

KS3 Curriculum Intent – Mandarin

Our Intent:

As a result of our curriculum, Alderman White students will be inspired to:

- Become confident, proficient and passionate linguists who have developed the skills to communicate in languages other than their own. They will be curious learners who will gain an insight into the culture or cultures of the countries where these languages are spoken.

Our Implementation:

In order to realise our vision, our curriculum will provide students with the opportunities to:

- Experience exciting and engaging lessons
- Appreciate how language learning can be both challenging and fun
- Develop and embed their knowledge and understanding of an additional language, allowing them to practise and hone their skills in a range of contents
- See the relevance of learning languages to their lives beyond Alderman White
- Engage in independent study and work alongside staff committed to ensuring they acquire the knowledge and skills that see them fulfil their potential and help raise their aspirations
- Engage in extra-curricular activities which offer opportunities to interact with other students, visit other countries (when possible again) and embrace other cultures

The Impact:

The impact of our curriculum will be evidenced in:

- Our students' enthusiasm for the subject which is displayed both in and out of the classroom
- Our students' work and their progress as evidenced in their books, work submitted on Google Classroom, Google quizzes, online learning games (Quizlet, Duolingo, WordWall)
- The increased number of students taking MFL at KS4, KS5 and beyond (clear link to careers and future pathways)
- The progress and attainment of students in external exams

Above all, our students will have a passion for language learning. They appreciate the value of learning an additional language and the opportunities that this can afford them in a global world.

	Autumn	Spring	Summer
Year 7	<p><u>Who am I?</u></p> <ul style="list-style-type: none"> • Introducing Chinese/facts about China • Careers in languages • Introductions and greetings • Chinese romanization and Writing systems – Pinyin and Characters <p><u>Skills</u></p> <ul style="list-style-type: none"> • Pinyin and Recognising basic Chinese characters • Numbers • Months and birthday • Days of the week 	<p><u>Who am I?</u></p> <ul style="list-style-type: none"> • Description of family • Pets and zodiac animals • Spring Festival related activities – Making Dumplings (extra-curricular), quiz <ul style="list-style-type: none"> • Verbs: 有 and 喜欢 • Adjectives • Connectives 	<p><u>Who am I? Continued</u></p> <p>Description of self (where you live, what languages you speak, nationalities and where you would like to live in the future)</p> <ul style="list-style-type: none"> • Tense: verb + 了 • Verbs: 说, 会, 学 and 住
Year 8	<p><u>Cultural Life</u></p> <ul style="list-style-type: none"> • Hobbies and sports • Days of the week • Time expression • Daily activities 	<p><u>Daily Life</u></p> <ul style="list-style-type: none"> • School subjects • Food and drinks • Spring Festival related activities – Making Spring rolls (extra-curricular) 	<p><u>Daily Life</u></p> <ul style="list-style-type: none"> • Time phrases • Connectives • Tenses <p>Trip to London China Town (extra-curricular)</p>
Year 9	<p><u>Local Area</u></p> <ul style="list-style-type: none"> • Recap of topics from year 7 and year 8 • Where you would like to live • Description of local area • Possible activities in local area • Future plans for a trip to town 	<p><u>Holidays</u></p> <ul style="list-style-type: none"> • Holiday destinations • Holiday activities • Transportation • Food for Festivals (Chinese New Year) • Weather • Description of last holiday • Past experience • Future plan • Opinions on holidays 	<p><u>Holidays (contd)</u></p> <ul style="list-style-type: none"> • Description of past, present, future and ideal holidays • GCSE speaking and writing preparation and practice
Year 10	<p><u>Who am I?</u></p> <ul style="list-style-type: none"> • Recap of topics from year 7 but extended to include more complex GCSE language and a wider range of tenses • How to describe people and activities on photos, interpretive language 	<p><u>Cultural Life</u></p> <ul style="list-style-type: none"> • Recap of topics from year 8 but extended to include more complex GCSE language and a wider range of tenses. • GCSE speaking and writing practice related to Who am I? Cultural life 	<p><u>Daily Life</u></p> <ul style="list-style-type: none"> • Recap of topics from year 9 but extended to include more complex GCSE language and a wider range of tenses. • GCSE speaking and writing practice related to Daily Life

Year 11	<p><u>School</u></p> <ul style="list-style-type: none"> • Description of school • Opinions of school subjects • The school day • Opinions of teachers • Ideal teacher • School rules • Past school events • Future plans at school <ul style="list-style-type: none"> • GCSE speaking and writing practice related to school topic <ul style="list-style-type: none"> • Extension : AS/A level topics 	<p><u>Future Aspirations – study and work</u></p> <ul style="list-style-type: none"> • Jobs • Personal qualities • Advantages/Disadvantages of jobs • Experience of work • Plans for work • Plans for the future not related to work • GCSE speaking and writing practice <p><u>International and Global Dimension</u></p> <ul style="list-style-type: none"> • Sporting/Music events • GCSE speaking and writing practice related to international dimension • Environmental Issues • Volunteer work • GCSE speaking and writing practice related to International and Global dimension <ul style="list-style-type: none"> • Extension: AS/A level reading/films 	<p><u>Exam preparation</u></p>
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Titles in **bold and underlined are linked to the GCSE topics**. All topics involve pupils comparing their own experiences to those in Chinese speaking countries. Emphasis is placed on developing spontaneous communication in a variety of tenses with the ability to give justified reasons for opinions. Pupils are also encouraged to access learning online through Linguascope.com, Duolingo or Quizlet. Pupils are given knowledge organisers to support and extend their learning.