse gern Gemüse und gehe gern joggen, um gesund zu bleiben.; Was wirst du nächstes Jahr tun?; Was sind deine Zukunftspläne? Nach der 12. Klasse werde ich vielleicht Betriebswirtschaft studieren. Und du, was hast du vor? Wenn ich gute Noten bekomme, möchte ich Jura studieren.; Ist es schwierig für dich, Deutsch zu lernen?; Wie finden Sie ...?; Ich denke, dass ...</i></p> |

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| | Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community | Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a German restaurant or organising a class event | Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in a German-speaking country, arranging an outing, purchasing souvenirs or using transport | Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences |
| | Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Hört zu!</i> ; <i>Könnten Sie bitte langsamer sprechen?</i> ; <i>Wie sagt man ... auf Deutsch?</i> ; <i>Guten Morgen</i> ; <i>Frau Wagner. Wie geht es Ihnen?</i> ; <i>Hallo Christian. Wie geht es dir? Nicht schlecht und dir?</i> ; <i>Tschüs!</i> ; <i>Danke!</i> ; <i>Ich verstehe das nicht</i> ; <i>Beantworte die Fragen!</i> ; <i>Gute Nacht, Papa!</i> ; <i>Wir sehen uns morgen, Frau Jones.</i> ; <i>Bis später!</i> ; <i>Viel Glück!</i> ; <i>Alles Gute zum Geburtstag!</i> | Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>Das ist mein Bruder. Er ist nett!</i> ; <i>Entschuldigung Sophie, aber ...</i> ; <i>Meiner Meinung nach ...</i> ; <i>Ich denke ...</i> ; <i>Natürlich ...</i> ; <i>Selbstverständlich ...</i> ; <i>Ich bin nicht (damit) einverstanden</i> ; <i>Das ist wunderbar.</i> ; <i>Das ist eine gute Idee.</i> | Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>Meiner Meinung nach muss man ...</i> ; <i>Ich widerspreche, weil ...</i> | Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, <i>Ich bin nicht Ihrer Meinung.</i> ; <i>Ich meine/Ich finde ...</i> ; <i>Ich stimme dir nicht zu.</i> |
| Informing | Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways | Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways | Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others | Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas |

| | Year 7 | Year 8 | Year 9 | Year 10 |
|--------------------|--|--|--|---|
| | Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation | Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience | Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience | Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience |
| Creating | Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas | Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas | Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas | Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture |
| | Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language | Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences | Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas | Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives |
| Translating | Translate and interpret phrases and short texts from German to English and vice versa, noticing which words or phrases translate easily and which do not | Translate and interpret short texts from German to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations | Translate and interpret texts from German to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning | Translate and interpret texts from German to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning |
| Reflecting | Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication | Engage with German speakers and texts, reflecting on how interaction involves culture as well as language | Engage with German speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context | Engage with German speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments |
| | Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, | Reflect on own identity, including identity as a learner and user of German, through experiences or in attitudes to culture and intercultural communication | Reflect on the experience of learning and using German and how it might add further dimension to own identity | Reflect on the experience of learning and using German and how it might add further dimension to own identity |

