

## Curriculum Map KS4 Italian Year 11

Subject: Italian

Curriculum intent statement for KS4 Italian:

To deliver a curriculum that:

- builds upon students' previous linguistic experience, developing the necessary linguistic skills for students to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- provides opportunities for students to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- provides an opening to other cultures, fosters their curiosity and deepens their understanding of the world.
- is relevant to pupils' everyday lives, interests, hobbies, careers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Content	<ol style="list-style-type: none"> <li>1. Quali sono le tue materie preferite?</li> <li>2. Che cosa studiavi e facevi alla scuola primaria?</li> <li>3. Quanti edifici ci sono nella tua scuola?</li> <li>4. Come potresti cambiare la tua divisa scolastica?</li> <li>5. Quali regole si deve seguire?</li> <li>6. Che cosa ti piacerebbe studiare in futuro?</li> </ol>	<ol style="list-style-type: none"> <li>1. Lavori in casa?</li> <li>2. Hai un lavoretto?</li> <li>3. Dove lavora un impiegato?</li> <li>4. Quali sono i vantaggi e svantaggi del tuo lavoro?</li> <li>5. Che tipo di lavoro ti piacerebbe avere in futuro?</li> <li>6. Quali sono le tue qualità per un lavoro?</li> </ol>	<ol style="list-style-type: none"> <li>1. Quali sono i problemi ambientali nella zona in cui vivi</li> <li>2. Quali sono le cause dei problemi ambientali?</li> <li>3. Second te, cosa bisogna fare per proteggere il nostro ambiente?</li> <li>4. Che cosa hai fatto per aiutare l'ambiente?</li> <li>6. Che cosa farà in futuro per migliorare la situazione?</li> </ol>	<ol style="list-style-type: none"> <li>1. Quali sono i problemi sociali d'oggi?</li> <li>2. Come si può aiutare i senzatetto?</li> <li>3. Second te, facciamo abbastanza per combattere i problemi sociali?</li> <li>4. Hai mai fatto un lavoro di volontariato?</li> </ol>	<ol style="list-style-type: none"> <li>1. Qual'è il tuo sogno nel cassetto?</li> <li>2. Hai degli ambizioni in particolare?</li> <li>3. Quali sono i migliori concerti?</li> <li>4. A quale concerti ti piacerebbe essere?</li> <li>5. Cose sono gli aspetti positivi di un concerto?</li> <li>6. Se fossi ricco, viaggeresti di più?</li> </ol>	<p>-Revision and recap on vocabulary and grammar for run up to Mock.</p> <p>Depending on class circumstances the below will be selected by teacher and pupils to review.</p> <ul style="list-style-type: none"> <li>- Come sei e i passatempo</li> <li>- Dove vivi?</li> <li>- La vita quotidiana</li> <li>- La scuola</li> <li>- Direzioni</li> <li>- Che tempo fa</li> <li>- La vacanza e al ristorante</li> <li>- Le comunicazioni/usando abbreviazioni</li> <li>- Un anno di celebrazione</li> <li>- I mestieri</li> <li>- Fare la spesa</li> <li>- Le qualità importanti di un amico.</li> <li>- Gli esami.</li> <li>- I problemi sociali</li> <li>- L'internet</li> <li>- Il futuro</li> <li>- Le nazioni e i paesi</li> <li>- Il formale</li> <li>- Volere/Dovere e Potere</li> <li>- Gli articoli</li> <li>- Gli aggettivi possessivi</li> <li>- L'imperativo</li> <li>- Qualcosa che non va bene</li> </ul>
Knowle dge	<ul style="list-style-type: none"> <li>-Giving opinions about school subjects</li> <li>-Saying what we study have studied and hope to study.</li> <li>-Describing your school</li> <li>-Understanding details about school</li> <li>-Comprehendin</li> </ul>	<ul style="list-style-type: none"> <li>-Talking about the work that we do everyday.</li> <li>-Understanding where an employee works.</li> <li>-Understanding advantages and disadvantages of many vocations.</li> <li>-Talking about our future aspirations.</li> <li>-Talking about</li> </ul>	<ul style="list-style-type: none"> <li>-Talking about the environmental issue sin your area</li> <li>-Realising what the causes of these environmental issues are.</li> <li>-Establishing what it is we need to do to help the environment.</li> <li>-Talking about what we have done this far to</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing today's social issues.</li> <li>- Seeing how we can help the homeless.</li> <li>- Expressing what we can do to assist someone experiencing certain social issues.</li> <li>- Talking about voluntary work.</li> </ul>		

