Curriculum overview document_ Key Stage 5

MFL VISION

Our vision for the French and German curricula is to empower students through an ambitious, knowledge-rich, and carefully sequenced program that fosters both linguistic proficiency and global awareness.

By embedding foundational grammar, vocabulary, and phonetic skills alongside meaningful cultural immersion, we cultivate resilience, independence, and confidence in every learner. Through authentic engagement with the French and German speaking world, our students develop the literacy, communication, and critical thinking skills necessary to express complex ideas, appreciate diverse perspectives, and succeed in an increasingly interconnected global society. Our aim is to inspire students to develop a long lasting respect and curiosity for other cultures and languages.

The curriculum is intentionally designed to scaffold learning, with every module explicitly linking current knowledge to the skills and topics required for future success.

Key Stage 5 curriculum vision

Our Key Stage 5 curriculum is designed to foster linguistic mastery, critical cultural understanding, and independent thinking. It builds upon KS4 foundations by sequencing complex grammatical structures and high-level vocabulary alongside contemporary socio-political themes, ensuring students transition to advanced fluency. By engaging with authentic materials—including literature, film, and media—students develop the cultural capital necessary to communicate with nuance. The curriculum prioritizes conceptual knowledge and analytical skills, empowering students to construct evidence-based arguments, effectively preparing them for academic and professional success in a globalized society.

<u>At the end of KS5, German students will:</u>

- be expert linguists
- be able to communicate in German about key cultural, social and political aspects of /and issues in German speaking countries
- have thorough knowledge of one key German literary and one key German cinematic masterpieces
- be analytical and critical about the German speaking world.

Topic Title	Y12 Unit 1: The changing state of the family (Familie im Wandel)
Pupils will know	**Cultural knowledge**: The sociological evolution of family structures in German-speaking countries, including trends in marriage, divorce, and cohabitation. Multi-generational family life, same-sex marriage and adoption. Understanding the diversity of family models (patchwork, single-parent, multi-generational). **Grammar**: Revision of the present tense, definite and indefinite articles and adjectives **Language**: Different language to discuss the different types of modern day family types, language to cover types of current marriage and trends.

Pupils will know how to (procedural knowledge)	• Discuss, understand and analyse modern family trends and the ever changing domain of relationships. • Begin to debate the topic of marriage in all its forms, showing understanding of the different themes covered • Use the present tense fluently (regular and irregular verbs)
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of present tense structures using regular and irregular verbs • Introduction to complex syntax for argumentation, discussing pros and cons. • Understanding the distinction between formal and informal registers. • Key vocabulary: understanding the terminology in German used to describe different types of family
Prior knowledge	• GCSE foundations: basic vocabulary for family members and relationships, simple sentence structures, expressing basic opinions on daily life. • Year 10 (Unit 3 My World, your world: meine Welt, deine Welt)
Future knowledge	• Integration into broader societal units: The Digital World, Youth Culture, and eventually Paper 2 literature/film analysis and Paper 3 Independent Research Project (IRP).
Key vocabulary	• Modern family life terminology, marriage and relationship trends and references to multi- generational households. LINK to VOCAB Unit 1

Topic Title	**Y12 Unit 2: The digital world (die digitale Welt)**
Pupils will know	**Cultural Knowledge:** How technology affects the way German speakers are living now. The role of social networks, the development of mobile phone and computer technology and the role of mobile phones and computers today. Focusing on modern internet celebrities and the darker side of technology. **Grammar:** Revision of gender and case, pronouns and German word order **Language**: The pervasive role of social media in German-speaking society; the sociological impact of the internet on communication and identity; the challenges posed by technological addiction; the socio-ethical risks including data privacy, cyberbullying, and misinformation; and the influence of the internet on education and

	cultural production.
Pupils will know how to (procedural knowledge)	• Construct and justify nuanced arguments regarding the benefits vs. drawbacks of the digital age • Analyse and debate the role of digital rights organisations (e.g., Digitalcourage) • Discuss mobile phone technology and addiction • Evaluate the authenticity and bias of digital sources; and apply complex grammatical structures (case system, pronouns, subordinate clauses) to express opinions on digital trends.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of German word order and its rules of time, manner, place alongside negative adjectives and verbs. • A deeper understanding of gender and the case system in German. • Proficiency in using the German pronouns; as the subject, object and dative object. • Accurate use of bi-lingual dictionaries and use of new strategies to help learn new vocabulary. • Development of fluency in conversations, steering the conversation to relatable topics and familiar ideas.
Prior knowledge	• GCSE foundations of technology usage, basic sentence structures.
Future knowledge	• Integration into broader societal units (e.g., youth culture, politics) and Paper 3 research projects.
Key vocabulary	• The role of technology and social networks in everyday life, addiction to technology and its possible consequences LINK to VOCAB Unit 2