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| | reflecting on how these impact on intercultural communication | | | |
| Understanding | | | | |
| Systems of language | <p>Recognise and use key features of the German sound system, including rhythm, stress, intonation and pronunciation of distinctive sounds, such as those represented by the letters <i>ch</i> (<i>ich</i> or <i>acht</i>), <i>r</i> (<i>rot</i>) <i>th</i> (<i>Theater, Thema</i>), <i>u</i> (<i>du</i>) and <i>z</i> (<i>zehn</i>); consonant blends and clusters, such as <i>sch</i>; short and long vowel sounds and diphthongs, such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>; the impact of the <i>Umlaut</i> (<i>Ü</i>) on <i>a</i>, <i>o</i> and <i>u</i>; and the <i>Eszett</i> (<i>ß</i>)</p> <p>Use the German alphabet for spelling out names and other words</p> <p>Begin to apply punctuation rules in German, such as capital letters, full stops and question marks</p> | <p>Use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German</p> <p>Recognise differences in intonation and rhythm between statements, questions and commands</p> <p>Apply punctuation rules in German, including the use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i>; <i>9,50 Euro</i>; <i>15.30 Uhr</i>, and capitalisation rules</p> | <p>Recognise examples in spoken German of variation in features, such as pronunciation, rhythm and stress, and the use of contractions</p> <p>Compare punctuation rules in English and German, considering aspects, such as the functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p> | <p>Explore the features of spoken and written language and apply variations in relation to features, such as stress, pronunciation and contractions, for example, <i>Ich hab keine Lust.</i>; <i>Mach's gut!</i></p> <p>Recognise the role of pronunciation, rhythm and pace in enhancing meaning and creating effects (mood, suggesting relationships), and reproduce rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis</p> |
| | <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> understanding the concept of nominative and accusative cases for the subject and object of a sentence understanding that German has multiple words for 'the' and 'a/an' according to the gender of the relevant noun, and that the article for masculine nouns changes in the | <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> using structures to express likes, dislikes and preferences, for example, <i>Ich mag Tennis.</i>; <i>Ich spiele nicht gern Fußball.</i>; <i>Ich spiele lieber Cricket.</i> increasing control of plural nouns using possessive <i>s</i> with proper nouns, for example, <i>Jochens Tante</i> | <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> understanding the relationship between gender, article, case and the adjectival ending, for example, <i>Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.</i>; <i>Es gibt kein großes Einkaufszentrum in dieser Stadt.</i> using possessive adjectives in nominative and accusative cases, for | <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> indicating contradiction using <i>doch</i> using nominative, accusative and dative cases with definite and indefinite articles and personal pronouns using nominative, accusative and dative cases with possessive, demonstrative and interrogative |

