

# GCSE German Curriculum Map (Year 10 & 11)

## Year 10: Foundational Skills and Personal World

| Term   | Theme / Module                | Key Topics & Vocabulary                                                                       | Grammar Focus                                                                                                                                 | Phonics Focus                                                                                    |
|--------|-------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Term 1 | <b>Zurück zur Schule</b>      | School system in UK vs Germany, timetable, school uniform, rules, special events, school life | Articles/Plurals, Present tense ( <i>haben/sein</i> ), Adjective agreement, modal verbs, perfect and imperfect tenses                         | Short e, w, th,                                                                                  |
| Term 2 | <b>Endlich mal Freizeit</b>   | Free time, online activities, and inviting people out, films and TV shows, weekend plans      | Frequency phrases with correct word order, separable verbs in the present tense, asking questions, future tense, time-manner-place rule       | Long a/ah/aa, short a, ei/ai, ie, long o/oh, short o, long i/ih, short i, long ä/äh, short ä, eu |
| Term 3 | <b>Meine Welt, deine Welt</b> | Describing family and relationships, equality and identity, celebrations                      | Possessive adjectives and relative pronouns + dative, time phrases, <i>in</i> + accusative/dative                                             | z, long u/uh, long ü/long y/üh, short ü, short y                                                 |
| Term 4 | <b>Bleib gesund!</b>          | Food, drink, good and bad habits, accidents and illnesses, wellbeing.                         | Comparative and superlative adjectives, <i>um...zu</i> , modal verbs in the imperfect, <i>seit</i> , <i>wenn</i> , set phrases with <i>zu</i> | short ä, long ö/ öh, äu, au, -ig                                                                 |
| Term 5 | <b>Meine Ecke</b>             | Home and local area, transport, asking for information, shopping, ideal place to live         | Prepositions + dative, prepositions + accusative, correct word order with modals and <i>weil</i> , register,                                  | sch, sp-, st-, s-/s-, ß/ss/-s                                                                    |

|               |                                 |                                                   |                                                           |  |
|---------------|---------------------------------|---------------------------------------------------|-----------------------------------------------------------|--|
|               |                                 |                                                   | dual-case prepositions,<br>conditional                    |  |
| <b>Term 6</b> | <b>Wiederholung und Technik</b> | Intensive exam preparation<br>across all 4 skills | Consolidation, particular<br>focus on using 3 time frames |  |

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### Year 11: Future Aspirations and Global Perspectives

| Term          | Theme / Module                    | Key Topics & Vocabulary                                                                                        | Grammar Focus                                                                                                                                                     | Phonics Focus                                           |
|---------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Term 1</b> | <b>Schöne Ferien!</b>             | Holiday destinations,<br>reservations, problems, past<br>tense holidays, weather,<br>future and ideal holidays | Imperative, questions, <i>wer</i> ,<br><i>wen</i> and <i>wem</i> , negatives,<br>prepositions with the genitive,<br>interrogative and<br>demonstrative adjectives | Long e/eh/ee, hard ch, soft<br>ch, v, unvoiced -b/-d/-g |
| <b>Term 2</b> | <b>Unsere Welt</b>                | Contemporary issues,<br>environment, personal and<br>international responsibilities<br>and actions             | Verbs followed by<br>prepositions, questions<br>including prepositions, <i>wollen</i> ,<br><i>sollen</i> (conditional), <i>man</i> to<br>avoid the passive        | er, unstressed -er,<br>consonantal r, vocalic r, -tion  |
| <b>Term 3</b> | <b>Wie sieht die Zukunft aus?</b> | Future plans and hopes,<br>dream jobs, strengths and<br>skills, gap years                                      | Reflexive verbs, <i>werden</i> ,<br>imperfect subjunctive,<br>subordinating conjunctions,<br>adjectives as nouns                                                  | short ö, j, qu                                          |

|               |                             |                                                        |                                                          |                      |
|---------------|-----------------------------|--------------------------------------------------------|----------------------------------------------------------|----------------------|
| <b>Term 4</b> | <b>Prüfungsvorbereitung</b> | Intensive exam technique across all 4 themes.          | Mastery of word order (V2 rule) and complex connectives. | Spontaneous fluency. |
| <b>Term 5</b> | <b>Exam Phase</b>           | Listening, Reading, Speaking, and Writing assessments. | Synthesis of all grammar for spontaneous response.       | Final polish         |