	<p>g rules that need to be followed at school.</p> <p>-Introductions to the Italian school systems.</p>	<p>our positive attributes for a specific role or career.</p>	<p>help the environment.</p> <p>Saying what we plan to do to help the environment.</p>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Revisiting the <b>impersonal 'si'</b> to understand rules.</li> <li>- Using <b>all tenses</b> within the context of school.</li> <li>- Talking about <b>future desires using the conditional tense</b></li> <li>- Using the <b>subjunctive</b> for opinions in the <b>present and past tenses.</b></li> <li>- Expressing future desires about studies <b>using the conditional tense.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Learning <b>specific verbs pertaining to work, e.g./</b> lavorare, guadagnare and licenziare and <b>specific vocabulary for particular trades and jobs.</b></li> <li>-Using <b>comparatives</b> to compare jobs.</li> <li>-Using <b>the future, conditional tenses</b> as well as <b>the subjunctive</b> to express job preferences.</li> </ul>	<ul style="list-style-type: none"> <li>-Using <b>specific vocabulary pertaining to the destruction and protection of the environment.</b></li> <li>-- Using <b>the subjunctive</b> and <b>the future</b> to give advice on what should or shouldn't be done to resolve issues.</li> <li>Using <b>the impersonal si</b> to say what we can, <b>si può and</b> have to , <b>si deve fare</b> to continue helping the environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Using <b>the present, past, past imperfect and future tenses</b> to discuss social issues.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Exposure to the <b>Imperfect subjunctive.</b></li> <li>-Using <b>relative pronouns chi</b> (who) and <b>quelli che</b> (those who) as well as <b>(il) cui</b> (in which).</li> </ul>	<p>Review of key points to carry out <b>proficient reading, writing speaking and listening exams.</b></p>

<b>Key Questions</b>	<p>Can I create a set of rules that I feel are acceptable in school?</p> <p>Can I describe my school?</p> <p>Can I talk about my school experiences and future stuff aspirations?</p> <p>Can I give opinions in the present and the past?</p>	<p>Can I speak fluently about my career aspirations?</p> <p>Can I compare the job specifications of a few careers.</p> <p>Could I apply for a job in Italian?</p>	<p>Can we identify environmental problems?</p> <p>What do you do to help the environment?</p> <p>Can we help to resolve the environmental issues?</p> <p>What do you plan to do in the future to help the environment?</p>	<p>What are today's social issues?</p> <p>Can I express how I can help those in need?</p> <p>What can society do to help those in need?</p> <p>Have you ever been a volunteer?</p> <p>Where would you like to volunteer in the future?</p>	<p>What is the imperfect subjunctive?</p> <p>What is a relative pronoun in Italian and how does it work?</p> <p>What childhood dreams would you like to fulfil?</p> <p>If you were rich, would you travel more?</p>	<p>Are you ready to sit the reading, writing, listening and speaking exams?</p>
<b>Assessment</b>	<p>Reading and Writing</p>	<p>Speaking and Listening</p>	<p>Reading and Writing</p>	<p>Speaking and Listening</p>	<p>Speaking and Writing</p>	<p>Listening, Speaking, Reading and Writing</p>

<b>Literacy/numeracy/SMSC/Character</b>	<b>Literacy-</b> Extensions of Reading and Writing about our school experience  <b>SMSC:</b> Discussing cultural differences in schooling.	<b>Literacy-</b> Creating a cover letter and CV in Italian  Being in an interview setting.	<b>Literacy-</b> Advice giving using a specific time mood.  <b>SMSC:</b> environment Issues	<b>Literacy-</b> using different time frames  <b>SMSC-</b> relevant social issues	<b>Literacy-</b> Using hypothetical phrases.  <b>SMSC-</b> Popular music festivals In Italy and UK.	<b>Literacy-</b> Comprehension on all four skills
Enrichment opportunities and futures	Ideas for studying abroad.	Working and living overseas. Creating CVs and applications in target language	Acknowledging environmental issues and how to combat them.	Being aware that social issues transcend all cultures.	Future plans post GCSE (and beyond).	Using target language learned for next stages in life.