Topic Title	**Y12 Unit 3: Youth Culture (Jugendkultur)**
Pupils will know	**Cultural Knowledge:** Focus on interests and trends of young people living in German speaking countries. Including music and songs, the role of celebrities as role models, fashion trends and the development of TV watching technology. **Grammar:** Revision of present tense modal verbs, the simple past tense, pluperfect tense and infinitive constructions. Focus on asking questions in German. **Language**:The evolving role of music as a vehicle for political and social critique in German-speaking nations; the relationship between fashion, personal identity, and image; the influence of celebrity culture and digital influencers as role models; and the

	transformation of media consumption.
Pupils will know how to (procedural knowledge)	• Critically evaluate the balance between commercialism and artistic integrity • Accurately translate from German into English • Construct evidence-based arguments regarding celebrity influence. Synthesize abstract concepts like "identity formation" • Apply advanced syntactic patterns, specifically the use of infinitive constructions (um…zu, ohne…zu, anstatt…zu). • Acquire skills to improve reading skills
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Proficiency of using modal verbs in the present tense. • Developing a deeper understanding of how to translate competently from German into English. • Understanding how the pluperfect tense works and mixing it in with other past tense structures. • Learning new strategies to improve comprehension when dealing with unknown language in reading exercises. • Precision in using online tools to research and present information about a German speaking person.
Prior knowledge	• GCSE foundations of hobbies, free-time activities, music, and film. Ability to state basic opinions.
Future knowledge	• Integration into broader societal units (politics, social issues) and Paper 3 research projects.
Key vocabulary	• Music and songs, Celebrity culture, fashion and image. The role of TV in modern day life. LINK to VOCAB Unit 3

Topic Title	**Y12 Unit 4: Festivals and Traditions (Feste und Traditionen)**
Pupils will know	**Cultural Knowledge**: The regional diversity of celebrations in German-speaking countries, focusing on Christmas and New Year looking at where these traditions come from. Carnival and the comparisons of other leading festivals **Grammar:** Revision of the perfect tense and the simple past (imperfect) of haben, sein and modal verbs. How to use separable and inseparable verbs in a sentence. The use of reflexive verbs **Language**: The socio-economic debate regarding the "commodification of culture": to what extent festivals have transitioned from genuine tradition to profit-driven commercial events. The evolving role of traditions in constructing regional and national identity.

Pupils will know how to (procedural knowledge)	• Critically evaluate whether commercialization destroys or preserves cultural traditions. • Conduct comparative analysis of how different regions maintain local identity through festival practices. • Apply complex grammatical structures—specifically separable and inseparable verbs and reflexive verbs—to describe intricate cultural processes. • Construct nuanced, evaluative essays that balance historical facts with current cultural perspectives.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Proficiency of using separable and inseparable verbs in sentences • Consolidation of the use of reflexive verbs • Developing a deeper understanding of how to find the main points in a text and summarising them • Understanding how to answer questions, including inferring meaning • Showing understanding of the listening strategies learnt so far
Prior knowledge	• GCSE knowledge of basic celebrations, holidays, and family events. Ability to describe what happens at festivals; the KS5 transition requires explaining why they matter and how they are changing.
Future knowledge	• Integration into broader societal critiques (e.g., the pressure on local communities); preparation for analyzing themes in "Good Bye, Lenin!" (Ostalgie and cultural shift) and Paper 3 research.
Key vocabulary	• Key Vocabulary: Language to do festivals and German traditions • Vocab to help summarise a text LINK to VOCAB Unit 4

Topic Title	**Y12 Unit 5: Art and Architecture (Kunst und Architektur)**
Pupils will know	**Cultural Knowledge**: The influence of key German artistic movements (e.g., Expressionism, the Bauhaus movement) on global culture. The function of architecture as a narrative of political and social history, ranging from post-war reconstruction to modern sustainable design. The concept of heritage protection and the socio-political debate surrounding the balance between preservation and modernization. The role of state-funded art in fostering national identity versus individual expression.

