

Subject Vision

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

Subject End Points

EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation

EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language

EP3 read understand and to be able to respond to a variety of authentic texts

EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately

EP5 develop an appreciation for French speaking culture

Subject Domains of Knowledge

- D1 Myself
- D2 Family
- D3 Home
- D4 Area
- D5 Free time
- D6 Sports
- D7 School
- D8 Holidays and travel
- D9 Future plans
- D10 Festivals and celebrations
- D11 Environment
- D12 Life online
- D12 Tourism
- D13 Food and Drink
- D14 Daily Life

Subject Key Concepts

- C1 Nouns
 - Gender
 - Singular and plural
- C2 Articles
 - definite
 - Indefinite
 - partitive
- C3 Adjectives
 - Agreements
 - Position
 - Comparative
 - Superlative
 - Demonstrative
 - Possessive
 - Indefinite
 - interrogative
- C4 Adverbs
 - Comparative
 - Superlative
 - Regular
 - Interrogative
 - Adverbs of time and place
- C5 Quantifiers/intensifiers
- C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)
- C7 Pronouns
 - Personal
 - Reflexive
 - Relative
 - Direct and indirect object

- Demonstrative
 - Indefinite
 - interrogative
- C8 Verbs
- Regular and irregular
 - Negatives
 - Tenses
 - Present
 - Perfect
 - Imperfect
 - Simple Future
 - Near Future
 - Conditional
 - Pluperfect
 - Subjunctive
 - Passive
 - Imperative
 - Present participles
- C9 Idiomatic expressions
- C10 Opinion expressions

Medium Term Curriculum Plan

Year 9 Mandarin

| Term | Term 1 : 假期 (jia qi) = <i>Holidays!</i> | Term 2 : 我 (wo) = <i>All about me</i> |
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| Unit overview | <i>In this unit pupils will learn to describe the weather, local holiday destinations and talk about past holidays.</i> | <i>In this unit pupils will learn to describe their personal and physical characteristics and clothes they like to wear.</i> |
| Lesson Schedule | | |
| Key Domains and Concepts taught in this Unit / Term | D4 Area D8 Holidays and travel D12 Tourism C1 Nouns C3 Adjectives <ul style="list-style-type: none"> • Position • Comparative C8 Verbs <ul style="list-style-type: none"> • Present • Perfect | D1 Myself D8 Holidays and travel D12 Tourism C1 Nouns C3 Adjectives <ul style="list-style-type: none"> • Position • Comparative C8 Verbs <ul style="list-style-type: none"> • Present • Future |
| KS4 End Points | EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language EP3 read understand and to be able to respond to a variety of authentic texts | EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language EP3 read understand and to be able to respond to a variety of authentic texts |

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| | <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p> | <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p> |
| Declarative Knowledge (Students should know) | <ul style="list-style-type: none"> How to recognise characters related to weather. How to recognise characters related to countries. How to recognise characters related to holiday destinations. How to say talk about modes of transport that were taken to go on holiday. How to read sentences in the past. How to understand descriptions of previous holidays. | <ul style="list-style-type: none"> How to recognise characters related to physical descriptions. How to recognise characters related to describing a bedroom. How to read characters related to colour and clothes. How to describe daily routines. How to recognise descriptions of times and activities related to routines. |
| Procedural Knowledge (Students should be able to do) | <ul style="list-style-type: none"> Write and talk about the weather. Write and talk about different countries. Write and talk about holiday destinations. Describe how they got around on holiday. Talk and write in the past tense. Describe previous holidays. | <ul style="list-style-type: none"> Write and talk about their physical descriptions. Describe their bedrooms. Talk and write about their favourite clothes. Write about and describe daily routines. Understand more about Chinese holiday locations. |
| Developing T3 Literacy and Numeracy | <ul style="list-style-type: none"> Reinforce importance of word order in sentences Spellings/use of pinyin Regular reference to Year 9 Mandarin vocab lists and translations | <ul style="list-style-type: none"> Telling the time in Chinese. Sentence order similarities and differences to English. Regular reference to Year 9 Mandarin vocab lists and translations |
| Assessment (Summative and Formative) | <ul style="list-style-type: none"> Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts. | <ul style="list-style-type: none"> Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts. |

