

| Term                                 | <b>INTENT</b>   | <b>IMPLEMENTATION</b>  | <b>IMPACT</b>  |
|--------------------------------------|---|--|--|
|                                      | <p><b>Substantive Knowledge</b><br/>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>   | <p><b>Disciplinary Knowledge (Skills)</b><br/>This is the action taken within a particular topic to gain substantive knowledge.</p>  | <p><b>Assessment opportunities</b><br/>What assessments will be used to measure student progress?<br/>Evidence of how well students have learned the intended content.</p>                   |
| <p><b>Autumn Term 1A Year 10</b></p> | <p><b><u>My Life</u></b><br/><br/>Students begin their GCSE course by building on key information learnt in KS3 about their family, socialising, friends and childhood hobbies in past, present and future time frames.</p> | <ul style="list-style-type: none"> <li>• Describing people’s hobbies and sports using new connectives and time duration.</li> <li>• Describing people’s appearance and personality using a wide range of adjectives</li> <li>• Describing family relationships and their daily routines using frequency words and the present tense.</li> <li>• Describing what you were like when you were younger using the past tense.</li> </ul> | <p>Speaking - role play + reading aloud</p> <p>Translation into English</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Chapter 1 writing week /16</p> <p>Weekly Vocabulary Test %</p> |

Beths Grammar School Y10 Mandarin Curriculum Map - AQA GCSE Mandarin

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| <p><b>Autumn Term 1B</b><br/>Year 10</p> | <p><b><u>School</u></b></p> <p>Students expand upon previously learnt material on the the topic of school in different time frames to include likes and dislikes with justifications, school days, comparisons with British schools and those in the Mandarin-speaking world, school rules and school exchanges programme.</p>   | <ul style="list-style-type: none"> <li>• Talking about your school facilities and giving justified opinions about your school using opinion phrases and three different types of comparison</li> <li>• Describing your school day and school subject using sequencing connectives</li> <li>• Comparing schools in Mandarin-speaking countries and the UK using the third person in the present tense.</li> <li>• Discussing school rules using modal verbs and giving personal opinions on these rules</li> <li>• Talking about past, present and future school exchanges and summer camps overseas</li> </ul> | <p>Speaking - role play + reading aloud</p> <p>Translation into French</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Chapter 2 writing week /16</p> <p>Weekly Vocabulary Test %</p>                                  |
| <p><b>Spring Term 2A</b><br/>Year 10</p> | <p><b><u>Leisure</u></b></p> <p>Students learn how to discuss different hobbies using a wide range of vocabulary based on what they have learnt in KS3 with associated grammar rules and different time frames. They learn how to use comparatives, superlatives and give opinions in the context of different sports, hobbies and entertainment, e.g. playing Taichi and fishing etc.</p> | <ul style="list-style-type: none"> <li>• Describing free time activities in terms of sport, music, internet, films and TV</li> <li>• Talking about the benefits of different sports and how long you have been doing them using appropriate frequency words and time duration phrases</li> <li>• Talking about online activities using comparatives</li> <li>• Talking about habits now and in the past using the past tenses, present tense and sequencing connectives</li> <li>• Talking about TV programmes using direct object pronouns</li> </ul>   | <p>Speaking - photo card (unseen) + reading aloud</p> <p>Translation into English</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Chapter 3 writing week /32 (Year 10 exam model)</p> <p>Weekly Vocabulary Tests %</p> |
| <p><b>Spring Term 2B</b><br/>Year 10</p> | <p><b><u>Media</u></b></p>   | <ul style="list-style-type: none"> <li>• Describing different types of media and activities you do online</li> <li>• Talking about favourite actors and films using the superlative.</li> </ul>  | <p>Week 5 - Listening exam</p> <p>Week 6 -Y10 Speaking mock in class:</p>  |

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|                                       |  | <ul style="list-style-type: none"> <li>• Comparing the pros and cons of different social media</li> <li>• Talking about your role models and learn about chinese film stars</li> </ul>   | <p>role play, read aloud + follow up questions, photo card + discussion</p> <p>Weekly Vocabulary Tests %</p> <p>Chapter 4 writing week /32 (Y10 exam model)</p>       |
| <p>Summer Term<br/>3A<br/>Year 10</p> | <p><b><u>Where I live</u></b></p> <p>Students build on prior knowledge of how to describe where they and other people live. This extends to discussing different tourist destinations, giving directions for tourists, shopping for gifts The unit finishes with study of community projects in different time frames.</p> | <ul style="list-style-type: none"> <li>• Talking about where you live (location, weather, what you can do there and transport).</li> <li>• Talking about what there is in your town and asking for directions using the imperative.</li> <li>• Talking about where do you want to live in the future and using negatives to describe what you do not like in your area.</li> <li>• Talking about how to protect the environment and the importance of it.</li> <li>• Talking about tourist activities<br/>Discussing community projects to improve the environment of your town in the past, present and future</li> </ul> | <p>Week 1 - Reading and writing year 10 mock exam + translation to TL</p> <p>Week 6 - Module 5 writing week /32 (Y10 exam model)</p> <p>Weekly Vocabulary Tests %</p> |
| <p>Summer Term<br/>3B<br/>Year 10</p> |  |  | <p>Speaking - role play and reading aloud</p> <p>Translation into Mandarin</p> <p>Reading and dictation</p>   |

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|  |  |  | Listening<br>Weekly Vocabulary Tests %<br>Module 6 writing week /32 (GCSE model) |
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