	Grammar: Word order in main and subordinate clauses, using the comparative and superlative (adjectives and adverbs) Understanding and using relative pronouns, demonstrative pronouns and indefinite pronouns. Using the future tense. **Language**: Language used to discuss various artists and styles of art. Using opinions to discuss art and architecture in Vienna at the turn of the century. Language linked to issues surrounding post war architecture in Germany.
Pupils will know how to (procedural knowledge)	• Critically analyze and describe art/architectural styles using precise, technical vocabulary. • Construct nuanced, evaluative arguments regarding the impact of urban design on community well-being and social cohesion. • Apply advanced grammatical structures, specifically sophisticated adjective endings and the passive voice, to describe historical and aesthetic processes. • Synthesize concepts of 'heritage' and 'progress' to evaluate urban planning.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of the comparative and superlative to discuss opinions. • Recognition of different key elements of German art and architecture across history. • Proficiency in drafting longer, more complex sentences to make them more interesting. • Using the future tense to talk about plans for future architectural changes in Germany
Prior knowledge	• GCSE awareness of describing buildings, houses, and basic opinions on artistic interests. • KS4: Unit 4 (My neighbourhood: Meine Ecke)
Future knowledge	• Integration into broader societal critiques (e.g., urban gentrification, sustainability); preparation for literary/visual analysis in Paper 2 and research skills for Paper 3.
Key vocabulary	• Vocabulary to do with the milestones of architecture, German art and the options of reconstruction LINK to VOCAB Unit 5

Topic Title	**Y12 Unit 6: Berlin (Berliner Kulturleben damals und heute)**
Pupils will know	**Cultural Knowledge:** Cultural life in Berlin and how it developed over the last 200 years. Learning about theatres, music and museums in Berlin and cultural life in Berlin during the Nazi period. How diversity looks amongst the population of Berlin

	Grammar: Prepositions and prepositional adverbs. The subjunctive 2 used with "if" phrases and practice using adjectives, with and without articles in all cases **Language**: Berlin throughout the last 200 years, vocabulary to do specifically with the capital city
Pupils will know how to (procedural knowledge)	• Critically evaluate the impact of rapid socio-economic change on urban populations. • Analyze the evolution of Berlin's architectural landscape as a mirror of political history. • Apply complex grammatical structures—specifically the hypothetical subjunctive (Konjunktiv II)—to discuss Berlin's past and future. • Summarise longer, more complex texts paying particular attention to key points
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Using the subjunctive tense to convey ideas create hypothetical constructions about Berlin now and in the future • Mastery of German prepositions and preposition phrases • Proficiency in evaluating and summarising texts • Understanding the historical role of Berlin over the last two centuries and looking forward into its future as the capital city
Prior knowledge	• Basic GCSE knowledge of German cities, tourism, and travel. Ability to describe a city. • KS4 Unit 4: meine Ecke
Future knowledge	• Integration into broader historical and political debates for Paper 3 (IRP); deepening of analysis for literary themes related to identity and memory.
Key vocabulary	• Berlin, its history, its role during the Third Reich and its role as a diverse and culturally rich capital LINK to VOCAB Unit 6

Topic Title	**Y12/ Y13 Goodbye, Lenin! (Film)**
Pupils will know	**Cultural knowledge**: The socio-historical context of the Wende (the fall of the Berlin Wall) and the rapid transformation from the GDR to the BRD. The concept of Ostalgie—the complex, often bittersweet nostalgia for life in the former East Germany—and its function as a coping mechanism for societal trauma. **Grammar**: Using the present tense for analysing the film, the passive voice to describe the transition of systems. Using specific vocabulary to critique the film and its techniques and presentation. The use of conjunctions to build coherent, argumentative essays.