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| | <ul style="list-style-type: none"> • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. | <ul style="list-style-type: none"> • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. |
| Links to Prior Learning | <ul style="list-style-type: none"> • Character memory recall strategies • Countries and languages | <ul style="list-style-type: none"> • Time • Word order reinforcement |
| Next steps in learning | <ul style="list-style-type: none"> • Personal and physical descriptions. | <ul style="list-style-type: none"> • Describing where you live |
| Common Barriers to learning in this unit | <ul style="list-style-type: none"> • Increased volume of Chinese characters. • Understanding past tense for the first time. | <ul style="list-style-type: none"> • Word order when using time in Chinese sentences. • Expressing adjectives to describe clothes. |

| Term | Term 3: 你家在哪儿 (ni jia zai nar) = <i>Where do you live?</i> | Term 4: 买东西 (mai dongxi) = <i>Shopping</i> |
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| Unit overview | <i>In this unit, pupils will learn to describe where they live and make weekend plans.</i> | <i>In this unit, pupils will learn to describe recent shopping experiences and how to order things they want to buy.</i> |
| Lesson schedule | | |
| Key Domains and Concepts taught in this Unit / Term | D1 Myself D12 Tourism C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> • Personal C8 Verbs <ul style="list-style-type: none"> • Present • Future | D5 Free time D14 Daily Life C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> • Personal C8 Verbs <ul style="list-style-type: none"> • Present • Perfect past |
| KS4 End Points | <p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p> | <p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p> |
| Declarative Knowledge | <ul style="list-style-type: none"> • How to recognise characters related to describing a town. | <ul style="list-style-type: none"> • How to recognise characters related to shopping lists and what has been bought. |

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| (Students should know) | <ul style="list-style-type: none"> • How to recognise and understand how to make plans. • How to recognise characters related to weekend activities. • How to recognise characters about describing their home. • How to recognise characters and descriptions of their home and other people's. | <ul style="list-style-type: none"> • How to recognise when the past tense is being used. • How to recognise and understand how to describe what you've bought. • How to recognise characters related to ordering things in a department store. • How to understand scripts related to online shopping experiences. |
| Procedural Knowledge (Students should be able to do) | <ul style="list-style-type: none"> • Talk about their town and write a description of it. • Make plans with a friend. • Discuss and write about weekend plans. • Describe their home. • Talk about their parents' and their opinions on them. | <ul style="list-style-type: none"> • Writing and talking about shopping lists. • Describe what has been bought in the past. • Discussing ordering clothes in a shop • Create a role-play about shopping in a department store. • Share experiences of shopping online. |
| Developing T3 Literacy and Numeracy | <ul style="list-style-type: none"> • Telling the time to make plans. • Spellings/use of pinyin • Regular reference to Year 9 Mandarin vocab lists and translations | <ul style="list-style-type: none"> • Adding up total costs of items bought. • Spellings/use of pinyin • Regular reference to Year 9 Mandarin vocab lists and translations |
| Assessment (Summative and Formative) | <ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. | <ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. |

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| Links to Prior Learning | | <ul style="list-style-type: none"> • Numbers • Word order |
| Next steps in learning | <ul style="list-style-type: none"> • Shopping in department stores | <ul style="list-style-type: none"> • Travel in China |
| Common Barriers to learning in this unit | <ul style="list-style-type: none"> • Sentence order when describing bedroom and house. • Increased volume of Chinese characters. • Understanding past tense for the first time. | <ul style="list-style-type: none"> • Increased volume of Chinese characters. • Re-visiting the past tense. • Counting in Chinese to pay for items. |

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| Units / Terms 5 and 6 | Term 5 : 在中国旅行 (zai zhongguo luxing) = <i>Travel in China</i> | Term 6 : <i>Year 9 vocabulary and grammar consolidation and preparation for GCSE course.</i> |
| Unit overview | <i>In this unit, pupils will learn to describe the seasons, discuss sightseeing in Beijing and visits to Xi'an and Shanghai</i> | <i>In this unit, pupils will review and consolidate prior learning from Units 1-5 and strengthen skills in preparation for the GCSE course</i> |
| Lesson Schedule | | |
| Key Domains and Concepts taught in this Unit / Term | D8 Holidays and travel D9 Future plans D12 Tourism C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> • Personal C8 Verbs <ul style="list-style-type: none"> • Present • Future | D1 Myself D3 Home D4 Area D8 Holidays and travel D9 Future plans D12 Life online D12 Tourism D14 Daily Life C1 Nouns C3 Adjectives C7 Pronouns <ul style="list-style-type: none"> • Personal C8 Verbs <ul style="list-style-type: none"> • Present • Past • Future |
| KS4 End Points | EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to | EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language |

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| | <p>be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p> | <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Chinese speaking culture</p> |
| <p>Declarative Knowledge (Students should know)</p> | <ul style="list-style-type: none"> • How to recognise characters related to the four seasons. • How to recognise characters related to tourist destinations in Beijing. • How to recognise different descriptive words for feelings and emotions. • How to plan a shopping trip in Shanghai. • Gain a deeper understanding of the festivals that are unique to China. • How to identify commonly eaten and traditional Chinese festival foods. | <ul style="list-style-type: none"> • How to recognise characters related to physical descriptions. • How to recognise characters related to describing a bedroom. • How to read characters related to colour and clothes. • How to describe daily routines. • How to recognise descriptions of times and activities related to routines. • How to recognise characters related to weather. • How to recognise characters related to countries. • How to recognise characters related to holiday destinations. • How to say talk about modes of transport that were taken to go on holiday. • How to read sentences in the past. • How to understand descriptions of previous holidays. • How to recognise characters related to describing a town. • How to recognise and understand how to make plans. • How to recognise characters related to weekend activities. • How to recognise characters about describing their home. • How to recognise characters and descriptions of their home and other people's. • How to recognise characters related to shopping lists and what has been bought. |

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| | | <ul style="list-style-type: none"> • How to recognise when the past tense is being used. • How to recognise and understand how to describe what you've bought. • How to recognise characters related to ordering things in a department store. • How to understand scripts related to online shopping experiences. • How to recognise characters related to the four seasons. • How to recognise characters related to tourist destinations in Beijing. • How to recognise different descriptive words for feelings and emotions. • How to plan a shopping trip in Shanghai. |
| <p>Procedural Knowledge (Students should be able to do)</p> | <ul style="list-style-type: none"> • Talk about and describe the four seasons. • Plan and discuss a trip to Beijing. • Write about a shopping experience in Shanghai. • Express feelings and write about emotions experienced during travelling. • Describe and discuss the festivals unique to China. | <ul style="list-style-type: none"> • Write and talk about the weather. • Write and talk about different countries. • Write and talk about holiday destinations. • Describe how they got around on holiday. • Talk and write in the past tense. • Describe previous holidays. • Write and talk about their physical descriptions. • Describe their bedrooms. • Talk and write about their favourite clothes. • Write about and describe daily routines. • Understand more about Chinese holiday locations. • Talk about their town and write a description of it. • Make plans with a friend. • Discuss and write about weekend plans. • Describe their home. • Talk about their parents' and their opinions on them. • Writing and talking about shopping lists. |

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| | | <ul style="list-style-type: none"> • Describe what has been bought in the past. • Discussing ordering clothes in a shop • Create a role-play about shopping in a department store. • Share experiences of shopping online. • Talk about and describe the four seasons. • Plan and discuss a trip to Beijing. • Write about a shopping experience in Shanghai. • Express feelings and write about emotions experienced during travelling. |
| Developing T3 Literacy and Numeracy | <ul style="list-style-type: none"> • Counting the cost of shopping items. • Use of adjectives to describe emotions. • Accurate use of different tenses. | <ul style="list-style-type: none"> • Counting in order to buy things in Chinese. • Use of adjectives to describe emotions. • Relating the tenses to English. |
| Assessment (Summative and Formative) | <ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. | <ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. |
| Links to Prior Learning | <ul style="list-style-type: none"> • Forming questions in Chinese (food preferences) • Counting and using numbers. | <ul style="list-style-type: none"> • All grammar and vocab from Units 1-5 of Year 9. |
| Next steps in learning | <ul style="list-style-type: none"> • Reviewing and consolidating vocabulary and grammar studied throughout Year 8. | <ul style="list-style-type: none"> • Describing yourself in further detail. |

**Common
Barriers to
learning in this
unit**

- Accurate use of past tense.
- Understanding the different festivals that are unique to the lunar calendar.

- Reading and understanding more complex Chinese sentences.
- Accurate use of past, present and future tense.
- Concept of measure words.