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| | <p>accusative case, for example, <i>Die Frau hat einen BMW.</i></p> <ul style="list-style-type: none"> • using <i>die</i> as the definite article of plural nouns and recognising common ways to form plurals of nouns • using adjectives that follow the noun, for example, <i>Unsere Deutschlehrerin ist intelligent.; Die Berge in Österreich sind sehr schön.; Meine Augen sind blau.</i> • noticing the relationship between gender, article, case and adjectival ending when using adjectives that precede the noun, for example, <i>Ich habe einen kleinen Bruder.</i> • joining words, phrases and sentences using the coordinating conjunctions <i>und</i>, <i>oder</i> and <i>aber</i>, for example, <i>Am Wochenende spiele ich Tennis und sehe fern.</i> • noticing that the pronoun may change after certain verbs with a direct object, for example, <i>Ich mag dich.; Wir brauchen ihn.</i> • using personal pronouns as the subject of the sentence • using personal pronouns to refer to people and things, for example, <i>Was kostet die App? Sie kostet ...; Wo sind deine Haustiere? Sie sind im Garten.</i> • using the subject-verb inversion to form questions, for example, <i>Hast du Geschwister?</i> • forming questions using interrogatives, such as <i>wann</i>, <i>was</i>, <i>wer</i>, <i>wie</i>, <i>wo</i> and <i>wie viele</i> • using the possessive adjectives <i>mein</i> and <i>dein</i> in nominative and | <ul style="list-style-type: none"> • using <i>von</i> + noun to indicate possession, for example, <i>Das ist die Mutter von Gerhardt.</i> • noticing that articles and pronouns change after some prepositions, such as those associated with location and destination, for example, <i>Wir sind in der Stadt.; Die Party ist im Garten.; Wie kommst du zur Schule?</i> • selecting the correct personal pronoun for 'it' for objects (<i>er/sie/es; ihn</i>), for example, <i>Woher hast du den Hut? Er ist sehr schön. Ich habe ihn bei ... gekauft.</i> • recognising two-way prepositions, for example, <i>Wir gehen ins Kino.; Wir wohnen in der Schweiz.</i> • noticing common contractions, for example, <i>in dem = im; bei dem = beim</i> • using accusative pronouns, for example, <i>Das Geschenk ist für uns.</i> • using adjectives that precede the noun in nominative and accusative cases, for example, <i>Meine kleine Katze hat schwarze Augen.</i> • using common prepositional phrases formulaically, for example, <i>nach Hause; zu Hause</i> • using reflexive verbs in the present tense to describe daily routines and interests, for example, <i>Ich dusche mich morgens.; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien.; Erinnerst du dich an ...?</i> • using the present tense of some separable verbs, for example, <i>Die Schule fängt um 9 Uhr an.</i> • beginning to use common modal verbs, such as <i>können</i>, to describe | <p>example, <i>Unsere Familie fährt jeden Sommer nach Victoria.</i></p> <ul style="list-style-type: none"> • comparing the meanings and use of the German modal verbs with their English equivalents, for example, <i>Wir müssen eine Schuluniform tragen.; Man darf hier nicht essen.; Du musst das nicht essen.</i> • describing past events and experiences in the present perfect and simple past tenses using a limited range of common verbs, including <i>sein</i> and <i>haben</i>, for example, <i>Ich bin allein nach Albany gefahren.; Ich habe ein neues Kleid im Internet gekauft.; Als ich in Österreich war, hatte ich den Schnupfen.; Ich konnte gestern nicht mitkommen.</i> • using more coordinating and subordinating conjunctions, such as <i>denn</i>, <i>sondern</i>, <i>bis</i>, <i>während</i>, <i>als</i> • noticing that some verbs can be combined with a separable or inseparable prefix which alters the meaning, for example, <i>Er kommt um 17.15 Uhr.; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag.</i> • giving instructions by applying the different forms for single/plural addressees and informal/formal register, for example, <i>Mach dein Buch zu, Angela!; Freunde, helft mir!; Machen Sie das Fenster bitte zu, Frau Berger!</i> • linking and sequencing events and ideas using a range of cohesive devices, including adverbs <i>dann</i>, <i>früher</i>, <i>danach</i>, <i>vorher</i>, and common subordinating conjunctions <i>als</i>, <i>dass</i>, | <p>adjectives, such as <i>ihr</i>, <i>sein</i>, <i>unser</i>, <i>dieser</i>, <i>jeder</i> and <i>welcher</i></p> <ul style="list-style-type: none"> • noticing use of the genitive case, mainly in written texts, for example, <i>Deutschlands Schulen; die Rolle der Frau; der Gebrauch des Genitivs</i> • using accusative and dative prepositions, for example, <i>Ich lerne Französisch seit einem Jahr.</i> • using the indefinite pronoun <i>man</i> with third person singular of verb • using <i>werden</i> + infinitive to describe future actions, for example, <i>Nächstes Jahr werde ich in den Sommerferien viel babysitten.</i> • using the present, present perfect, simple past and future tenses with a range of modal, regular and irregular separable and inseparable verbs • giving commands to peers and adults, for example, <i>Mach dein Buch zu, Angela!; Freunde, helft mir! Hilf mir!; Machen Sie das Fenster bitte zu, Frau Berger!</i> • becoming aware of dative verbs, for example, <i>Ich helfe der Umwelt.; Ich glaube dir.</i> • expressing opinions using, for example, <i>meiner Meinung nach ...; Ich glaube, dass ...; Wir sind dagegen/dafür, denn ...</i> • using a range of comparative and superlative adverbs, for example, <i>Welches Auto ist am sichersten?</i> • using some two-way prepositions, for example, <i>Mein Pass ist im Büro.; Stellen Sie Ihr Pass in die Maschine!</i> |