	Context: The film's exploration of truth, deception, and the construction of "alternative realities" for the sake of love and family cohesion. The visual language of the film: the use of contrast, color, and archive footage to juxtapose the "gray" East with the "colorful" West.
Pupils will know how to (procedural knowledge)	• Critically analyze character development, specifically Alex's role as the "architect" of his mother's world. • Evaluate the film's political satire: how it uses humor to critique the inefficiencies of the GDR while also poking fun at the relentless consumerism of the West. • Construct nuanced, evaluative essays that balance film techniques with political/social analysis. • Apply sophisticated academic vocabulary to discuss themes of identity, memory, and generational conflict, in order to compose an essay to analyse and comment on the themes of the film.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Historical context of the fall of the Berlin Wall and the consequent dissolving of the East German State • Understanding the impact of this huge historical event and its impact on the lives of both East and West Berliners.
Prior knowledge	• Basic understanding of German history (the Wall, reunification). Familiarity with the language of opinion and description from GCSE/AS-level.
Future knowledge	• Integration into Paper 2 essay writing; preparation for literary analysis of Der Vorleser; ability to critically analyze visual media as historical commentary.
Key vocabulary	• Vocab to do with the East/ West of Berlin. The differences between the East and West of Germany (lifestyle in part.), constructions to do with the fall of the Berlin Wall and the feelings of the moment. (Ostalgie, die Wende, der Zusammenbruch, die Komödie, Manipulation, Identitätsverlust, der Generationskonflikt, der Sozialismus, die Konsumgesellschaft)

Topic Title	**Y12/ Y13 The book (der Vorleser)**
Pupils will know	• The complex interplay between personal guilt, national guilt, and the responsibility of the "second generation" (Nachgeborenen) in post-war Germany. The significance of literacy as both a symbol of enlightenment and a tool of exclusion/shame. The structural duality of the novel: the

	personal, intimate relationship vs. the historical, judicial context of the Auschwitz trials. Key themes: Shame (Scham), Justice vs. Morality, the impossibility of forgiveness, and the "banality of evil."
Pupils will know how to (procedural knowledge)	● Critically analyze character development, specifically the evolution of Michael Berg's perspective on Hanna and his own family history. Construct nuanced, evidence-based arguments regarding Hanna's culpability and the moral ambiguity of her actions. Synthesize literary analysis with historical context to evaluate Schlink's critique of German society. ● Apply sophisticated academic German, specifically analytical verbs and evaluative adverbs, to articulate complex literary criticism.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Grammatical Focus: Mastery of high-level literary analysis syntax; using the Subjunctive for indirect speech (reporting critics' views) and complex subordination to structure nuanced arguments. ● Understanding of the interplay between personal guilt, national guilt and the specific burden faced by the second generation born in post war Germany ● Understanding of the narrative structure of the novel as as love story contrasted against the historical, judicial reality of the post war trials ● Discussing the themes of Shame, Guilt, Justice vs Morality and the moral ambiguity of Hanna's actions.
Prior knowledge	● GCSE/AS foundations of literary analysis (characters, themes, settings); basic understanding of the Third Reich era and post-war reconstruction.
Future knowledge	● Integration into broader historical and political debates for Paper 3 (IRP); deepening of critical theory understanding for university-level studies.
Key vocabulary	● Post Second World war themes: Guilt and atonement, coming to terms with the past. Judicial language, moral responsibility. ● (Schuld und Sühne, Vergangenheitsbewältigung, die Nachgeborenen, Analphabetismus, das NS-Regime, juristische Aufarbeitung, moralische Verantwortung, Distanzierung)

Topic Title	Y13 Unit 7: Immigration (Einwanderung)
Pupils will know	**Cultural Knowledge:** The historical evolution of immigration in Germany: from the Gastarbeiter era to the asylum crisis of 2015 and current debates on labor migration. The distinction between integration (assimilation vs. cultural pluralism) and the social barriers to participation (language, economic access, housing). **Grammar**: Using the passive with *werden* avoiding using the third person "one" Revision of the definite article, nouns including weak nouns, compound nouns and nouns formed from adjectives or verbs **Language**: Guest workers and how they first came to Germany, immigration and how it has changed in German speaking countries including Switzerland and Austria
Pupils will know how to (procedural knowledge)	• Construct nuanced, evaluative arguments concerning the efficacy of integration policies. • Analyze primary source materials (e.g., policy documents, political commentary) to identify bias and rhetorical strategy. • Apply high-level linguistic structures using the passive voice and complex relative clauses, to discuss abstract societal concepts. Compare the German experience with broader European models of integration.
Core knowledge to know and remember to progress to later learning (foundational knowledge	• Understanding of how guest workers first came to Germany and how this process has changed over time. • Proficient use of the passive voice avoiding the use of "one" • Consolidation of the use of the definite article in German.
Prior knowledge	• GCSE/AS knowledge of immigration as a social issue, basic vocabulary of countries and origins; understanding of German geography and basic political concepts.
Future knowledge	• Essential preparation for the Paper 3 Independent Research Project (IRP); deepening of critical theory understanding for university-level studies in sociology or political science.
Key vocabulary	• Immigration, migration, steps taken to avoid mass immigration LINK to VOCAB Unit 7

Topic Title	Y13 Unit 8: Integration (Integration)
Pupils will know	**Cultural Knowledge:** Challenges and experiences of different groups of migrants. Barriers to integration, including the rise of right-wing populism and the debate on whether Germany is doing enough to facilitate integration **Grammar**: Revision of the Perfect tense. Using the passive both with

	"*werden* and *sein*" Using prepositional adverbs to anticipate "that clauses" **Language**: Integration, barriers and issues arising from the process. The experiences of different groups of migrants in Germany
Pupils will know how to (procedural knowledge)	• Understand and discuss the topic of integration and barriers to it. • Develop arguments from different angles, including describing and interpreting statistics • Weigh up opinions and draw conclusions • Infer information from interviews or reports • Apply complex academic language and the use of the passive voice. Construct nuanced, evaluative essays comparing historical events with contemporary political movements.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of the Perfect tense • Understanding the historical background of integration and the challenges faced by immigrants in Germany • Precision in using the passive voice to write in a more formal tone • Developing a deeper knowledge about modern day Germany and what the country is doing to facilitate better integration
Prior knowledge	• Understanding of 20th-century history (e.g., Der Vorleser context), basic concepts of integration and immigration from Unit 7.
Future knowledge	• Preparation for Paper 3 (IRP) research; ability to engage with current affairs and political debates in the German-speaking world
Key vocabulary	• Vocabulary linked to the topics of immigration and backgrounds, integration into German society and the debate on whether modern day Germany is doing enough to help the issues LINK to VOCAB Unit 8

Topic Title	**Y13 Unit 9: Racism (Rassismus)**
Pupils will know	**Cultural Knowledge:** Xenophobia and victims of racism in Germany The origins of racism and xenophobia and what Germany is doing to combat the problem **Grammar**: Alternatives to the passive voice, use of the impersonal passive and the use of the subjunctive in reported speech **Language**: Language linked to everyday racism, the origins of racist behaviour and the fight against it

Pupils will know how to (procedural knowledge)	• Understand the issues around everyday normalised routine racism that can take place in German society, its origins and consequences • Construct active sentences as alternatives to the passive voice in German • Research events or a series of events to summarise information from longer passages, drafting and redrafting work to increase accuracy
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Understanding of the origins of everyday racism and the fight to combat it • Precision in extracting and summarising information from longer texts to help understand material more clearly • Mastery of drafting and redrafting written work to improve accuracy
Prior knowledge	• The role of charities and equal rights groups in Germany (Unit 7: Our World/ *unsere Welt*) KS4
Future knowledge	• Preparation for the Paper 3 Independent Research Project (IRP); ability to engage with the topic for the speaking exam
Key vocabulary	• Vocab linked to everyday racism; the origins of it and the ongoing fight against it. LINK to VOCAB Unit 9

Topic Title	**Y13 Unit 10: Germany and the EU (Deutschland und die EU)**
Pupils will know	**Cultural Knowledge**: Consider the pros and cons of the EU for Germany and the effects of EU developments on Germany. The role Germany plays in Europe. **Grammar**: Revision of the imperative, revision of the different German cases and main and subordinate clauses **Language**: Language linked to Germany's national identity within the EU, the effects of the growth of the EU on Germany and Germany's role in Europe
Pupils will know how to (procedural knowledge)	• Consider the pros and cons of the EU for modern day Germany • Discuss the history of the EU and its influences • Evaluate the role of Germany in Europe • Deal with the unpredictable element in conversations • Understand how to translate better from German into English • Learn new techniques for tackling exam-style reading tasks
Core knowledge to know and remember to progress to later	• Understanding of the role of Germany in modern day Germany and how this role has developed looking at the history of the EU • Mastery of the grammatical focus on the German case

learning (foundational knowledge)	system • Precision in using main and subordinate clauses • Developing a deeper understanding of how to deal with the unpredictable element in conversations, ensuring longer, more fluent answers delivered with confidence
Prior knowledge	• Understanding of German politics (from units on Integration and Racism) and basic geographical knowledge of Europe. • Year 13 Unit 8 (Integration) and Unit 9 (Racism)
Future knowledge	• Preparation for the Paper 3 Independent Research Project (IRP); ability to engage with the topic for the speaking exam
Key vocabulary	• Vocabulary linked to the topic of European identity, the effects of the extension of the EU on Germany and the role of Germany in Europe LINK to VOCAB Unit 10

Topic Title	**Y13 Unit 11: Politics and young people (Politik und die Jugend)**
Pupils will know	**Cultural Knowledge:** how political processes and politics in Germany affect young people. Looking at how young people are involved in the democratic process and looking at the political parties and what they offer for young people. In particular looking at the values and ideals of young people with respect to compulsory military service **Grammar**: The future perfect tense, using the nominative after certain verbs and variations in word order **Language**: Looking at ideas of how young people can play a role in a democratic society, what the different parties offer to politically engaged young people. Language to do with military service, the pros and cons in German speaking countries
Pupils will know how to (procedural knowledge)	• Understand how young people in Germany can be part of the democratic system, analysing interviews and reports. • Learn what the political parties in Germany offer politically engaged young people • Evaluate and form opinions on the debate around military service for young people in German speaking countries • Translate more efficiently from English into German • Use the nominative case
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Understanding of the political system in Germany, how political processes affect young people in Germany, how young people participate in the democratic process, what political parties offer to young people and young people's values and ideals, particularly concerning compulsory military service.

	• Mastery of the future perfect tense, using the nominative case after certain verbs and variations in word order. • Developing the vocabulary to discuss young people's roles in a democratic society, political party platforms, and the pros and cons of military service in German-speaking countries.
Prior knowledge	• Understanding of 20th-century history (Cold War/DDR context) from the "Good Bye, Lenin!" unit; basic knowledge of the German political system.
Future knowledge	• Essential preparation for the Paper 3 Independent Research Project (IRP); ability to handle high-level academic debates on German socio-economic history at university level.
Key vocabulary	• Vocabulary linked with German politics, young peoples' potential roles and compulsory military service. LINK to VOCAB Unit 11

Topic Title	**Y13 Unit 12 : Reunification and consequences (Die Wiedervereinigung und ihre Folgen)**
Pupils will know	**Cultural Knowledge:** The building of the Berlin Wall, consequences of the reunification and the move from Bonn to Berlin **Grammar**: The Subjunctive 2, the conditional perfect and pluperfect Understanding which verbs take the dative **Language**: Language to do with the peaceful revolution in the former East Germany and the subsequent integration of the East into the West. Language to do with the success of the reunification and the identities and culture of the old and new Federal states.
Pupils will know how to (procedural knowledge)	• Critically evaluate the efficacy of state-led economic reunification policies. Construct sophisticated arguments regarding the relationship between economic status and political identity. • Apply high-level linguistic structures, specifically narrative tenses (the conditional perfect and pluperfect) for historical accounts and Subjunctive 2 for analysing counterfactuals. • Weave socio-political observations together with personal reflection.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Command of complex narrative structures: Mastery of the Subjunctive II, conditional perfect, and pluperfect to analyze historical events and construct "what if" scenarios. • Clear understanding of the trajectory from the building of the Berlin Wall and the Peaceful Revolution to the actual reunification and the subsequent relocation of the capital from Bonn to Berlin.

	● Proficiency in identifying and correctly using dative verbs within complex sentence structures. ● Understanding the enduring cultural and economic disparities between the former East and West German states, including the legacy of their differing identities.
Prior knowledge	● Understanding of 20th-century history (Cold War/DDR context) from the "Good Bye, Lenin!" unit; basic knowledge of the German political system.
Future knowledge	● Essential preparation for the Paper 3 Independent Research Project (IRP); ability to handle high-level academic debates on German socio-economic history at a higher level.
Key vocabulary	● Vocabulary to do with the peaceful revolution leading up to the reunification, the reality of the old and new federal states LINK to VOCAB Unit 12