

| Term | INTENT | IMPLEMENTATION | IMPACT |
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| | <p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> | <p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p> | <p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p> |
| <p>Autumn Term 1A Year 10</p> | <p><u>La Vita Diaria e La Scuola</u> Students begin Year 10 by recapping vocab and structures used for describing daily life at home and at school. This enables students to revise present and future tenses and discuss every day activities relating to their personal lives.</p> | <ul style="list-style-type: none"> • To be able to describe daily life activities using reflexive pronouns • To be able to describe jobs around the house using present tense and modal verbs • Using stare+ present continuous to say what I am currently doing at home • To describe my day at school using possessive adjectives • Talking about my school using the present tense and opinion expressions • Discussing my plans for the future using implied future tense • Discussing extracurricular activities using frequency words • Describing what I do usually in town and how to get around using the imperative form | <p>Speaking - role play + reading aloud Translation into English Reading Listening inc. dictation Writing week /16 Memrise %</p> |
| <p>Autumn Term 1B Year 10</p> | <p><u>Le Vacanze</u> Students will be able to discuss the type of holidays they prefer and add description of past holiday experiences. They will use a range of</p> | <ul style="list-style-type: none"> • Expressing holiday types and preferences using a range of vocabulary • Describing a recent holiday using the passato prossimo | <p>Speaking - role play + reading aloud Translation into French Reading Listening inc. dictation</p> |

Beths Grammar School Y10 Italian Curriculum Map - AQA GCSE Italian

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| | tenses in the past to describe completed actions and descriptions. | <ul style="list-style-type: none"> Describing a past holiday and the weather using the imperfect tense Using opinion phrases to describe favourite activities on holiday Asking about hotel availability, facilities and cost using che and a cui | Module 2 writing week /16 Memrise % |
| <p>Spring Term 2A Year 10</p> | <p><u>Le attività estive</u></p> <p>Students continue to develop the topic of holidays by discussing summer activities such as visiting tourist attractions and going out to eat. This unit is particularly useful for practising the role play task and gives the opportunity for students to discuss issues in real life context scenarios.</p> | <ul style="list-style-type: none"> Finding out about a campsite or youth hostel using relative pronouns Making a complaint using 'che/chi/cui' To be able to describe tourist attractions and eating out on holiday whilst using disjunctive pronouns To be able to expressing hunger and thirst using expression of 'avere' Choosing a restaurant and booking a table and making a date using direct object pronouns To be able to order a meal and make a complaint using pronouns for 'it/they etc' To be able to make request like asking for the bill with modal verbs | <p>Speaking - photo card (unseen) + reading aloud</p> <p>Translation into English</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Module 3 writing week /32 (as per Year 10 exam)</p> <p>Memrise %</p> |
| <p>Spring Term 2B Year 10</p> | <p><u>Informazione e tradizioni</u></p> <p>Students are able to put into practice practical scenarios such as what to do in a town and how to resolve problems when travelling. Students will then move onto discussion on family life and the meaning of certain traditions. They will learn about customs and traditions in Italy and be able to compare these to their own. They will learn about other national festivals which take place in towns across Italy.</p> | <ul style="list-style-type: none"> Describing a town through descriptive language To be able to buy postcards and stamps using the pronoun 'ne' to mean 'of them'. To be able to request car hire, use the phone or deal with lost/found items using a combined pronouns Describing a beach holiday and bike hire using modal verbs To be able to discuss a range of religious family celebrations in Italy with comparatives and superlatives To be able to describe Christmas and Easter with exclamations To be able to describe other national festivals with exclamations and descriptive language | <p>Wk 5 - Y10 Listening exam inc.dictation</p> <p>Wk 6 - Y10 Speaking mock in class:</p> <p>Role Play</p> <p>Reading outloud and follow up questions</p> <p>Photocard description and discussion of topic area.</p> <p>Memrise %</p> <p>Module 4 writing week /32 (Y10 exam model)</p> |

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| <p>Summer Term 3A Year 10</p> | <p><u>La Salute e tenersi in forma</u></p> <p>Students recall previously learnt vocabulary from KS3 relating to body parts then move onto being able to describe pain and illnesses. They seek remedies to illness by practising situational conversations at the pharmacy. To build on this, students discuss benefits of health eating and how to keep fit, describing the most effective activities for leading a healthy life.</p> | <ul style="list-style-type: none"> • To be able to describe parts of the body using irregular nouns • To be able to describe illness and pain successfully to a doctor • Talking about diet and exercise to keep fit using the future tense • To be able to discuss eating habits and use comparatives • To be able to talk about future plans regarding health and using the future perfect tense as an introduction to 'compound tenses' • To be able to discuss effectiveness of different activities and link to health • To be able to visit the pharmacy and describe how I am feeling using stare + present continuous | <p>Week 1 - Reading and Writing Year 10 mock exam + translation to TL</p> <p>Wk 6 - Module 5 writing week /32 (Y10 exam model)</p> <p>Memrise %</p> |
| <p>Summer Term 3B Year 10</p> | <p><u>Il Tempo Libero e il Lavoro</u></p> <p>Students compare work life with social life by discussing a wide range of jobs, the benefits of work experience and how to be successful in a job. Students go onto discuss arranging to go out and activities that can be done in free time to relax from work, or even the possibility of working and holidaying abroad to widen their cultural capital!</p> | <ul style="list-style-type: none"> • To be able to use a wide range of vocabulary linked to different job types • To discuss jobs in relation to advantages and disadvantages and work experience - using a range of unusual adjectives and topic vocabulary • To be able to discuss ideal job and adverts using the conditional tense • To be able to apply for jobs and be successful in a job interview using the conditional tense • Making arrangements to go out and to accept or decline an invitation using infinitive verb expressions • To be able to invite someone to work or holiday abroad using a range of adverbs • To discuss my favourite film with opinion expressions | <p>Speaking - role play and reading aloud Translation into Italian Reading and dictation Listening Memrise %</p> <p>Module 6 writing week /32 (GCSE model)</p> |