| | Year 7 | Year 8 | Year 9 | Year 10 |
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| | <p>accusative cases, for example, <i>Ich liebe meinen Hund.</i></p> <ul style="list-style-type: none"> recognising that in German a subject + verb can have multiple English translations, for example, <i>wir spielen</i> can mean ‘we play’, ‘we are playing’, ‘we do play’, ‘we shall/will play’ and ‘we’re going to play’, and applying this understanding to own sentence formation using the subject-verb-object word order, for example, <i>Ich spiele Basketball.</i> understanding the concept of regular and irregular verbs, and that this is a feature of both German and English noticing that German word order is flexible and that other elements apart from the subject can begin a sentence, for example, <i>Am Wochenende sehe ich fern.</i> using the subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, <i>Heute spiele ich Basketball.</i> using the present tense of regular verbs and some common irregular verbs, including <i>sein</i> and <i>haben</i> negating verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i>, for example, <i>Er ist nicht älter als ich.; Nein, Marcus hat keine Geschwister.</i> noticing informal singular and plural commands, for example, <i>Steht auf!; Komm mit!</i> referring to quantities of people and things using cardinal numbers to a thousand, and common fractions, for example, <i>Ich habe eine Halbschwester.</i> | <p>capabilities, for example, <i>Ich kann gut schwimmen.</i></p> <ul style="list-style-type: none"> beginning to use common modal verbs, such as <i>mögen</i> and <i>dürfen</i> to make polite requests, such as <i>Ich möchte ...; Darf ich ...?</i> gaining awareness of a limited number of routine past tense expressions, including some with <i>war</i> and <i>hatte</i> and the present perfect tense, for example, <i>Sabine war gestern krank.; Das hat Spaß gemacht.; Habt ihr ein schönes Wochenende gehabt?</i> using informal commands, for example, <i>Bettina, mach dein Bett!; Bleibt stehen!</i> noticing polite commands, for example, <i>Helfen Sie mir, Herr Schmitt!</i> using subordinating conjunctions <i>weil</i> and <i>dass</i>, for example, <i>Er studiert Deutsch, weil seine Eltern Deutsch sind.</i> using the subject-time-object-manner-place (STOMP) word order for main clauses, for example, <i>Wir lesen jeden Montag mit unseren Freunden in der Bibliothek.</i> increasing control over starting a sentence with an element apart from the subject, for example, <i>Langsam verstehe ich mehr Deutsch.</i> using adverbs and adverbial expressions, such as <i>heute, vorgestern, oft, manchmal, jeden Tag, ab und zu, nie, später, am Wochenende, in den Ferien, dann, früher, danach, rechts, links, oben, unten, hier, dort</i> | <p><i>obwohl, wenn, weil</i>, usually with the subordinate clause after the main clause</p> <ul style="list-style-type: none"> asking and answering questions using a range of interrogatives, including <i>warum</i> to elicit reasons and <i>wozu</i> to clarify purpose using the present tense + an adverb to indicate the future, for example, <i>Morgen fährt er nach Bamberg.</i> describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, <i>Er sieht viel fern.; Ich muss meine Hausaufgaben machen.; Morgen ist unser letzter Schultag.</i> using the ‘verb as second element’ and the subject-time-object-manner-place (STOMP) word order rules for main clauses beginning to use accusative and dative prepositions, for example, <i>Das Eis ist für mich.; Ich komme aus Australien.; Der Junge geht zum Bahnhof.</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> | <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> |

| | Year 7 | Year 8 | Year 9 | Year 10 |
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| | Build metalanguage to talk about vocabulary and grammar concepts | <ul style="list-style-type: none"> • using comparative and superlative adverbs <i>lieber</i> and <i>am liebsten</i>, for example, <i>Ich esse lieber Salat als Fleisch.</i> • forming questions using interrogatives, such as <i>wie viel</i>, <i>woher</i>, <i>wohin</i> and <i>warum</i> • using possessive adjective <i>sein</i> in the nominative and accusative cases, for example, <i>Seine Familie kommt aus Afrika.</i> • using ordinal numbers to give the date or a birthday, for example, <i>Heute ist der erste Mai.</i>; <i>Seine Mutter hat am 22. April Geburtstag.</i> • referring to quantities of people and things using cardinal numbers up to a billion, decimals and negative numbers, for example, <i>Deutschland hat 81,9 Millionen Einwohner.</i>; <i>Die Tagestemperatur liegt bei minus 3 Grad.</i> • locating events in time (days, months, seasons), including the use of the 24-hour clock, and clock times using prepositions <i>nach</i> and <i>vor</i>, for example, <i>am Montag</i>, <i>im September</i>, <i>im Sommer</i>, <i>Es ist dreizehn Uhr zwanzig.</i>; <i>Es ist zwanzig Minuten nach eins.</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> | | |
| | Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English | Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular | Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts | Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts |

| | Year 7 | Year 8 | Year 9 | Year 10 |
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| | | language features to suit different contexts, purposes and audiences | | |
| Language variation and change | Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register Understand that German, like all languages, varies according to participants, roles and relationships, situations and cultures | Examine linguistic features in texts to understand that German, like all languages, varies according to participants, roles and relationships, situations and cultures | Analyse how German is used in varying ways to achieve different purposes | Analyse how German is used in varying ways to achieve different purposes, and changes over time and place |
| | Recognise that German is a global language and that German and English are related languages | Understand the dynamic nature of German, and how it influences and is influenced by other languages and cultures | Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge | Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge |
| Role of language and culture | Explore the relationship between language and culture | Explore the relationship between language and significant cultural values or practices in German, English and other languages | Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange | Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs |